

# **Wichita Falls Independent School District**

## **Rider High**

### **2022-2023 Campus Improvement Plan**



# Mission Statement

The Mission of the Wichita Falls Independent School District is to prepare all students to become lifelong learners who are productive, responsible and participating members of society.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Enrollment: 1586

### Ethnicity Breakdown:

Native American - 0.06%

Black - 9%

White - 54%

Hispanic - 26%

Asian - 5%

American Indian - 0.7%

Multirace - 6%

### Subpopulations:

Economically Disadvantaged - 38%

Special Ed. - 12%

504 - 13%

GT - 11%

EL (ESL) - 2.5%

At-Risk- 42%

Male - 50%

Female - 50%

**Staff Breakdown:**

Black - 5.7%

White - 85%

Hispanic - 5.5%

Asian - 0.9%

American Indian - 0.9%

Multirace - 1.9%

Master's Degree - 35.1%

**Class Size:**

9th (Class of 2026) - 402

10th (Class of 2025) - 427

11th (Class of 2024) - 383

12th (Class of 2023) - 370

**Demographics Strengths**

Students - growth in the area to create more diversity

Staff - teachers with long term experience

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** We need to increase the ethnic diversity within the staff to meet the diversity of the students. **Root Cause:** Increased diversity of attendance zone, and limited applicant pool.

# Student Learning

## Student Learning Summary

- **EOC - Spring 2022**
  - Eng. 1 (Approaches 70%/Meets 54%/Masters 8%)
  - Eng. 2 (Approaches 78%/Meets 68%/Masters 14%)
  - Biology 1 (Approaches 91%/ Meets 66%/Masters 27%)
  - Algebra 1 (Approaches 74%/Meets 32%/ Masters 12%)
  - US Hisotry (Approaches 89%/ Meets 75%/ Masters 50%)
- AP - A lot fewer students are taking AP tests possibly due to students having to pay for the tests and/or dual credit classes expanding.

Out of 21 AP tests, we had 18 test about the state average. However, we had a decrease on 11 AP test scores. There is an absence of certain subpops taking AP tests.

- PSAT
- Dual Credit
- TSI
- CTE certificates
- Military enlistments

## Student Learning Strengths

- EOC
  - Eng. 1, Eng. 2, Algebra I, and USH sustained the passing percentages from 2021. Biology I, we shaw growth from 2021 on all three levels.
- AP - On most of the AP tests, our students score close to the state average.

- PSAT
- Dual Credit
- TSI
- CTE certificates
- Military enlistments

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** For the EOC, need continued growth in English 1 and English II at all levels - Approaches, Meets, Masters **Root Cause:** Focus on skills

**Problem Statement 2 (Prioritized):** For the EOC, need continued growth in Algebra I, Biology I, and USH at all levels - Approaches, Meets, Masters **Root Cause:** Focus on Skills

**Problem Statement 3 (Prioritized):** For the EOC, we want to see more progress monitoring to increase student growth. **Root Cause:** Training for teachers in progress monitoring.

**Problem Statement 4 (Prioritized):** For the EOC, overall, we need to raise SPED and African American sub pop performance in all content areas. **Root Cause:** Training in strategies to reach special ed. and African American populations.

**Problem Statement 5 (Prioritized):** For AP exams, we need to raise AP scores for all AP students on all 22 test by 10%. **Root Cause:** Focus on skills



# School Processes & Programs

## School Processes & Programs Summary

- Curriculum & Instruction
- Extra Curricular
- Personnel
- Organizational
- Communication
- Celebration/Recognition
- Discipline
- Communities In Schools

## School Processes & Programs Strengths

- Curriculum & Instruction
- Extra Curricular
- Personnel
- Organizational
- Communication
- Celebration/Recognition
- Discipline
- Communities in Schools

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** We need to encourage students to participate in extracurricular activities and organizations. If there a correlation between discipline problems or academic performances and club/extracurricular involvement? **Root Cause:** Lack of student involvement

**Problem Statement 2 (Prioritized):** Teachers and administrators are handling the discipline issues (specially tardies and disrespect) to decrease repeat offenses using the revised

WFISD Discipline Plan. **Root Cause:** Discipline policies

**Problem Statement 3:** Recognizing a larger population of the student population. **Root Cause:** Lack of recognition for student achievement/involvement.

# Perceptions

## Perceptions Summary

- Parents
- Students
- Staff
- Community
- HRS Level 1 Certified
- HRS Level 2 Certification seeking in 2022-2023

## Perceptions Strengths

- Parents-staff retention; safety; pride; academics; extra-curricular strengths
- Students-school pride; students use technology and feel safe
- Staff-focus on safe and collaborative culture; celebrations and moral boosting activities; positive leadership; opportunities to be on committees/special teams
- Community-middle class; low minority;
- Higher Reliability Schools Training
- HRS Level 1 Certified

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Number of outbuildings/aging facilities. Large population. No one changes mindset and adhere to tradition. Uniformed community. School population rules are not enforced. **Root Cause:** Aged facility. Increased population of students. Long standing traditions.

# Priority Problem Statements

**Problem Statement 1:** For the EOC, need continued growth in English 1 and English II at all levels - Approaches, Meets, Masters

**Root Cause 1:** Focus on skills

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 6:** We need to encourage students to participate in extracurricular activities and organizations. If there a correlation between discipline problems or academic performances and club/extracurricular involvement?

**Root Cause 6:** Lack of student involvement

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 2:** For the EOC, need continued growth in Algebra I, Biology I, and USH at all levels - Approaches, Meets, Masters

**Root Cause 2:** Focus on Skills

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 7:** Teachers and administrators are handling the discipline issues (specially tardies and disrespect) to decrease repeat offenses using the revised WFISD Discipline Plan.

**Root Cause 7:** Discipline policies

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 3:** For the EOC, we want to see more progress monitoring to increase student growth.

**Root Cause 3:** Training for teachers in progress monitoring.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** For the EOC, overall, we need to raise SPED and African American sub pop performance in all content areas.

**Root Cause 4:** Training in strategies to reach special ed. and African American populations.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** For AP exams, we need to raise AP scores for all AP students on all 22 test by 10%.

**Root Cause 5:** Focus on skills

**Problem Statement 5 Areas:** Student Learning

# Goals

**Goal 1:** Recruit, retain, and support teachers and principals.





**Performance Objective 1:** Reduce teacher turnover rate by 5% in the 2022-2023 school year.

**Evaluation Data Sources:** Leaver/Hiring list Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Each teacher new to our campus, who has 2 or less years of teaching experience, will be provided a peer mentor for a minimum of one year. The mentor will meet with the teacher formally and informally multiple times per school year <b>Strategy's Expected Result/Impact:</b> Expected result: Routine collaboration on: best practice, district and campus policies & procedures, classroom management, curriculum, technology integration, staff involvement, etc., that results in highly effective teaching practices and involvement at the campus and district levels, by the teacher mentored. <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> PLC Platform will be used to help staff with lesson plans and curriculum. <b>Strategy's Expected Result/Impact:</b> The result will be curriculum and instruction support for all teachers. Accountability from assessments and Rigor will ultimately improve student achievement. <b>Staff Responsible for Monitoring:</b> Rider Staff Rider Admin.  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. <b>Strategy's Expected Result/Impact:</b> High quality staff will be hired and provide excellent curriculum to our students. <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, TBSI, the support of English Learners, AP strategies, and EOC strategies. <b>Strategy's Expected Result/Impact:</b> There will be an increase in the RIGOR in the classroom and scores will improve. Teachers will also have more tools to educate our students. This will transfer to teachers being more confident. <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff  <b>Funding Sources:</b> SD Travel - Title 1 Part A	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement. <b>Strategy's Expected Result/Impact:</b> Title I funds will increase student achievement as a result of hiring and training the best skilled staff we can possibly find. <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Recognition strategies will be used in the following area to recognize staff members doing great things.  1. Teacher of the Month program 2. Staff of the Month program 3. Department of the Month program 4. Newsletter shoutouts 5. West Foundation Teaching Excellence and TOY Awards 6. Social Media Posts <b>Strategy's Expected Result/Impact:</b> Teachers will receive recognition to let them know how much we appreciate the job they are doing. <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff  <b>Funding Sources:</b> Contract services ESC - Title 1 Part A	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> We will increase the social media footprint concerning all the great things going on at Rider High School. Facebook, and Twitter post. <b>Strategy's Expected Result/Impact:</b> We will inform the public of the great things our teachers at Rider High School are doing. <b>Staff Responsible for Monitoring:</b> RiderTeaching Staff Rider Counseling Staff Rider Administrative Staff Rider Librarian  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> We will support new to education teachers with the Region 9 new teacher academy. <b>Strategy's Expected Result/Impact:</b> Acclimation to campus, improved instructional competency and capacity <b>Staff Responsible for Monitoring:</b> Rider Admin  <b>Funding Sources:</b> - Title 1 Part A - \$7,000	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> We will support both new to education and new to campus staff with monthly New Teacher Academy sessions and check-ins, to provide targeted support and receive feedback and input. <b>Strategy's Expected Result/Impact:</b> Opportunity to provide specific support for new staff needs on a regular basis. <b>Staff Responsible for Monitoring:</b> Rider Admin	Formative		
	Nov	Feb	May
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Campus leadership will support teacher/staff self care, mental health, and mindfulness through the creation of a new teacher relaxation room, various celebrations, and training throughout the year. <b>Strategy's Expected Result/Impact:</b> Teachers feel more rested and ready to take on the hard tasks they face each day <b>Staff Responsible for Monitoring:</b> Admin  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> We will conduct instructional leadership and student support training throughout the year on campus, providing hands-on experiences and reflective practices for staff to grow their instructional leadership and student support capacity.	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			



**Goal 2:** Build a foundation of literacy and numeracy.





**Performance Objective 1:** Increase EOC scores at the approaches, meets, and masters level for the school year by 5% on English 1 and English 2 by May 2023.

**Evaluation Data Sources:** EOC results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide remediation in preparation for upcoming exams.</p> <p><b>Strategy's Expected Result/Impact:</b> By focusing on the struggling learners, their scores will increase as a result of the remediation and the focused areas of study where they have difficulties.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus Testing Coordinator Rider Counseling Staff</p> <p><b>Funding Sources:</b> tutorials - Title 1 Part A, tutorials - SCE</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p> <p><b>Strategy's Expected Result/Impact:</b> These students needs will be met to help them be more successful. They will have accommodations that will aide them academically.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers of ESL students Rider Administrative Staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Language Support to increase capacity and better understanding of content information.</p> <p><b>Staff Responsible for Monitoring:</b> Testing Coordinator ESL Teacher Rider Administrative Staff</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Staff development will be provided for all staff to find different ways to differentiate the instruction and increase scores. Teachers will then take this staff development and implement these differentiation strategies into their classroom. <b>Strategy's Expected Result/Impact:</b> Students will be impacted by staff creating different learning opportunities that fits the needs of all students. <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff Rider Teaching Staff	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Ongoing professional development will be established in the following areas: 1. Marzano's New Art & Science of Teaching strategies 2. Fundamental Five 3. Instructional Technology & Digital Learning 4. Instructional rounds 5. Marzano's High Reliability School Training 6. OnRamps/AP trainings 7. Curriculum and Content Mapping 8. EL/Seidletz language strategies 9. Data-driven instruction 10. Aligned academic vocabulary and literacy strategies <b>Strategy's Expected Result/Impact:</b> The impact of the strategies will be a more refined specific strategies to educate the students of Rider High School. We will be creating a greater set of tools for our teachers to help our students be successful. <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff  <b>Funding Sources:</b> SD Subs - Title 1 Part A, Staff SD Extra Duty stipend - Title 1 Part A	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Our High Reliability School Leadership Team will meet several times each semester as we distribute leadership to grow our instructional practices on campus. The HRS team will analyze data and focus on a specific instructional tools and targeted elements of instruction. They will collaborate with their PLC and departments to implement and evaluate how to improve in this area each month. <b>Strategy's Expected Result/Impact:</b> This will aid teacher in have elite lesson plans and meeting student needs. <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff Rider Department Heads Rider Lead Teachers  - <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Staff will have the ability to observe and discuss effective teaching via Instructional Rounds, New Teacher Academy, and Fine Arts grant program. <b>Strategy's Expected Result/Impact:</b> This will allow teachers to see what others are doing and learn from each other. <b>Staff Responsible for Monitoring:</b> Rider Department Chairs Rider Administration Teacher Leaders  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> We will use the listed strategies to improve in the areas of distinctions listed: Academic Achievement in Math Academic Achievement in Science Top 25% Student Progress Top 25% Closing Performance Gaps. Staff will be given data to break it down and seek areas for improvement. <b>Strategy's Expected Result/Impact:</b> Rider will meet all 7 of the Distinction Designation. <b>Staff Responsible for Monitoring:</b> Rider Administration Rider Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Our Advanced Academics Team will meet two times each semester to focus on growing and supporting students and staff capacity, participation, and achievement on the EOC master's grade level, AP scores, dual credits earned, PSAT, SAT, and ACT. <b>Strategy's Expected Result/Impact:</b> This will increase participation and scores on EOC master's grade level, AP Exam, dual credit courses, PSAT, SAT, and ACT. <b>Staff Responsible for Monitoring:</b> AP Staff Rider Administrative Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May

Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Writing and Grammar Software will be purchased to help students in all English classes, with exposure to advanced writing and reading passages, as well as revising and editing practice. Other instructional software will also be purchased and utilized across content areas to increase academic engagement, as well as Buncee software <b>Strategy's Expected Result/Impact:</b> The expectation will be increased scores in our ELA EOC scores and possibly other EOCs with exposure to more vocabulary and advanced reading selections. <b>Staff Responsible for Monitoring:</b> Rider English Teachers Rider Administrative  <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> - Title 1 Part A	Formative		
	Nov	Feb	May
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> The campus staff will receive ongoing PLC training as we plan instruction that engages all students at high levels of learning and monitor their progress. <b>Strategy's Expected Result/Impact:</b> The level of rigor will increase in the planning for classroom instruction, as well as the level of questioning presented to the students on a daily basis. <b>Staff Responsible for Monitoring:</b> Rider Admin Rider Department Heads & Lead teachers	Formative		
	Nov	Feb	May
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Purchase books and other supplemental material to increase students reading levels and comprehension. <b>Strategy's Expected Result/Impact:</b> Improve students reading levels and comprehension. Students will be able to master the ELA TEKS for grades 9-12. <b>Staff Responsible for Monitoring:</b> Rider Admin Rider CIL and Teachers  <b>Funding Sources:</b> - Title 1 Part A	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> For the EOC, need continued growth in English 1 and English II at all levels - Approaches, Meets, Masters <b>Root Cause:</b> Focus on skills

**Goal 2:** Build a foundation of literacy and numeracy.





**Performance Objective 2:** Increase EOC scores at the approaches, meets, and masters level by 5% in Algebra I by May 2023.

**Evaluation Data Sources:** spring STAAR reporting data, campus performance data, CBA

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will use the listed strategies to improve in the areas of distinctions listed: Academic Achievement in Math Academic Achievement in Science Top 25% Student Progress Top 25% Closing Performance Gaps. Staff will be given data. They will break it down and seek areas for improvement. <b>Strategy's Expected Result/Impact:</b> Rider will meet all 7 of the Distinction Designation. <b>Staff Responsible for Monitoring:</b> Rider Administration Rider Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Our Advanced Academics Team will meet two times each semester to focus on growing and supporting students and staff capacity, participation, and achievement on the EOC master's grade level, AP scores, dual credits earned, PSAT, SAT, and ACT. <b>Strategy's Expected Result/Impact:</b> This will increase participation and scores on EOC master's grade level, AP Exam, dual credit courses, PSAT, SAT, and ACT. <b>Staff Responsible for Monitoring:</b> AP Staff Rider Administrative Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments. The classes will provide remediation in preparation for upcoming exams. <b>Strategy's Expected Result/Impact:</b> By focusing on the struggling learners, their scores will increase as a result of the remediation and the focused areas of study where they have difficulties. <b>Staff Responsible for Monitoring:</b> Principal Campus Testing Coordinator Rider Counseling Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. <b>Strategy's Expected Result/Impact:</b> These students needs will be met to help them be more successful. They will have accommodations that will aide them academically. <b>Staff Responsible for Monitoring:</b> Teachers of ESL students Rider Administrative Staff	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success. <b>Strategy's Expected Result/Impact:</b> Language Support to increase capacity and better understanding of content information. <b>Staff Responsible for Monitoring:</b> Testing Coordinator ESL Teacher Rider Administrative Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Staff development will be provided for all staff to find different ways to differentiate the instruction and increase scores. Teachers will then take this staff development and implement these differentiation strategies into their classroom. <b>Strategy's Expected Result/Impact:</b> Students will be impacted by staff creating different learning opportunities that fits the needs of all students. <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff Rider Teaching Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Ongoing professional development will be established in the following areas: 1. Marzano's New Art & Science of Teaching strategies 2. Fundamental Five 3. Instructional Technology & Digital Learning 4. Instructional rounds 5. Marzano's High Reliability School Training 6. OnRamps/AP trainings 7. Curriculum and Content Mapping 8. EL/Seidletz language strategies 9. Data-driven instruction  <b>Strategy's Expected Result/Impact:</b> The impact of the strategies will be a more refined specific strategies to educate the students of Rider High School. We will be creating a greater set of tools for our teachers to help our students be successful.  <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Our High Reliability School Leadership Team will meet several times each semester as we distribute leadership to grow our instructional practices on campus. The HRS team will analyze data and focus on a specific instructional tools from our Campus Instructional Framework. They will collaborate with their PLC and departments to implement and evaluate how to improve in this area each month.  <b>Strategy's Expected Result/Impact:</b> Grow instructional capacity and impact on achievement. <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff Rider Teachers  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Staff will have the ability to observe and discuss effective teaching via Instructional Rounds, New Teacher Academy, and Fine Arts grant program  <b>Strategy's Expected Result/Impact:</b> This will allow teachers to see what others are doing and learn from each other. <b>Staff Responsible for Monitoring:</b> Rider Department Chairs Rider Administration Teacher Leaders  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May





Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> The campus staff will receive ongoing PLC training as we plan instruction that engages all students at high levels of learning and monitor student progress. <b>Strategy's Expected Result/Impact:</b> The level of rigor will increase in the planning for classroom instruction, as well as the level of questioning presented to the students on a daily basis. <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff Department Chairs  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Purchase materials and supplies to increase students math fluency and comprehension. <b>Strategy's Expected Result/Impact:</b> Improve students reading levels and comprehension. Students will be able to master the ELA TEKS for grades 9-12. <b>Staff Responsible for Monitoring:</b> Rider Admin Rider CIL and Teachers  <b>Funding Sources:</b> - Title 1 Part A	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			



**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 3:** Increase campus performance by 5% in each of the three areas measured by STAAR: student achievement, school progress, and closing performance gaps by May 2023.





**Evaluation Data Sources:** Multi-year STAAR data reports, CBA data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards. <b>Strategy's Expected Result/Impact:</b> Title Funds will be used to add additional staff to meet the needs of our growing ECO DIS students at our campus. We will also use Title funds to tutor students before and after school. <b>Staff Responsible for Monitoring:</b> Rider Admin. Staff Teachers	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The campus staff will receive ongoing PLC training as we plan instruction that engages all students at high levels of learning. The PLC's will focus on elite lesson planning to support all students, particularly those in struggling sub populations, to be successful in the classroom. Administrators will monitor PLC minutes that are shared in the Google Drive. <b>Strategy's Expected Result/Impact:</b> The level of rigor will increase in the planning for classroom instruction, as well as the level of questioning presented to the students on a daily basis. <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff Department Chairs  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> SCE funds will be utilized to provide tutorials for all subjects to meet the individualized needs for At-Risk students to provide them with additional opportunities to be successful in school. <b>Strategy's Expected Result/Impact:</b> Increased performance on campus, district, and state assessments. <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff Rider Teaching Staff  <b>Funding Sources:</b> - SCE, Covid Care Aides - SCE	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 4:** Increase teacher collaboration by providing more opportunities for 100% of teachers to learn from others and each other by October 2022.

**Evaluation Data Sources:** Professional learning community meeting minutes, agendas, and sign-in sheets tracked in Google Forms, teacher attendance at PD in and out of district, Pineapple Chart data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required. <b>Strategy's Expected Result/Impact:</b> The Fitness gram will aide student to understand the importance of physical fitness. <b>Staff Responsible for Monitoring:</b> Physical Education Teachers Rider Admin. Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> PLC will meet on a weekly basis to discuss strategies and curriculum to help students be successful in all areas. <b>Strategy's Expected Result/Impact:</b> With the increase in collaboration, students will have an increase in rigor and be more successful on all exams. <b>Staff Responsible for Monitoring:</b> Rider Department Chairs Rider Administrative Staff All Teachers and Paraprofessionals  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





### Goal 3: Connect High School to career and college

**Performance Objective 1:** 100% of students will graduate from Rider in May 2023.

**Evaluation Data Sources:** PACE and credit recovery data  
CEC data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus will monitor students who are identified as at-risk of dropping out each six weeks through data-driven MTSS meetings. Support for these students may be provided through counseling, parent and student conferences, staff mentoring, credit recovery and accelerated instruction.  <b>Strategy's Expected Result/Impact:</b> Improve graduation rate and assist students in recovering credit. <b>Staff Responsible for Monitoring:</b> Rider Counselling Staff Rider Administration PACE teachers  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Title I funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at-risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly.  <b>Strategy's Expected Result/Impact:</b> Prevent at-risk students from dropping out of school. Title I funds will be allocated to meet the needs of students. Some funds will be allocated for additional staffing to assist at-risk students. <b>Staff Responsible for Monitoring:</b> Rider Counseling Staff and Administration At-Risk Coordinator	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> PACE+ students will attend career counseling prior to completing the program.  <b>Strategy's Expected Result/Impact:</b> All students will have a postsecondary goal and path. <b>Staff Responsible for Monitoring:</b> Rider Counseling Staff Rider Administration Staff  <b>Funding Sources:</b> - Title 1 Part A	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> For college-bound and non-college bound students, closely monitor vertical alignment of CTE courses and cores to increase goal-setting for their postsecondary plans. Individual sessions will be completed with each senior student before graduation. <b>Strategy's Expected Result/Impact:</b> 100% of students will have a postsecondary plan. <b>Staff Responsible for Monitoring:</b> Rider Counseling Staff Rider College and Career Staff CTE Teaching Staff Rider Administration Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Increase communication with students and parents starting freshman year, on class selection, endorsements, career and college paths, via individual counseling and class presentations to guide students to desired post-secondary plan. Counselors will make regular visits each year to different classes of students. <b>Strategy's Expected Result/Impact:</b> Less turnover/changes in student endorsements, allowing students to stay on track to graduate on time with desired career or college path. <b>Staff Responsible for Monitoring:</b> Rider Counseling Staff Rider Administration Staff Rider College and Career Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> We created a PACE PLC where each teacher has a caseload of students they are responsible for monitoring the progress of credits, contacting parents, and seeing students move at the appropriate pace through their credits. Our Admin liaison also monitors attendance, make up hours, and credits to efficiently allow opportunities for students to remain caught up. <b>Strategy's Expected Result/Impact:</b> Proactive approach, with fewer students needing credit recovery, and more efficient, successful completion of credits <b>Staff Responsible for Monitoring:</b> Admin team PACE teachers  <b>- Additional Targeted Support Strategy</b>	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> The MTSS team meets 3 times each semester to analyze and track student data of early warning indicators, conference with students and parents to offer interventions and supports. <b>Strategy's Expected Result/Impact:</b> Proactive approach, fewer students falling behind, increased achievement at early grades <b>Staff Responsible for Monitoring:</b> Admin and Counselors	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> We will continue to support the Road to College Mentor program that meets on Thursday morning to prepare students for the college track. <b>Strategy's Expected Result/Impact:</b> Prepare students for the college track. <b>Staff Responsible for Monitoring:</b> Rider Administration RTC Staff  <b>Funding Sources:</b> - Title 1 Part A	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> We will expand the Road to College program to include supplemental FAFSA support for seniors, supplemental scholarship support, and a supplemental parent engagement component.	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Goal 3: Connect High School to career and college

**Performance Objective 2:** Increase the number of 3's, 4's, and 5's scores on AP exams by 10% on all 22 exams in May of 2023.

**Evaluation Data Sources:** AP Data from Summer 2022

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff will correlate the grades in classroom with the scores on the AP exam. We will determine areas of need and areas we have mastered.  <b>Strategy's Expected Result/Impact:</b> Increase student participation and success on nationally standardized exams. <b>Staff Responsible for Monitoring:</b> AP Teacher Rider Administration  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> AP and GT Training will be embedded into the Campus Staff Development Plan, and teacher will also attend advanced academic training outside of WFISD. These trainings will include questioning strategies to help raise the level of rigor of questioning.  <b>Strategy's Expected Result/Impact:</b> The result will be an increase in AP scores from top to bottom. Teachers will have more confidence and plan better lesson for our students. <b>Staff Responsible for Monitoring:</b> Rider Administration Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Our Advanced Academics Team will meet two times each semester to focus on growing and supporting students and staff capacity, participation, and achievement on the EOC master's grade level, AP scores, dual credits earned, PSAT, SAT, and ACT.  <b>Strategy's Expected Result/Impact:</b> This will increase each student's scores on AP Exam, dual credit, EOC masters grade level, PSAT, SAT, and ACT. <b>Staff Responsible for Monitoring:</b> AP Staff Rider Administrative Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Purchase supplies and materials to help increase AP scores in all AP subjects. <b>Strategy's Expected Result/Impact:</b> Increase the number of 3's, 4's, 5's on AP exams. <b>Staff Responsible for Monitoring:</b> AP Staff Rider Staff  <b>Funding Sources:</b> - Title I Part A	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





**Goal 3:** Connect High School to career and college

**Performance Objective 3:** Increase EOC approaches, meets, and masters scores by 5% on Eng I and Eng II and Algebra I exam in May of 2023.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> AP and GT Training will be embedded into the Campus Staff Development Plan. This training will include questioning strategies to help raise the level of rigor of questioning. <b>Strategy's Expected Result/Impact:</b> The result will be an increase in AP scores from top to bottom. Teachers will have more confidence and plan better lesson for our students. <b>Staff Responsible for Monitoring:</b> Rider Administration Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will use the listed strategies to improve in the areas of distinctions listed: Academic Achievement in Math Academic Achievement in Science Top 25% Student Progress Top 25% Closing Performance Gaps. Staff will be given data. They will break it down and seek areas for improvement. <b>Strategy's Expected Result/Impact:</b> Rider will meet all 7 of the Distinction Designation. <b>Staff Responsible for Monitoring:</b> Rider Administration Rider Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Our Advanced Academics Team will meet two times each semester to focus on growing and supporting students and staff capacity, participation, and achievement on the EOC master's grade level, AP scores, dual credits earned, PSAT, SAT, and ACT. <b>Strategy's Expected Result/Impact:</b> This will increase each student's scores on AP Exam, dual credit, EOC masters grade level, PSAT, SAT, and ACT. <b>Staff Responsible for Monitoring:</b> AP Staff Rider Administrative Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> An enrichment and mastery days may be scheduled in some classes. The enrichment and mastery days will include strategies to increase students that have mastered the objectives as well as remediate those that have struggled with the objectives, as well as provide students opportunities for mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will better understand the objectives of the unit and be proficient at them before the teachers move on to other objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Rider Teaching Staff</p> <p>Rider Administrative Staff</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Staff development will be provided for all staff to find different ways to differentiate the instruction and increase scores. Teachers will then take this staff development and implement these differentiation strategies into their classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be impacted by staff creating different learning opportunities that fits the needs of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Rider Administrative Staff Rider Teaching Staff</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Ongoing professional development will be established in the following areas:</p> <ol style="list-style-type: none"> <li>1. Marzano's New Art &amp; Science of Teaching strategies</li> <li>2. Fundamental Five</li> <li>3. Google Training &amp; Instructional Technology &amp; Digital Learning</li> <li>4. Instructional rounds</li> <li>5. Marzano's High Reliability School Training</li> <li>6. OnRamps/AP trainings</li> <li>7. Curriculum and Content Mapping</li> <li>8. EL/Seidletz language strategies</li> <li>9. Data-driven instruction</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> The impact of the strategies will be a more refined specific strategies to educate the students of Rider High School. We will be creating a greater set of tools for our teachers to help our students be successful.</p> <p><b>Staff Responsible for Monitoring:</b> Rider Administrative Staff</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Staff will have the ability to observe and discuss effective teaching via Instructional Rounds, New Teacher Academy, and Fine Arts grant program <b>Strategy's Expected Result/Impact:</b> This will allow teachers to see what others are doing and learn from each other. <b>Staff Responsible for Monitoring:</b> Rider Department Chairs Rider Administration Teacher Leaders  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> With the increase in technology purchased for the classroom, No Red Ink, Buncee, and GimKit Software will purchased to help students in all English classes, and other academic classes, with exposure to advanced writing and reading passages, as well as revising and editing practice. <b>Strategy's Expected Result/Impact:</b> The expectation will be increased scores in our ELA EOC scores and possibly other EOCs with exposure to more vocabulary and advanced reading selections. <b>Staff Responsible for Monitoring:</b> Rider English Teachers Rider Administrative  <b>Funding Sources:</b> Technology - Title 1 Part A	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





**Goal 3:** Connect High School to career and college

**Performance Objective 4:** Increase opportunities for 100% of college-bound students to attend SAT and ACT prep and visit colleges by May of 2023.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide PSAT, ACT and SAT review sessions on a scheduled basis. <b>Strategy's Expected Result/Impact:</b> Increase student participation and success on nationally standardized exams. <b>Staff Responsible for Monitoring:</b> College and Career Coordinators Rider Administration  <b>Funding Sources:</b> - Title 1 Part A	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> For college-bound and non-college bound students, closely monitor vertical alignment of CTE courses and cores to increase goal-setting for their postsecondary plans. Individual sessions will be completed with each senior student before graduation. <b>Strategy's Expected Result/Impact:</b> 100% of students will have a postsecondary plan. <b>Staff Responsible for Monitoring:</b> Rider Counseling Staff Rider College and Career Staff CTE Teaching Staff Rider Administration Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 3:** Connect High School to career and college

**Performance Objective 5:** Increase overall student engagement via Gallup Poll measures by 10% each





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will continue EMPOWER Tuesday videos to share a brief encouraging and uplifting message with our students. <b>Strategy's Expected Result/Impact:</b> increased engagement and Gallup results <b>Staff Responsible for Monitoring:</b> Admin  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Host Principal's Leadership Team and leadership breakfasts several times during the year.	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** Improve low performing schools.

**Performance Objective 1:** Reduce the number of students receiving Accelerated Instruction classes by 20% for 10th, 11th, and 12th grade students for the 2022-2023 school year.





**Evaluation Data Sources:** CBA and EOC Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners. <b>Strategy's Expected Result/Impact:</b> SCE funds will be used to help in the PACE program to meet the needs of at-risk youth. <b>Staff Responsible for Monitoring:</b> Rider Administration Rider Teaching Staff	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All end of course tested subjects will provide a boot camp in the fall and the spring for those at risk of not being successful. <b>Strategy's Expected Result/Impact:</b> Students will increase the passing rate on End of Course exams as a result of these boot camps. <b>Staff Responsible for Monitoring:</b> Rider Core Teaching Staff Rider Administrative St  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> EL strategies & language strategies will be implemented in all classrooms to achieve the ELPS requirement. <b>Strategy's Expected Result/Impact:</b> All students will read, write, listen, and speak in all lessons. This will be evident through lesson plans and classroom observations. <b>Staff Responsible for Monitoring:</b> Rider Teaching Staff Rider Administrative Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May

Strategy 4 Details		Formative Reviews		
<b>Strategy 4:</b> Teachers of EL student will have numerous trainings. Core ELA teacher will be sent to ESL Academy and. There will also be embedded EL staff development throughout the year including Seidletz language acquisition strategy training. <b>Strategy's Expected Result/Impact:</b> There will be an increase in student success at all levels, not just the ESL students. <b>Staff Responsible for Monitoring:</b> All staff  <b>Funding Sources:</b> - Not Funded		Formative		
		Nov	Feb	May
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				

**Goal 4:** Improve low performing schools.

**Performance Objective 2:** Continue year five of the WFISD 1:1 Chromebook initiative for all students in August of 2022.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners. <b>Strategy's Expected Result/Impact:</b> SCE funds will primarily be used for tutorials and supplies for students. Students grades and retention of information will improve with the extra help from teachers. <b>Staff Responsible for Monitoring:</b> Rider Administration	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> With the increase in technology purchased for the classroom, No Red Ink, Buncee, & GemKit Software will purchased to help students in all English classes, along with other academic classes, with exposure to advanced writing and reading passages, as well as revising and editing practice. <b>Strategy's Expected Result/Impact:</b> The expectation will be increased scores in our ELA EOC scores and possibly other EOCs with exposure to more vocabulary and advanced reading selections. <b>Staff Responsible for Monitoring:</b> Rider English Teachers Rider Administrative  <b>Funding Sources:</b> - Title 1 Part A	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> SCE/Title Funds will be used to cover tutorials and after school enrichment clubs. <b>Strategy's Expected Result/Impact:</b> The expectation will be increased scores on all EOC test. <b>Staff Responsible for Monitoring:</b> Rider Administration Teachers  <b>Funding Sources:</b> - SCE, - Title 1 Part A	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** Improve low performing schools.

**Performance Objective 3:** Maintain school provided family engagement activities at a minimum of 4 times per year by May of 2023, including multiple grade level parent meetings, freshman and incoming 8th grade orientation events, etc.

**Evaluation Data Sources:** Family engagement activities, calendar, agendas, and audience.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website. <b>Strategy's Expected Result/Impact:</b> Parents will be better informed about educational opportunities available to their children. <b>Staff Responsible for Monitoring:</b> Rider Administration Rider Counselors  <b>Funding Sources:</b> Parent Involvement - Title 1 Part A	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The campus will host additional parent meetings, supported by appropriate marketing and communication to see increased participation and engagement. <b>Strategy's Expected Result/Impact:</b> Improved relationships, student and family engagement, along with subsequent achievement and opportunity <b>Staff Responsible for Monitoring:</b> Admin team Counselors	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Host an annual Title I meeting to go over Title I information, requirements, budget, expenditures, and program <b>Strategy's Expected Result/Impact:</b> Improved relationships, student and family engagement, along with subsequent achievement and opportunity <b>Staff Responsible for Monitoring:</b> Admin	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			



**Goal 4:** Improve low performing schools.

**Performance Objective 4:** Increase overall campus attendance rate from 95% to 96% by May 2023.

**Evaluation Data Sources:** Monthly and yearly campus and district attendance data reports.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing. <b>Strategy's Expected Result/Impact:</b> Students will be more successful as a result of improved attendance. Grades and EOC scores will improve. <b>Staff Responsible for Monitoring:</b> Attendance Clerks District Truancy Office Rider Administrative Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus will utilize our MTSS, Gold Catch Up, Mandatory Tutorials, and PALS tutorial process to support increased attendance for struggling students.	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Increase engagement on campus through federally funded field trips and participation in student clubs and organizations. <b>Strategy's Expected Result/Impact:</b> Increased engagement and connection to school <b>Staff Responsible for Monitoring:</b> Admin and teachers of these areas, clubs  <b>TEA Priorities:</b> Improve low-performing schools	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





**Goal 4:** Improve low performing schools.

**Performance Objective 5:** Reduce the number of yearly discipline referrals by 10% by May 2023, and decrease the number from fall semester to spring by 10% by May 2023.

**Evaluation Data Sources:** Monthly and yearly campus discipline reports.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services. <b>Strategy's Expected Result/Impact:</b> Student will be given the necessary services to meet their needs. <b>Staff Responsible for Monitoring:</b> Rider Counselors LouAnn Gossom  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, coping with stress and anxiety, developing grit, and improving social/emotional health, as applicable to grade level/student. <b>Strategy's Expected Result/Impact:</b> The Rider Student Supplement will be reviewed by all students during the first week of school. Student will understand this issues and the consequences that are associated with them. <b>Staff Responsible for Monitoring:</b> Rider Administration Rider Teaching Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result will be a smooth transition back to the general education classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Rider Administration Rider Teaching Staff Rider Counseling Staff</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The Community in Schools program will implement the Cornerstones of Resiliency. Those areas include physical, mental, mindfulness, and social.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will help qualifying students in the areas listed. Students will receive more tools to address situations, especially relationship conflicts, in a better way. This will help reduce discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS Staff Rider Teaching Staff</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Community in Schools program will increase collaboration by 100%. They will seek to improve in these areas: parent involvement, referral system to CIS and Google document for the referral process from teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> This will better meet the needs of our students and also fulfill the requirements of the program. Teachers will also have improved access to students who are in need. Rider will meet the goal of 128 students in the program.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS Staff</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May





Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> To give students support and help them grow personally in their academic and career aspirations, as well as reaching emotional and social development goals. <b>Strategy's Expected Result/Impact:</b> This will help the mental health of all students. The counseling staff will be working with students with needs in this area. This will help the overall student, both mentally and academically. <b>Staff Responsible for Monitoring:</b> Rider Counseling Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> We will continue to use Restorative Practices and the MTSS process to intervene with students exhibiting continuous behavior concerns. <b>Strategy's Expected Result/Impact:</b> Decrease in negative behaviors, increase in student engagement and performance. <b>Staff Responsible for Monitoring:</b> Admin team  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** Improve low performing schools.

**Performance Objective 6:** Increase the approaches, meets, and masters rate on all five EOC exams by 3% by May 2023.

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams. MAP Growth assessments, data analysis, and progress monitoring will be utilized in Algebra and English EOC areas. <b>Strategy's Expected Result/Impact:</b> By focusing on the struggling learners, their scores will increase as a result of the remediation and the focused areas of study where they have difficulties. <b>Staff Responsible for Monitoring:</b> Principal Campus Testing Coordinator Rider Counseling Staff  <b>Funding Sources:</b> - Not Funded		Formative		
		Nov	Feb	May
Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. <b>Strategy's Expected Result/Impact:</b> These students needs will be met to help them be more successful. They will have accommodations that will aide them academically. <b>Staff Responsible for Monitoring:</b> Teachers of ESL students Rider Administrative Staff		Formative		
		Nov	Feb	May
Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success. <b>Strategy's Expected Result/Impact:</b> Language Support to increase capacity and better understanding of content information. <b>Staff Responsible for Monitoring:</b> Testing Coordinator ESL Teacher Rider Administrative Staff  <b>Funding Sources:</b> - Not Funded		Formative		
		Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Staff development will be provided for all staff to find different ways to differentiate the instruction and increase scores. Teachers will then take this staff development and implement these differentiation strategies into their classroom. <b>Strategy's Expected Result/Impact:</b> Students will be impacted by staff creating different learning opportunities that fits the needs of all students. <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff Rider Teaching Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Ongoing professional development will be established in the following areas: 1. Marzano's New Art & Science of Teaching strategies 2. Fundamental Five 3. Google Training & Instructional Technology & Digital Learning 4. Instructional rounds 5. Marzano's High Reliability School Training 6. OnRamps/AP trainings 7. Curriculum and Content Mapping 8. EL/Seidletz language strategies 9. Data-driven instruction <b>Strategy's Expected Result/Impact:</b> The impact of the strategies will be a more refined specific strategies to educate the students of Rider High School. We will be creating a greater set of tools for our teachers to help our students be successful. <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Our High Reliability School Leadership Team will meet each month as we distribute leadership to grow our instructional practices on campus. The HRS team will analyze data and focus on a specific instructional tool or area each month. They will collaborate with their PLC and departments to implement and evaluate how to improve in this area each month <b>Strategy's Expected Result/Impact:</b> Grow instructional capacity and impact on achievement. <b>Staff Responsible for Monitoring:</b> Rider Administrative Staff Rider Teachers  - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Staff will have the ability to observe and discuss effective teaching via Instructional Rounds, New Teacher Academy, and Fine Arts grant program <b>Strategy's Expected Result/Impact:</b> This will allow teachers to see what others are doing and learn from each other. <b>Staff Responsible for Monitoring:</b> Rider Department Chairs Rider Administration Teacher Leaders  <b>Funding Sources:</b> - Not Funded	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Teachers will develop and implement new instructional strategies, digital learning activities, hands-on learning opportunities, and engaging lesson activities to increase student engagement and achievement in all sub populations in all content areas. <b>Strategy's Expected Result/Impact:</b> Improved learning outcomes and achievement scores in all EOC areas and sub populations <b>Staff Responsible for Monitoring:</b> Admin  - TEA Priorities: Improve low-performing schools	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Utilization of Rider Extracurricular Clubs and Student Organizations to increase engagement and provide students with broader range of exposure. <b>Strategy's Expected Result/Impact:</b> Increase on performance on EOC test in all 5 subject areas. <b>Staff Responsible for Monitoring:</b> Admin. Organization and club sponsors  <b>Funding Sources:</b> - Title 1 Part A	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 4:** Improve low performing schools.

**Performance Objective 7:** Increase college credit earning AP scores by 3% in all content areas by May 2023.

**Evaluation Data Sources:** Collegeboard testing data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will develop and implement new instructional strategies, digital learning activities, and hands-on learning opportunities to increase student engagement and achievement in all sub populations in all content areas. <b>Strategy's Expected Result/Impact:</b> improved AP test performance for all content areas <b>Staff Responsible for Monitoring:</b> Dept Heads, Admin  <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			



# State Compensatory

## Budget for Rider High

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 7.63

**Brief Description of SCE Services and/or Programs**

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## Personnel for Rider High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bailey, Leslie	Student Support Counselor	1
Briscoe, Shawn	Paraprofessional	0.9
Brown, Kayla	Teacher	0.38
Davidson, June	Aide	0.9
Graves, Joshua	Teacher	0.13
Harley, Michael	Teacher	0.25
Holly, Dustin	Teacher	0.13
Huff, Ashtyn	Teacher	0.25
Lane, Shannon	Teacher	0.13
Longest, Caleb	Teacher	0.13
Loskot, Paul	Teacher	0.38
Mitchell, Chris	Teacher	0.38
Nielsen, Benjamin	Teacher	0.25
Parish, Vanessa	Paraprofessional	0.9
Preston, Heather	Teacher	0.13
Radtke, Tim	Teacher	0.63
Studer, Jessica	Teacher	0.38
Trapp/Doughty, Jennifer	Teacher	0.38

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brown, Kayla	Teacher	School Wide	.13
Chamberlain, Todd	CIL-SS	School Wide	.13
Ciuba, Kristy	Teacher	School Wide	.13
Henderson, Bryce	CIL-Science	School Wide	.13
Holly, Dustin	Teacher	School Wide	.50
Humpert, Alysha	Teacher	School Wide	.13
Jones, Keri	CIL - Math	School Wide	.13
Mixson, Jeffrey	Teacher	School Wide	.13
Preston, Heather	CIL-Eng	School Wide	.13
Ward, Stephen	Teacher	School Wide	.38


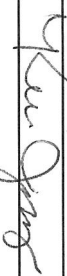












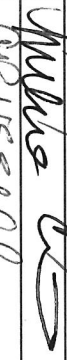

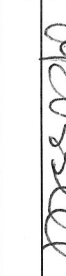

# Addendums

# 2021-2022 Site Based Decision Making Committee

Meeting Date: August 3, 2021

9:00 A.M.

## Rider Library Conference Room

Committee Role	Name	Position	Signature
Administrator	Cody Blair	Principal	
Administrator	TiAda Radtke	Associate Principal	
Classroom Teacher	Keri Jones	Math	
Classroom Teacher	Aaron Wilson	Social Studies	
Classroom Teacher	Schlonda Phillips	ELA	
Classroom Teacher	Amy Portmann	CTE	
Classroom Teacher	Stacie Martin	Science	
Classroom Teacher	Chris Reimels	LOTE	
Counselor	Brittany Bailey	Counselor	
Classroom Teacher	Danny Cook	SPED	
Classroom Teacher	Loy Studer	Band/Orchestra Director	
Administrator	Marc Bindel	Campus Athletic Coordinator	
District-level Professional	Yerna Honeycutt	District Attendance	
Business Representative	Greg Stockton	Business Rep	
Community Representative	Kenny Haney	Community Rep	
Classroom Teacher	Melanie Coons	Fine Arts Director	
Parent	Andrea Russell	Parent	
Parent	Diane Bass-Johnson	parent	

## Rider SBDM Meeting Agenda & Minutes 8-3-21

1. **SBDM norms, objective, roles, and goals** - This group will meet 4-6 times during the year to analyze data, develop the Campus Improvement Plan (CIP), set and monitor progress for campus goals, and come to consensus on certain campus decisions . Members will be nominated by their departments and serve 2 years before rotating off.

5 min ② **Good things & new members** - Something good from summer & new members!

Amara  
Dr. Wilson  
Shane Martin  
Amy Johnson

- 15 min 3. **New School Year at Rider Excitement & Challenges** - COVID procedures (positive cases, close contact, PPE supplies, masking, etc), return to face to face only instruction, new staff list, increase alignment/focus/efficiency starting with admin team assignments

5 min 4. **Accountability/School Report Card Update** - no accountability rating, HRS

- 20 min 5. **Comprehensive Needs Assessment/Data Review** - broke into small groups to ID summary, strengths, and needs of each group; collaborated in a google doc; Gallup Data, CCMR data, AP data,

Break 10 min

- 10 min ⑥. **3 Areas of Focus for Campus** - 1) Support & engage students relationally, academically, & emotionally; 2) Effective teaching in every classroom (HRS Level 2); 3) Support & connect with & grow our staff

increase leadership/mentorship  
mental health support  
connect/collaborate

infrastructure framework  
HRS PLC  
CIP, goal setting  
PD, alignment

engage, Empower  
w/ers  
Consider accessibility  
members.

- 20 min ⑦. **3-5 Big SMART visible goals for 20-21** - 3-5 categories, growth-focused, ROI, progress monitored throughout year

8. **Campus Improvement Plan: Goals, Objectives, Strategies** - split into groups and ID objectives and strategies for each district goal

will bring updated/revamped down, HRS aligned document in October

5 min 9. **Approve Parent Compact & Parent Engagement Policy** - approved by SBDM

- 20 min ⑩. **SBDM focus** - last 3 years - 18/19 updated mission/vision/beliefs; 19/20 grading/homework best practices; 20/21 started aligning our CIP ; 21/22 options (advanced academics/SAT/ACT work, 9th grade success academy, transitioning Rider last 3 years, cultural awareness/diversity work, something else?)

11. **Meeting Dates & upcoming approval items?** - shared meeting dates for the year

12. **Next meeting October 14th** -



## **Student / Teacher / Parent Compact**

### **Rider High School**

#### **STUDENT AGREEMENT**

*It is important that I work to the best of my ability. Therefore, I will strive to do the following:*

- come to school on time, with all necessary supplies, and ready to learn,
- complete all assignments to the best of my ability and on time,
- participate in classroom activities,
- obey all school rules, and adhere to district cell phone and technology policy
- respect all staff, students and their belongings,
- respect the rights of others to learn without disruption or harassment,
- do my part in keeping my school clean and safe, and
- set aside time for the completion of school work.

Signature\_\_\_\_\_

#### **TEACHER AGREEMENT**

*It is important that students achieve success. Therefore, I will strive to do the following:*

- provide meaningful teaching and learning opportunities,
- set high standards for students and clearly communicate them to students and parents,
- monitor the academic progress of my students regularly,
- make efficient use of academic learning time,
- explain assignments so that my students have a clear understanding,
- provide an environment that allows for positive communication between parents, students, and me,
- encourage students and parents by providing information about student progress,
- give students strategies to achieve their highest academic and social potential, and
- provide parents with timely responses to suggestions or concerns about the education of their children.

Signature\_\_\_\_\_

#### **PARENT / GUARDIAN AGREEMENT**

*I want my child to achieve success. Therefore, I will encourage him/her by doing the following:*

- see that my child is punctual and attends school regularly,
- support the school in its attempt to maintain proper order and discipline,
- encourage my child's efforts to do his or her best,
- be aware of what my child is learning, both in and out of school,
- encourage positive attitudes about school,
- attend parent-teacher conferences and school functions,
- communicate with teachers and school officials,
- establish a time for sharing daily school experiences and completing homework,
- provide all necessary school-related supplies, and
- monitor the quality and quantity of internet use and television viewing.

Signature\_\_\_\_\_

***Distributed 8/18/2021***



## **Estudiante / maestro / padre Compact Rider High School**

### **ACUERDO ESTUDANTIL**

*Es importante que trabaje lo mejor que pueda. Por lo tanto, me esforzaré por hacer lo siguiente:*

- llegar a la escuela a tiempo, con todos los útiles necesarios y listo para aprender,
- completar todas las tareas lo mejor que pueda y a tiempo,
- participar en las actividades del aula,
- obedecer todas las reglas de la escuela y cumplir con la política de tecnología y teléfonos celulares del distrito
- respetar a todo el personal, los estudiantes y sus pertenencias,
- respetar los derechos de los demás para aprender sin interrupciones o acoso,
- hacer mi parte para mantener mi escuela limpia y segura, y
- establecer reservar tiempo para completar el trabajo escolar.

Signature\_\_\_\_\_

### **ACUERDOMAESTRO**

*Es importante que los estudiantes logren el éxito. Por lo tanto, me esforzaré por hacer lo siguiente:*

- brindar oportunidades significativas de enseñanza y aprendizaje,
- establecer estándares altos para los estudiantes y comunicarlos claramente a los estudiantes y padres,
- monitorear el progreso académico de mis estudiantes con regularidad,
- hacer un uso eficiente del aprendizaje académico tiempo,
- explicar las tareas para que mis estudiantes tengan una comprensión clara,
- proporcionar un entorno que permita una comunicación positiva entre los padres, los estudiantes y yo, ● animar a los estudiantes y padres al proporcionar información sobre el progreso del estudiante,
- brindarles a los estudiantes estrategias para lograr su mayor potencial académico y social, y
- proporcionar a los padres respuestas oportunas a sugerencias o inquietudes sobre la educación de sus hijos.

Signature\_\_\_\_\_

### **PADRES ACUERDO / TUTOR**

*Quiero que mi hijo logre el éxito. Por lo tanto, lo alentará a hacer lo siguiente:*

- asegurarme de que mi hijo sea puntual y asista a la escuela con regularidad,
- apoyar a la escuela en su intento de mantener el orden y la disciplina adecuados,
- alentar los esfuerzos de mi hijo para hacer su mejor esfuerzo ,
- ser consciente de lo que mi hijo está aprendiendo, tanto dentro como fuera de la escuela,
- fomentar actitudes positivas sobre la escuela,
- asistir a conferencias de padres y maestros y funciones escolares,
- comunicarse con maestros y funcionarios escolares,
- establecer un tiempo para compartir todos los días experiencias escolares y completar la tarea,
- proporcionar todos los útiles escolares necesarios, y
- controlar la calidad y cantidad del uso de Internet y la televisión.

Signature\_\_\_\_\_

**Distribuido 18/08/2021**

## Política de participación de los padres

Rider High School

2021 - 2022

### Declaración de propósito

Una asociación sólida entre la escuela y el hogar es esencial para brindar un programa educativo de calidad a todos los estudiantes. Rider High School está dedicada a la filosofía de que la participación de los padres es integral para el éxito de cada estudiante. Por esta razón, se recluta activamente a los padres como nuestros socios para el éxito.

Los estudiantes trabajan para dominar los objetivos y metas de aprendizaje de su nivel de grado. Nuestro campus reconoce el hecho de que algunos estudiantes necesitarán ayuda adicional para dominar los objetivos de aprendizaje apropiados. La asistencia adicional está disponible para todos los estudiantes a través del programa de Título 1 y varios otros servicios educativos ofrecidos a través del distrito.

### Participación de los padres en el desarrollo de la política

El comité de toma de decisiones basado en el sitio de la escuela preparatoria Rider está compuesto por maestros, padres, miembros de la comunidad y de la administración. Como mínimo, este comité se reunirá anualmente para discutir el diseño y la implementación de la Política de participación de los padres. Se llevarán a cabo discusiones continuas sobre la política de participación de los padres de la escuela.

Rider High School reclutará voluntarios activamente para el Comité SBDM publicitando de diversas maneras. Las selecciones del comité producirán un grupo diverso de partes interesadas que representan una variedad de poblaciones estudiantiles atendidas por el campus. Las reuniones se planificarán en horarios y lugares convenientes para todas las partes interesadas. Si se necesitan traductores, el campus hará los arreglos necesarios para que haya uno presente.

### Actividades de participación de los padres para mejorar

el rendimiento académico y el rendimiento escolar de los estudiantes

El equipo de toma de decisiones en el sitio identificará las formas en que la escuela secundaria Rider puede proporcionar programas efectivos de participación de los padres. El campus también promoverá y alentará el desarrollo del personal para los empleados que establezca relaciones efectivas con los padres como un medio para aumentar el rendimiento académico de todos los estudiantes.



Durante el año escolar, los padres recibirán información sobre:

- la Política de Participación de los Padres de la escuela
  - información sobre el derecho de los padres a solicitar información sobre las calificaciones profesionales de los maestros de clase de sus hijos
  - información que explique los estándares académicos estatales y evaluaciones
  - información oportuna sobre el programa.
  - descripciones y explicaciones del plan de estudios de la escuela
  - descripciones y explicaciones de las formas de evaluaciones académicas utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes.
  - información sobre el nivel de logro del hijo del padre en cada una de las evaluaciones académicas estatales requeridas
- frecuentes sobre el progreso de su hijo
- informes-acceso razonable al personal e información sobre oportunidades para ser voluntario y observar
  - un pacto entre padres, maestros y estudiantes que describe el responsabilidades de las tres partesentre
  - Conferenciaspadres y maestros después de las primeras seis semanas, en las que se discutirá el acuerdo entre padres, maestros y estudiantes.
  - un número flexible de reuniones, en las que se puede proporcionar transporte y cuidado de niños con fondos del Título 1
  - notificación oportuna de situaciones en las que su hijo es asignado o enseñado durante cuatro o más semanas consecutivas por un maestro que no está altamente calificado.

Desarrollar la capacidad de la escuela y los padres para una fuerte participación de los padres

La escuela secundaria Rider involucrará al comité SBDM en la identificación de las barreras para la participación de los padres y en proporcionar estrategias de participación de los padres. El campus apoyará una variedad de estrategias de participación de los padres mientras se esfuerza por desarrollar y mantener un ambiente de aprendizaje óptimo para todos los estudiantes. En la medida de lo posible,

los padres de estudiantes LEP, discapacitados y migrantes tendrán todas las oportunidades para participar en las actividades de participación de los padres. La información se proporcionará, en la medida de lo posible, en un formato y en un idioma que los padres de estudiantes LEP, discapacitados y migrantes comprendan.

### Reunión anual de padres de Título 1 La

escuela secundaria Rider celebrará, como mínimo, una reunión anual para revisar las pautas y los servicios de Título 1 ofrecidos a través del campus. Se alentará a los padres a participar en la revisión y actualización de la política según sea necesario, y se reclutarán padres voluntarios para los comités de SBDM del distrito y del campus.

La reunión anual se llevará a cabo en un momento y lugar convenientes. La notificación de la reunión se proporcionará a través de una variedad de medios, incluidos los impresos, la televisión de acceso comunitario y las transmisiones diarias de video y audio del campus. Si es necesario, habrá un traductor disponible para ayudar con los padres que no hablan inglés.

### Acuerdo entre padres, maestros y estudiantes

De acuerdo con las regulaciones del Título 1, el campus desarrollará y actualizará anualmente un acuerdo entre padres, maestros y estudiantes. Este pacto explicará cómo los padres, maestros y estudiantes compartirán la responsabilidad del éxito de los estudiantes. Los miembros del comité SBDM serán consultados en el diseño e implementación del compacto. Se ofrecerá la oportunidad a todos los padres de revisar una copia del pacto que detalla las responsabilidades que los padres, maestros y estudiantes tienen para ayudar a los estudiantes a lograr sus metas. Se anima a los estudiantes y padres a discutir el contenido del compacto. Se recomienda encarecidamente a los padres y estudiantes que indiquen su acuerdo firmando el pacto.

### Comunicación entre la escuela y los

padres Se informará a los padres de las actividades escolares a través de varios métodos de comunicación durante el año escolar. Blackboard Parent Link, conferencias, contactos personales, el sitio web de la escuela y avisos escritos se utilizarán para establecer y mantener una línea de comunicación abierta.

### Coordinación de programas cruzados para actividades de

participación de los padres Las estrategias de participación de los padres se incorporarán al plan de estudios y programas de la escuela secundaria Rider a través del Plan de mejora del campus. Rider High School coordinará las actividades de

Participación de los padres de Título 1 con otros programas dentro del distrito para satisfacer las necesidades especiales.

#### Evaluación anual

El Comité SBDM revisará y evaluará anualmente todos los aspectos del programa de participación de los padres. Se distribuirán encuestas para padres, incluidas preguntas sobre la eficacia del programa, y se analizarán los resultados. Se utilizarán encuestas de maestros, registros de contacto de maestros y otros registros de contacto del programa para determinar el número y tipo de interacciones que han ocurrido entre la escuela y los padres. El comité SBDM revisará la política de participación de los padres de la escuela y el acuerdo entre padres, maestros y estudiantes según sea necesario en función de los resultados de esta revisión anual.

#### Involucrar a los padres en las actividades de los campus de Título 1










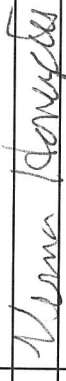



Rider High School utilizará los fondos de Título 1 para proporcionar servicios en toda la escuela a todos los estudiantes de Rider High School. Los padres tendrán la oportunidad de participar en una variedad de estrategias mientras el campus se esfuerza por desarrollar y mantener un entorno de aprendizaje óptimo para todos los estudiantes. Los padres pueden contribuir a través de programas de voluntariado y creando un ambiente hogareño de apoyo. La comunidad puede participar a través de una variedad de actividades que promueven el éxito de los estudiantes. El campus y sus padres desarrollarán y mantendrán actividades específicas de participación de los padres que mejor se adapten a las necesidades individuales de todos los interesados.

# 2021-2022 Site Based Decision Making Committee

Meeting Date: October 13, 2021

3:30 P.M.

Rider Library Conference Room

Committee Role	Name	Position	Signature
Administrator	Cody Blair	Principal	
Administrator	TiAda Radtke	Associate Principal	
Classroom Teacher	Keri Jones	Math	
Classroom Teacher	Aaron Wilson	Social Studies	
Classroom Teacher	Schlonda Phillips	ELA	
Classroom Teacher	Amy Portmann	CTE	
Classroom Teacher	Stacie Martin	Science	
Classroom Teacher	Chris Reimels	LOTE	
Counselor	Brittany Bailey	Counselor	
Classroom Teacher	Danny Cook	SPED	
Classroom Teacher	Loy Studer	Band/Orchestra Director	
Administrator	Marc Bindel	Campus Athletic Coordinator	
District-level Professional	Verna Honeycutt	District Attendance	
Business Representative	Greg Stockton	Business Rep	
Community Representative	Kenny Haney	Community Rep	
Classroom Teacher	Melanie Coons	Fine Arts Director	
Parent	Andrea Russell	Parent	
Parent	Diane Bass-Johnson	parent	

## **Rider SBDM Meeting Agenda & Minutes 10-13-21**

- 1. SBDM norms, objective, roles, and goals** - This group will meet 4-6 times during the year to analyze data, develop the Campus Improvement Plan (CIP), set and monitor progress for campus goals, and come to consensus on certain campus decisions .  
Members will be nominated by their departments and serve 2 years before rotating off.
- 2. Good things & new members** - good things
- 3. Data and campus updates** - COVID numbers; progress on campus goals and performance objectives; attendance rate (95.8% last year 10/13, 93.7% this year 10/13); academic performance; behavior data; Gallup and HRS survey coming soon;
- 4. Accountability/School Report Card Update** - overview at October faculty PLC, quick one today; more clarity in November training
- 5. 3 Areas of Focus for Campus - Reminders** - 1) Support & engage students relationally, academically, & emotionally; 2) Effective teaching in every classroom (HRS Level 2); 3) Support & connect with & grow our staff
- 6. Campus Improvement Plan: formative assessment for November** - split into groups and begin looking at progress towards
- 7. SBDM focus this year** - parent/family engagement increased; Master plan for the year; tracking event participation and attendance; feedback from parents/community; update on events to to date and plans for rest of the fall/spring;
- 8. Approval items?** - shared meeting dates for the year
- 9. Next meeting December 1st** -
- 10. Other** -

FND T FC OBJ SO ORG F PI	Account Level Description	2021-22 Original Budget	2021-22 Revised Budget	November 2021-22 Monthly Activity	2021-22 FYTD Activity	Encumbered Amount	Unencumbered Balance
199	General Operating						
E	Expense						
6100	Payroll Costs						
199 E 11 6112 00 002 0 30 000	Substitutes	0.00	5,000.00	0.00	0.00	0.00	5,000.00
199 E 11 6117 00 002 0 30 000	Stipends	87.50	87.50	117.33	352.00	0.00	-264.50
199 E 21 6118 00 002 0 30 000	Extra Duty Pay Profession/00/X	7,560.00	0.00	0.00	0.00	0.00	0.00
199 E 11 6118 67 002 0 30 000	Extra Duty-prof-tutorials	15,000.00	17,560.00	0.00	0.00	0.00	17,560.00
199 E 11 6119 00 002 0 30 000	Sal/wages-teachers	137,145.64	137,145.64	17,900.85	53,702.70	0.00	83,442.94
199 E 31 6119 00 002 0 30 469	Salary Professional	0.00	0.00	0.00	6,113.69	0.00	-6,113.69
199 E 11 6129 00 002 0 30 000	Sal/wages-support	48,918.57	48,918.57	5,012.74	15,885.08	0.00	33,033.49
199 E -- 61-- -- --- - -- ---		208,711.71	208,711.71	23,030.92	76,053.47	0.00	132,658.24
199 E -- --- -- --- - -- ---		208,711.71	208,711.71	23,030.92	76,053.47	0.00	132,658.24
199 - -- --- -- --- - -- ---		-208,711.71	-208,711.71	-23,030.92	-76,053.47	0.00	-132,658.24
Grand Expense Totals		208,711.71	208,711.71	23,030.92	76,053.47	0.00	132,658.24

Number of Accounts: 7

\*\*\*\*\* End of report \*\*\*\*\*

Account Level		2021-22	2021-22	November 2021-22	2021-22	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
211	ESEA Title I Part A						
E	Expense						
6100	Payroll Costs						
211 E 11 6112 00 002 2 30 000		8,000.00	8,000.00	1,750.00	1,750.00	0.00	6,250.00
211 E 11 6117 00 002 2 30 000		0.00	0.00	146.49	439.47	0.00	-439.47
211 E 11 6118 00 002 2 30 000		0.00	1,000.00	471.00	471.00	0.00	529.00
211 E 11 6118 67 002 2 30 000		13,000.00	12,000.00	2,734.50	4,174.75	0.00	7,825.25
211 E 11 6119 00 002 2 30 000		130,218.00	132,010.00	9,252.65	27,258.75	0.00	104,751.25
211 E -- 61-- -- -- -- --		151,218.00	153,010.00	14,354.64	34,093.97	0.00	118,916.03
6200	Contracted Svc						
211 E 11 6248 00 002 2 30 000		17,950.00	17,950.00	1,700.00	15,100.00	0.00	2,850.00
211 E 61 6297 00 002 2 30 215	Print Shop Services/00/Parent	1,000.00	1,000.00	0.00	0.00	0.00	1,000.00
211 E 13 6299 00 002 2 30 000	Other Contracted Services/00/X	2,000.00	2,000.00	0.00	0.00	0.00	2,000.00
211 E -- 62-- -- -- -- --		20,950.00	20,950.00	1,700.00	15,100.00	0.00	5,850.00
6300	Supplies						
211 E 11 6329 00 002 2 30 000		3,312.00	4,288.00	0.00	975.80	786.24	2,525.96
211 E 11 6399 00 002 2 30 000	Supplies & Materials	10,152.00	9,176.00	0.00	0.00	0.00	9,176.00
211 E 61 6399 00 002 2 30 215	Supplies & Materials/00/Parent	632.00	632.00	0.00	0.00	0.00	632.00
211 E -- 63-- -- -- -- --		14,096.00	14,096.00	0.00	975.80	786.24	12,333.96
6400	Other Op Costs						
211 E 13 6411 00 002 2 30 000	Travel - Staff/00/X	6,000.00	4,208.00	0.00	0.00	0.00	4,208.00
211 E 61 6499 00 002 2 30 215	Other Misc Oper Exp/00/Parent	1,000.00	1,000.00	0.00	0.00	0.00	1,000.00
211 E -- 64-- -- -- -- --		7,000.00	5,208.00	0.00	0.00	0.00	5,208.00
211 E -- -- -- -- --		193,264.00	193,264.00	16,054.64	50,169.77	786.24	142,307.99
211 - -- -- -- --		-193,264.00	-193,264.00	-16,054.64	-50,169.77	-786.24	-142,307.99
Grand Expense Totals		193,264.00	193,264.00	16,054.64	50,169.77	786.24	142,307.99

Number of Accounts: 13

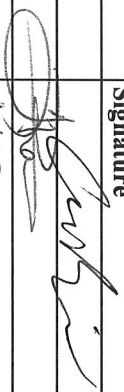



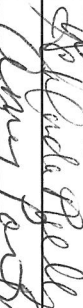
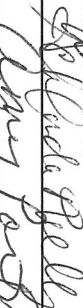





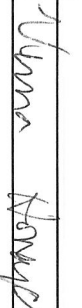
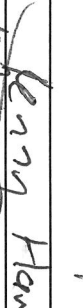





\*\*\*\*\* End of report \*\*\*\*\*

# 2021-2022 Site Based Decision Making Committee

Meeting Date: December 1, 2021

3:30 P.M.

Rider Library Conference Room

Committee Role	Name	Position	Signature
Administrator	Cody Blair	Principal	
Administrator	TiAada Radtke	Associate Principal	
Classroom Teacher	Keri Jones	Math	
Classroom Teacher	Aaron Wilson	Social Studies	
Classroom Teacher	Schlonda Phillips	ELA	
Classroom Teacher	Amy Portmann	CTE	
Classroom Teacher	Stacie Martin	Science	
Classroom Teacher	Chris Reimels	LOTE	
Counselor	Brittany Bailey	Counselor	
Classroom Teacher	Danny Cook	SPED	
Classroom Teacher	Loy Studer	Band/Orchestra Director	
Administrator	Marc Bindel	Campus Athletic Coordinator	
District-level Professional	Verna Honeycutt	District Attendance	
Business Representative	Greg Stockton	Business Rep	
Community Representative	Kenny Haney	Community Rep	
Classroom Teacher	Melanie Coons	Fine Arts Director	
Parent	Andrea Russell	Parent	
Parent	Diane Bass-Johnson	parent	



## **Rider SBDM Meeting Agenda & Minutes 12-1-21**


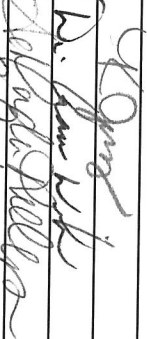
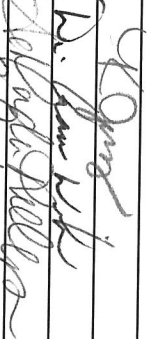
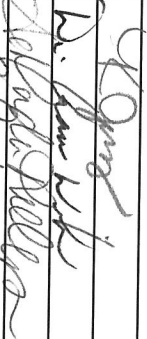
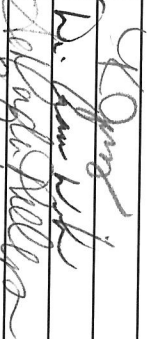
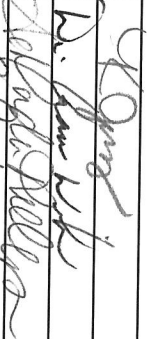
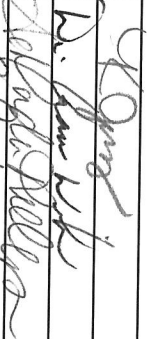
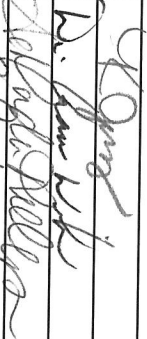
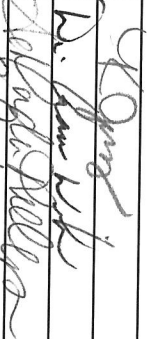
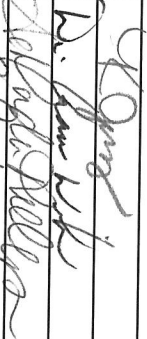
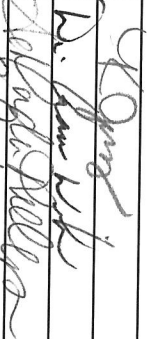
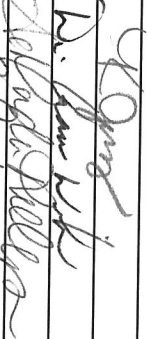
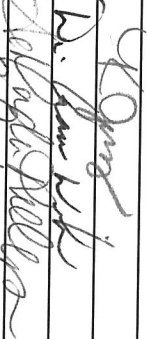
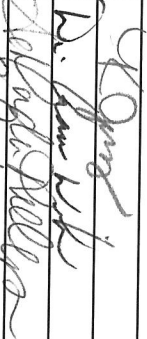
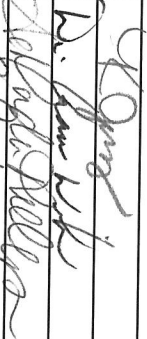
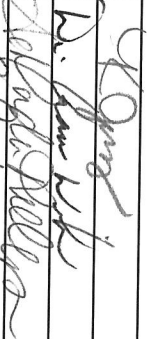
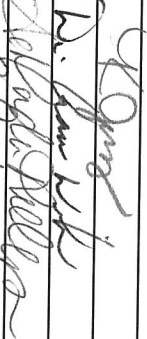
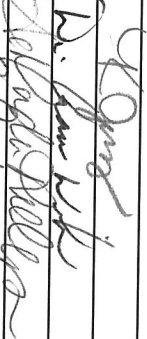
- 1. SBDM norms, objectives, roles, and goals** - This group will meet 4-6 times during the year to analyze data, develop the Campus Improvement Plan (CIP), set and monitor progress for campus goals, and come to consensus on certain campus decisions . Members will be nominated by their departments and serve 2 years before rotating off.
- 2. Good things & new members** - good things
- 3. Data and campus updates** - Gallup Survey; Campus Goals progress update; attendance rate (**94.12%** - our November 2021 attendance rate, compared to 95.35% from November 2020, but up from 93.30% in August 2021 and 91.92% in September 2021, & comparable to 94.47% in October 2021); academic performance; behavior data;
- 4. Accountability/School Report Card Update** - focus on growth for every student, especially Algebra I and English 1&2, and as many to the meets & masters level as possible
- 5. 3 Areas of Focus for Campus - Reminders** - 1) Support & engage students relationally, academically, & emotionally; 2) Effective teaching in every classroom (HRS Level 2); 3) Support & connect with & grow our staff
- 6. Campus Improvement Plan: formative assessment for November** - split into groups and finish progress check;
- 7. SBDM focus this year** - parent/family engagement increased; Master plan for the year; tracking event participation and attendance; feedback from parents/community; update on events to to date and plans for rest of the fall/spring;
- 8. Approval items** - NTHS membership cords at graduation;
- 9. Next meeting February 2nd** -
- 10. Other** -

# 2021-2022 Site Based Decision Making Committee

Meeting Date: April 13, 2022

3:30 P.M.

April SBDM Meeting Rider Library Conf. Room

Committee Role	Name	Position	Signature
Administrator	Cody Blair	Principal	
Administrator	Tiada Radtke	Associate Principal	
Classroom Teacher	Keri Jones	Math	
Classroom Teacher	Aaron Wilson	Social Studies	
Classroom Teacher	Schlonda Phillips	ELA	
Classroom Teacher	Amy Portmann	CTE	
Classroom Teacher	Stacie Martin	Science	
Classroom Teacher	Chris Reimels	LOTE	
Counselor	Britany Bailey	Counselor	
Classroom Teacher	Danny Cook	SPED	
Classroom Teacher	Loy Studer	Band/Orchestra Director	
Administrator	Marc Bindel	Campus Athletic Coordinator	
District-level Professional	Verna Honeycutt	District Attendance	
Business Representative	Greg Stockton	Business Rep	
Community Representative	Kenny Haney	Community Rep	
Classroom Teacher	Melanie Coons	Fine Arts Director	
Parent	Andrea Russell	Parent	
Parent	Diane Bass-Johnson	parent	

\* Graffiti - Follow up \*  
bathrooms not cleaned \*

## Make Up Rider SBDM Meeting Agenda & Minutes 4-13-22

1. **SBDM norms, objectives, roles, and goals** - This group will meet 4-6 times during the year to analyze data, develop the Campus Improvement Plan (CIP), set and monitor progress for campus goals, and come to consensus on certain campus decisions. Members will be nominated by their departments and serve 2 years before rotating off.

2. **Good things** - good things/campus update  
EOC, UIL Band/orchestra, Guitar, Choir, Band Solo/Ensembles, UIL N. Cal., U. Math, VASE 7, OAP, CTE, UIL Sci, UIL Math, UIL Speech, Soccer, Golf, Tennis, Ciba bee

3. **Data and campus/district updates** - MAP data, TSI data, discipline data, staffing on hold.

4. **Accountability/School Report Card Update** - focus on growth for every student, especially Algebra I and English 1&2, and as many to the meets & masters level as possible

5. **3 Areas of Focus for Campus - Reminders** - 1) Support & engage students relationally, academically, & emotionally; 2) Effective teaching in every classroom (HRS Level 2); 3) Support & connect with & grow our staff

6. **Campus Improvement Plan: formative assessment for May and begin CNA process** - split into groups, complete progress check, begin working CNA process;

7. **SBDM focus this year** - parent/family engagement increased; increased participation and events in fall and spring events; evaluated and improving parent communication with bi-weekly proactive newsletter (parent link email, and easy front page access on website).

8. **Approval items** -

9. **May 11th** - next meeting, last meeting for some members, new members roll on in August, begin department nomination process; also adding students and para to team for next year; rotating off ELA, <sup>FA</sup> ~~ELA~~, LOTE, Math, SPED, Counselor,

10. **Other** -

\* Custodial service