

Wichita Falls Independent School District

Rider High

2023-2024 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

Total Enrollment as of 9/22/2023:: 1573

Ethnicity:

Native Hawaiian or other Pacific - 0.00% (0)

Black - 11% (172)

White - 51% (814)

Hispanic - 24% (385)

Asian - 4% (69)

American Indian - 1.0% (16)

Multirace - 7% (104)

Subpopulations:

Economically Disadvantaged - 43%

Special Ed. - 13%

504 - 14%

GT - 11%

EB (ESL) - 2%

At-Risk- 49%

Male - 51% (814)

Female - 47% (746)

Class Size:

9th (Class of 2027) - 376
10th (Class of 2026) - 384
11th (Class of 2025) - 419
12th (Class of 2024) - 369

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 2023**

- Eng. 1 (Approaches 76%/Meets 58%/Masters 12%)
- Eng. 2 (Approaches 83%/Meets 67%/Masters 10%)
- Biology 1 (Approaches 90%/ Meets 63%/Masters 30%)
- Algebra 1 (Approaches 82%/Meets 47%/ Masters 21%)
- US History (Approaches 96%/ Meets 72%/ Masters 40%)

- 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 showed an increase in the passing percentages from 2022.
- 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 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 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

Problem Statement 6: We need to encourage students to participate in extracurricular activities and organizations. Is 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 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

Goals

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

Performance Objective 1: Reduce teacher turnover rate by 5% in the 2023-2024 school year.

Evaluation Data Sources: Leaver/Hiring list Data

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Rider Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: PLC Platform will be used to help staff with lesson plans and curriculum. Strategy's Expected Result/Impact: The result will be curriculum and instruction support for all teachers. Accountability from assessments and Rigor will ultimately improve student achievement. Staff Responsible for Monitoring: Rider Staff Rider Admin. Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: High quality staff will be hired and provide excellent curriculum to our students. Staff Responsible for Monitoring: Principal Funding Sources: - Not Funded	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Rider Administrative Staff Funding Sources: SD Travel - Title 1 Part A	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: Title I funds will increase student achievement as a result of hiring and training the best skilled staff we can possibly find. Staff Responsible for Monitoring: Rider Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: 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 Strategy's Expected Result/Impact: Teachers will receive recognition to let them know how much we appreciate the job they are doing. Staff Responsible for Monitoring: Rider Administrative Staff Funding Sources: Contract services ESC - Title 1 Part A	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
Strategy 7: We will increase the social media footprint concerning all the great things going on at Rider High School. Facebook and Twitter post, and the Rider Family Newsletter. Strategy's Expected Result/Impact: We will inform the public of the great things our teachers at Rider High School are doing. Staff Responsible for Monitoring: RiderTeaching Staff Rider Counseling Staff Rider Administrative Staff Rider Librarian Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: We will support new to education teachers with the Region 9 new teacher academy. Strategy's Expected Result/Impact: Acclimation to campus, improved instructional competency and capacity Staff Responsible for Monitoring: Rider Admin Funding Sources: - Title 1 Part A - \$7,000	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: 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. Strategy's Expected Result/Impact: Opportunity to provide specific support for new staff needs on a regular basis. Staff Responsible for Monitoring: Rider Admin	Formative		
	Nov	Feb	May
Strategy 10 Details	Formative Reviews		
Strategy 10: 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. Strategy's Expected Result/Impact: Teachers feel more rested and ready to take on the hard tasks they face each day Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

Strategy 11 Details	Formative Reviews		
Strategy 11: 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><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></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 2024.

Evaluation Data Sources: EOC results

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal Campus Testing Coordinator Rider Counseling Staff Funding Sources: tutorials - Title 1 Part A, tutorials - SCE	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: These students needs will be met to help them be more successful. They will have accommodations that will aide them academically. Staff Responsible for Monitoring: Teachers of ESL students Rider Administrative Staff	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Language Support to increase capacity and better understanding of content information. Staff Responsible for Monitoring: Testing Coordinator ESL Teacher Rider Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May

Strategy 4 Details		Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: Students will be impacted by staff creating different learning opportunities that fits the needs of all students. Staff Responsible for Monitoring: Rider Administrative Staff Rider Teaching Staff		Formative		
		Nov	Feb	May
Strategy 5 Details		Formative Reviews		
Strategy 5: 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 Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Rider Administrative Staff Funding Sources: SD Subs - Title 1 Part A, Staff SD Extra Duty stipend - Title 1 Part A		Formative		
		Nov	Feb	May
Strategy 6 Details		Formative Reviews		
Strategy 6: 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. Strategy's Expected Result/Impact: This will aid teacher in have elite lesson plans and meeting student needs. Staff Responsible for Monitoring: Rider Administrative Staff Rider Department Heads Rider Lead Teachers - Additional Targeted Support Strategy Funding Sources: - Not Funded		Formative		
		Nov	Feb	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Staff will have the ability to observe and discuss effective teaching via Instructional Rounds, New Teacher Academy, and Fine Arts grant program. Strategy's Expected Result/Impact: This will allow teachers to see what others are doing and learn from each other. Staff Responsible for Monitoring: Rider Department Chairs Rider Administration Teacher Leaders Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: 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. Strategy's Expected Result/Impact: Rider will meet all 7 of the Distinction Designation. Staff Responsible for Monitoring: Rider Administration Rider Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: 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. Strategy's Expected Result/Impact: This will increase participation and scores on EOC master's grade level, AP Exam, dual credit courses, PSAT, SAT, and ACT. Staff Responsible for Monitoring: AP Staff Rider Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May

Strategy 10 Details	Formative Reviews		
Strategy 10: 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 Strategy's Expected Result/Impact: The expectation will be increased scores in our ELA EOC scores and possibly other EOCs with exposure to more vocabulary and advanced reading selections. Staff Responsible for Monitoring: Rider English Teachers Rider Administrative Funding Sources: - Title 1 Part A	Formative		
	Nov	Feb	May
Strategy 11 Details	Formative Reviews		
Strategy 11: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Rider Admin Rider Department Heads & Lead teachers	Formative		
	Nov	Feb	May
Strategy 12 Details	Formative Reviews		
Strategy 12: Purchase books and other supplemental material to increase students reading levels and comprehension. Strategy's Expected Result/Impact: Improve students reading levels and comprehension. Students will be able to master the ELA TEKS for grades 9-12. Staff Responsible for Monitoring: Rider Admin Rider CIL and Teachers Funding Sources: - Title 1 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 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 2024.

Evaluation Data Sources: Spring STAAR reporting data, campus performance data, CBA

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Rider will meet all 7 of the Distinction Designation. Staff Responsible for Monitoring: Rider Administration Rider Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: This will increase participation and scores on EOC master's grade level, AP Exam, dual credit courses, PSAT, SAT, and ACT. Staff Responsible for Monitoring: AP Staff Rider Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal Campus Testing Coordinator Rider Counseling Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: These students needs will be met to help them be more successful. They will have accommodations that will aide them academically. Staff Responsible for Monitoring: Teachers of ESL students Rider Administrative Staff	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: Language Support to increase capacity and better understanding of content information. Staff Responsible for Monitoring: Testing Coordinator ESL Teacher Rider Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
Strategy 6: 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. Strategy's Expected Result/Impact: Students will be impacted by staff creating different learning opportunities that fits the needs of all students. Staff Responsible for Monitoring: Rider Administrative Staff Rider Teaching Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: 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 Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Rider Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: 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. Strategy's Expected Result/Impact: Grow instructional capacity and impact on achievement. Staff Responsible for Monitoring: Rider Administrative Staff Rider Teachers Funding Sources: - Not Funded	Formative		
	Nov	Feb	May

Strategy 9 Details	Formative Reviews		
Strategy 9: Staff will have the ability to observe and discuss effective teaching via Instructional Rounds, New Teacher Academy, and Fine Arts grant program Strategy's Expected Result/Impact: This will allow teachers to see what others are doing and learn from each other. Staff Responsible for Monitoring: Rider Department Chairs Rider Administration Teacher Leaders Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 10 Details	Formative Reviews		
Strategy 10: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Rider Administrative Staff Department Chairs Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 11 Details	Formative Reviews		
Strategy 11: Purchase materials and supplies to increase students math fluency and comprehension. Strategy's Expected Result/Impact: Improve students reading levels and comprehension. Students will be able to master the ELA TEKS for grades 9-12. Staff Responsible for Monitoring: Rider Admin Rider CIL and Teachers Funding Sources: - Title 1 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 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 2024.

Evaluation Data Sources: Multi-year STAAR data reports, BOY, MOY, and EOY Cambium assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Rider Admin. Staff Teachers	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Rider Administrative Staff Department Chairs Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Increased performance on campus, district, and state assessments. Staff Responsible for Monitoring: Rider Administrative Staff Rider Teaching Staff Funding Sources: - SCE, Covid Care Aides - SCE	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

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 2023.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: The Fitness gram will aide student to understand the importance of physical fitness. Staff Responsible for Monitoring: Physical Education Teachers Rider Admin. Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: PLC will meet on a weekly basis to discuss strategies and curriculum to help students be successful in all areas. Strategy's Expected Result/Impact: With the increase in collaboration, students will have an increase in rigor and be more successful on all exams. Staff Responsible for Monitoring: Rider CIL's and department heads Rider Administrative Staff All Teachers and Paraprofessionals Funding Sources: - Not Funded	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 1: 100% of students will graduate from Rider in May 2024.

Evaluation Data Sources: PACE and credit recovery data
CEC data

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Improve graduation rate and assist students in recovering credit. Staff Responsible for Monitoring: Rider Counselling Staff Rider Administration PACE teachers Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Rider Counseling Staff and Administration At-Risk Coordinator	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: PACE+ students will attend career counseling prior to completing the program. Strategy's Expected Result/Impact: All students will have a postsecondary goal and path. Staff Responsible for Monitoring: Rider Counseling Staff Rider Administration Staff Funding Sources: - Title 1 Part A	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: 100% of students will have a postsecondary plan. Staff Responsible for Monitoring: Rider Counseling Staff Rider College and Career Staff CTE Teaching Staff Rider Administration Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: Less turnover/changes in student endorsements, allowing students to stay on track to graduate on time with desired career or college path. Staff Responsible for Monitoring: Rider Counseling Staff Rider Administration Staff Rider College and Career Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: 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. Strategy's Expected Result/Impact: Proactive approach, with fewer students needing credit recovery, and more efficient, successful completion of credits Staff Responsible for Monitoring: Admin team PACE teachers - Additional Targeted Support Strategy	Formative		
	Nov	Feb	May



Strategy 7 Details	Formative Reviews		
Strategy 7: 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. Strategy's Expected Result/Impact: Proactive approach, fewer students falling behind, increased achievement at early grades Staff Responsible for Monitoring: Admin and Counselors	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: We will continue to support the Road to College Mentor program that meets on Thursday morning to prepare students for the college track. Strategy's Expected Result/Impact: Prepare students for the college track. Staff Responsible for Monitoring: Rider Administration RTC Staff Funding Sources: - Title 1 Part A	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: 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 2024.

Evaluation Data Sources: AP Data from Summer 2023

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Increase student participation and success on nationally standardized exams. Staff Responsible for Monitoring: AP Teacher Rider Administration Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Rider Administration Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: This will increase each student's scores on AP Exam, dual credit, EOC masters grade level, PSAT, SAT, and ACT. Staff Responsible for Monitoring: AP Staff Rider Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May





Strategy 4 Details	Formative Reviews		
Strategy 4: Purchase supplies and materials to help increase AP scores in all AP subjects. Strategy's Expected Result/Impact: Increase the numbe of 3's, 4's, 5's on AP exams. Staff Responsible for Monitoring: AP Staff Rider Staff Funding Sources: - Title 1 Part A	Formative		
	Nov	Feb	May
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></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 2024.

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Rider Administration Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Rider will meet all 7 of the Distinction Designation. Staff Responsible for Monitoring: Rider Administration Rider Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: This will increase each student's scores on AP Exam, dual credit, EOC masters grade level, PSAT, SAT, and ACT. Staff Responsible for Monitoring: AP Staff Rider Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Students will better understand the objectives of the unit and be proficient at them before the teachers move on to other objectives.</p> <p>Staff Responsible for Monitoring: Rider Teaching Staff</p> <p>Rider Administrative Staff</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>Strategy's Expected Result/Impact: Students will be impacted by staff creating different learning opportunities that fits the needs of all students.</p> <p>Staff Responsible for Monitoring: Rider Administrative Staff Rider Teaching Staff</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Ongoing professional development will be established in the following areas:</p> <ol style="list-style-type: none"> 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 <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Rider Administrative Staff</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Staff will have the ability to observe and discuss effective teaching via Instructional Rounds, New Teacher Academy, and Fine Arts grant program Strategy's Expected Result/Impact: This will allow teachers to see what others are doing and learn from each other. Staff Responsible for Monitoring: Rider Department Chairs Rider Administration Teacher Leaders Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: 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. Strategy's Expected Result/Impact: The expectation will be increased scores in our ELA EOC scores and possibly other EOCs with exposure to more vocabulary and advanced reading selections. Staff Responsible for Monitoring: Rider English Teachers Rider Administrative Funding Sources: 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 2024.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide PSAT, ACT and SAT review sessions on a scheduled basis. Strategy's Expected Result/Impact: Increase student participation and success on nationally standardized exams. Staff Responsible for Monitoring: College and Career Coordinators Rider Administration Funding Sources: - Title 1 Part A	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: 100% of students will have a postsecondary plan. Staff Responsible for Monitoring: Rider Counseling Staff Rider College and Career Staff CTE Teaching Staff Rider Administration Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></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		
Strategy 1: We will continue EMPOWER Tuesday videos to share a brief encouraging and uplifting message with our students. Strategy's Expected Result/Impact: increased engagement and Gallup results Staff Responsible for Monitoring: Admin TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Host Principal's Leadership Team and leadership breakfasts several times during the year.	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Social emotional and soft skill lessons and mini book studies from counselors, teachers, and coaches in both academic and extracurricular classes. TEA Priorities: Connect high school to career and college - ESF Levers: 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 1: Reduce the number of students receiving Accelerated Instruction classes by 20% for 10th, 11th, and 12th grade students for the 2023-2024 school year.

Evaluation Data Sources: BOY, MOY, EOY Cambium assessments and EOC Data

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

Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: There will be an increase in student success at all levels, not just the ESL students. Staff Responsible for Monitoring: All staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></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 2023.

Strategy 1 Details	Formative Reviews		
Strategy 1: SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Rider Administration	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: The expectation will be increased scores in our ELA EOC scores and possibly other EOCs with exposure to more vocabulary and advanced reading selections. Staff Responsible for Monitoring: Rider English Teachers Rider Administrative Funding Sources: - Title 1 Part A	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: SCE/Title Funds will be used to cover tutorials and after school enrichment clubs. Strategy's Expected Result/Impact: The expectation will be increased scores on all EOC test. Staff Responsible for Monitoring: Rider Administration Teachers Funding Sources: - SCE, - Title 1 Part A	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></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 2024, 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		
Strategy 1: The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website. Strategy's Expected Result/Impact: Parents will be better informed about educational opportunities available to their children. Staff Responsible for Monitoring: Rider Administration Rider Counselors Funding Sources: Parent Involvement - Title 1 Part A	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will host additional parent meetings, supported by appropriate marketing and communication to see increased participation and engagement. Strategy's Expected Result/Impact: Improved relationships, student and family engagement, along with subsequent achievement and opportunity Staff Responsible for Monitoring: Admin team Counselors	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Host an annual Title I meeting to go over Title I information, requirements, budget, expenditures, and program Strategy's Expected Result/Impact: Improved relationships, student and family engagement, along with subsequent achievement and opportunity Staff Responsible for Monitoring: Admin	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 4: Increase overall campus attendance rate from 95% to 96% by May 2024.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Students will be more successful as a result of improved attendance. Grades and EOC scores will improve. Staff Responsible for Monitoring: Attendance Clerks District Truancy Office Rider Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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		
Strategy 3: Increase engagement on campus through federally funded field trips and participation in student clubs and organizations. Strategy's Expected Result/Impact: Increased engagement and connection to school Staff Responsible for Monitoring: Admin and teachers of these areas, clubs TEA Priorities: Improve low-performing schools	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			





Goal 4: Improve low performing schools.

Performance Objective 5: Reduce the number of yearly discipline referrals by 10% by May 2024, and decrease the number from fall semester to spring by 10% by May 2024.

Evaluation Data Sources: Monthly and yearly campus discipline reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services. Strategy's Expected Result/Impact: Student will be given the necessary services to meet their needs. Staff Responsible for Monitoring: Rider Counselors LouAnn Gossom Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Rider Administration Rider Teaching Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: The expected result will be a smooth transition back to the general education classroom.</p> <p>Staff Responsible for Monitoring: Rider Administration Rider Teaching Staff Rider Counseling Staff</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Community in Schools program will implement the Cornerstones of Resiliency. Those areas include physical, mental, mindfulness, and social.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal CIS Staff Rider Teaching Staff</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal CIS Staff</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
Strategy 6: To give students support and help them grow personally in their academic and career aspirations, as well as reaching emotional and social development goals. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Rider Counseling Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: We will continue to use Restorative Practices and the MTSS process to intervene with students exhibiting continuous behavior concerns. Strategy's Expected Result/Impact: Decrease in negative behaviors, increase in student engagement and performance. Staff Responsible for Monitoring: Admin team TEA Priorities: Improve low-performing schools - ESF Levers: 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 2024.

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal Campus Testing Coordinator Rider Counseling Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: These students needs will be met to help them be more successful. They will have accommodations that will aide them academically. Staff Responsible for Monitoring: Teachers of ESL students Rider Administrative Staff	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Language Support to increase capacity and better understanding of content information. Staff Responsible for Monitoring: Testing Coordinator ESL Teacher Rider Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Students will be impacted by staff creating different learning opportunities that fits the needs of all students.</p> <p>Staff Responsible for Monitoring: Rider Administrative Staff Rider Teaching Staff</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ongoing professional development will be established in the following areas:</p> <ol style="list-style-type: none"> 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 <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Rider Administrative Staff</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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</p> <p>Strategy's Expected Result/Impact: Grow instructional capacity and impact on achievement.</p> <p>Staff Responsible for Monitoring: Rider Administrative Staff Rider Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Staff will have the ability to observe and discuss effective teaching via Instructional Rounds, New Teacher Academy, and Fine Arts grant program Strategy's Expected Result/Impact: This will allow teachers to see what others are doing and learn from each other. Staff Responsible for Monitoring: Rider Department Chairs Rider Administration Teacher Leaders Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: 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. Strategy's Expected Result/Impact: Improved learning outcomes and achievement scores in all EOC areas and sub populations Staff Responsible for Monitoring: Admin - TEA Priorities: Improve low-performing schools	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Utilization of Rider Extracurricular Clubs and Student Organizations to increase engagement and provide students with broader range of exposure. Strategy's Expected Result/Impact: Increase on performance on EOC test in all 5 subject areas. Staff Responsible for Monitoring: Admin. Organization and club sponsors Funding Sources: - Title 1 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 4: Improve low performing schools.

Performance Objective 7: Increase college credit earning AP scores by 3% in all content areas by May 2024.

Evaluation Data Sources: Collegeboard testing data

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: improved AP test performance for all content areas Staff Responsible for Monitoring: Dept Heads, Admin - TEA Priorities: 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: 3.8

Brief Description of SCE Services and/or Programs

Personnel for Rider High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bailey, Leslie	Student Support Counselor	1
Briscoe, Shawn	Aide	0.9
Davidson, June	Aide	0.9
Holly, Dustin	Teacher	0.875
Radtke, Tim	Teacher	0.125

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chamberlain, Todd	CIL-SS	School Wide	.125
Henderson, Bryce	CIL-Science	School Wide	.125
Jones, Keri	CIL-Math	School Wide	.125
Preston, Heather	CIL -ENG	School Wide	.125

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	SD Travel		\$0.00
1	1	6	Contract services ESC		\$0.00
1	1	8			\$7,000.00
2	1	1	tutorials		\$0.00
2	1	5	SD Subs		\$0.00
2	1	5	Staff SD Extra Duty stipend		\$0.00
2	1	10			\$0.00
2	1	12			\$0.00
2	2	11			\$0.00
3	1	3			\$0.00
3	1	8			\$0.00
3	2	4			\$0.00
3	3	8	Technology		\$0.00
3	4	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	3	1	Parent Involvement		\$0.00
4	6	9			\$0.00
Sub-Total					\$7,000.00
Budgeted Fund Source Amount					\$193,823.00
+/- Difference					\$186,823.00
Grand Total Budgeted					\$193,823.00
Grand Total Spent					\$7,000.00
+/- Difference					\$186,823.00

Addendums

2022-23 Title I Campus Budget

Rider High School								Cody Blair	
Estimated 2022-23 Title I Budget Allocation:								\$143,835	
Estimated Discretionary Funds:								\$49,988	
Account Code									
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
Personnel:									
211	11	6112	00	002	3	30	000	\$5,000	Substitutes
211	11	6118	67	002	3	30	000	\$8,000	Tutoring
211	11	6118	00	002	3	30	000		Teacher Extra Duty Stipend
211	13	6118	00	002	3	30	000	\$5,000	Teacher Extra Duty Stipend for PD
211	11	6119	00	002	3	30	000	\$93,847	Teacher Salaries, Stipends & Benefits
211	11	6129	00	002	3	30	000		Aide Salaries, Stipends & Benefits
Contracted Services:									
211	13	6239	00	002	3	30	000		Region Esc Services
211	11	6248	00	002	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	002	3	30	000	\$13,000	On-line services: Oddyseyware (26 licenses)
211	11	6248	00	002	3	30	000	\$5,000	On-line services/Maint agreements
211	34	6294	67	002	3	30	000		Student busing for tutorials
211	11	6297	00	002	3	30	000		Printing
211	11	6299	00	002	3	30	000		Contracted Services - For Students
211	13	6299	00	002	3	30	000	\$1,500	Contracted Services- For Teacher (PD registrations, etc)
Supplies/Computers/Equipment:									
211	11	6329	00	002	3	30	000	\$2,500	Instructional Reading materials/books
211	11	6339	00	002	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	002	3	30	000		Technology
211	11	6396	00	002	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	002	3	30	000		Software/Licenses
211	11	6399	00	002	3	30	000	\$6,438	Instructional classroom supplies/materials
Travel:									
211	13	6411	00	002	3	30	000	\$3,000	Teacher Staff Development Travel (not registration)
211	11	6412	00	002	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
TOTALS								\$143,835	
Remaining Funds to Allocate:								\$0	
Parent & Family Engagement (PFE):								\$3,311	
211	61	6239	00	001	3	30	215		PFE Region Service Center Fees (Conference registration)
211	61	6299	00	001	3	30	215		PFE Contracted Services
211	61	6297	00	001	3	30	215	\$1,000	PFE Printing
211	61	6399	00	001	3	30	215	\$1,000	PFE Supplies
211	61	6411	00	001	3	30	215		PFE Travel Expenses for Conferences
211	61	6499	00	001	3	30	215	\$1,311	PFE Snacks
TOTALS								\$3,311	
Remaining Funds to Allocate:								\$0	













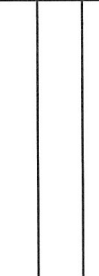







Non-transferrable: Encumbered										Non-transferrable: Must remain in PFE									
Principal Signature:																			
Date:																			

2022-2023 Site Based Decision Making Committee

Meeting Date: February 15, 2023

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	Sehlenda Phillips Jessica Stude	ELA	
Classroom Teacher	Amy Portmann	CTE	
Classroom Teacher	Stacie Martin	Science	
Classroom Teacher	Chris Reimels Rosa Gonzalez	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	David Shipley	District Social Worker	
Business Representative	Greg Stockton	Business Rep	
Community Representative	Kenny Haney	Community Rep	
Classroom Teacher	Melanie Coons Amya Norman	Fine Arts Director	
Parent	Andrea Russell	Parent	
Parent	Diane Bass-Johnson	parent	
Paraprofessional	A? B?	Paraprofessional	
Student	B C	Student	

Rider SBDM Meeting Agenda & Minutes 2-15-23

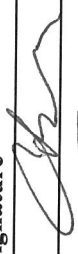









- 1. SBDM norms, objectives, roles, and goals** - This group will meet 4-6 times during the year to analyze data, develop the Campus Improvement Plan (CIP), set and monitor progress for campus goals, and come to consensus on certain campus decisions .
Members will be nominated by their departments and serve 2 years before rotating off.
- 2. Good things -**
- 3. Campus and District Updates** - Legacy/Memorial update, HRS update
- 4. CIP formative review, mid year** - Break into groups to review progress of goals and strategies
- 5. 3-5 Big SMART visible goals for 22-23** - progress monitor to-date status; need to substitute attendance for Gallup survey results (district direction to raise attendance rates)
- 6. SBDM focus** - 22/23 continuous improvement/Cadence of Accountability, monitor campus goals & areas of focus progress, and last two years of Rider HS, transition to Memorial and Legacy
- 7. 23-24 year at Rider HS** - final year...what's important that we can begin planning now?
Rider WFHS week next year; last FB game alumni gathering? Dinner & open house?
Digital hall of Honor? Second semester transition?
- 8. Approval items?**
- 9. Next meeting April 12 -**
- 10. Other -**

2022-2023 Site Based Decision Making Committee

Meeting Date: October 12, 2022

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	Schonda Phillips Jessica Studer	ELA	
Classroom Teacher	Amy Portmann	CTE	
Classroom Teacher	Stacie Martin	Science	
Classroom Teacher	Chris Reimers Rosa Gonzalez	LOTE	
Counselor	Brittany Bailey	Counselor	
Classroom Teacher	Danny Cook Ginger Sanders	SPED	
Classroom Teacher	Loy Studer	Band/Orchestra Director	
Administrator	Marc Bindel	Campus Athletic Coordinator	
District-level Professional	Verna Honeycutt David Shipley	District Attendance	
Business Representative	Greg Stockton	Business Rep	
Community Representative	Kenny Hancy	Community Rep	
Classroom Teacher	Melanie Coons Ayrian Norwood	Fine Arts Director	
Parent	Andrea Russell	Parent	
Parent	Diane Bass-Johnson	parent	
Paraprofessional	A? B?	Paraprofessional	
Student	B C	Student	

- submit ?
to merging
questions ?

- glass ?
or

- search across plan info, folders, ARK/ARL/FA - how do
- classroom walls ? glass walls ? metal detectors ? how get
- high piece/fine line, in building
Rider SBDM Meeting Agenda & Minutes 10-12-22
- IB ? - more classrooms ? - materials ?

African
clubs -

- Gwich
club ?

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** -
3. **Campus and District Updates** - district financial and staffing challenges, new Superintendent, current status update, staffing update;
4. **Data Review** - broke into small groups analyze BOY data, MAP for Alg & Eng, unit assessments,
6. **3 Areas of Focus for Campus** - Progress monitor these areas 1) support & engage students relationally, academically, & emotionally; 2) Effective teaching in every classroom (HRS Level 2); 3) Support & connect with & grow our staff
7. **3-5 Big SMART visible goals for 22-23** - progress monitor to-date status
10. **SBDM focus** - 22/23 continuous improvement/Cadence of Accountability, monitor campus goals & areas of focus progress, and last two years of Rider HS, transition to Memorial and Legacy
11. **approval items?** - four student clubs approved;
12. **Next meeting Nov 30** -
13. **Other** -

Blair

Accountability - Y1 for Leg. & Memorial?

Rider SBDM Meeting Agenda & Minutes 11-30-22

- Teacher
Planner
Center
(replaced
1-2 classrooms?)

- Lawrence?
Farrie?

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 -**
3. **Campus and District Updates** - Legacy/Memorial update, HRS update
4. **CIP formative review, mid year** - Break into groups to review progress of goals and strategies
5. **3-5 Big SMART visible goals for 22-23** - progress monitor to-date status; need to substitute attendance for Gallup survey results (district direction to raise attendance rates)
6. **SBDM focus - 22/23 continuous improvement/Cadence of Accountability**, monitor campus goals & areas of focus progress, and last two years of Rider HS, transition to Memorial and Legacy
7. **23-24 year at Rider HS** - final year...what's important that we can begin planning now? Rider WFHS week next year; last FB game alumni gathering? Dinner & open house? Digital hall of Honor? Second semester transition?
8. **Approval items?**
9. **Next meeting Feb 1 -**
10. **Other -**

- Hiring process & timeline?
- trial @ ES, could be replicated
- then MS
- Classroom walls? glass?
some glass, CEC similar
- IB? approval @ Legacy
- Principal + staff set most procedures, follow policy





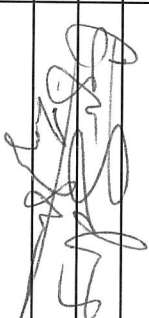
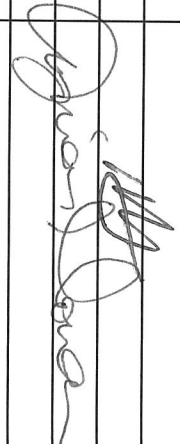
- who goes in a building?
pdr comment TEA guidance, provide letter, grant of, single entry

2022-2023 Site Based Decision Making Committee

Meeting Date: November 30, 2022

3:30 A.M.

Rider Library Conference Room

Committee Role	Name	Position	Signature
Administrator	Cody Blair	Principal	
Administrator	TiAa Radtke	Associate Principal	
Classroom Teacher	Keri Jones	Math	
Classroom Teacher	Aaron Wilson	Social Studies	
Classroom Teacher	Sehonda Phillips Jessica Stucker	ELA	
Classroom Teacher	Amy Portmann	CTE	
Classroom Teacher	Stacie Martin	Science	
Classroom Teacher	Chris Reimels	LOTE	
Counselor	Brittany Bailey	Counselor	
Classroom Teacher	Danny Cook Bryan Sanders	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 Dyanian Norwen	Fine Arts Director	
Parent	Andrea Russell	Parent	
Parent	Diane Bass-Johnson	parent	
Paraprofessional	A? B?	Paraprofessional	
Student	B C	Student	

Jesslyn Beck
David Shupley

CIS
Sped.

Jesslyn Beck
David Shupley

- Teacher Tech ?

- TPC

- Tower

Rider SBDM Meeting Agenda & Minutes 4-12-23

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** -
3. **Campus and District Updates** - Legacy/Memorial update, HRS update, Staffing, ^③ ^② ^①
4. **CIP formative review, End of Year review at May meeting** - Break into groups to review progress of goals and strategies
5. **3-5 Big SMART visible goals for 22-23** - progress monitor to-date status;
6. **SBDM focus** - 22/23 continuous improvement/Cadence of Accountability, monitor campus goals & areas of focus progress, and last two years of Rider HS, transition to Memorial and Legacy
7. **23-24 year at Rider HS** - final year...what's important that we can begin planning now? Rider WFHS week next year; last FB game alumni gathering? Dinner & open house? Digital hall of Honor? Second semester transition?
8. **Approval items?**
9. **Next meeting May 10th** -
10. **Other** -

College Career

2022-2023 Site Based Decision Making Committee

Meeting Date: April 12, 2023

3:30 P.M.





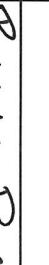












Committee Role	Name	Position	Signature
Administrator	Cody Blair	Principal	
Administrator	TiAda Radtke	Associate Principal	
Classroom Teacher	Keri Jones	Math	
Classroom Teacher	Aaron Wilson	Social Studies	
Classroom Teacher	Schonda Phillips Jessica Stuber	ELA	
Classroom Teacher	Amy Portmann	CTE	
Classroom Teacher	Stacie Martin	Science	
Classroom Teacher	Chris Reimers Rosa Gonzalez	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	David Shipley	District Social Worker	
Business Representative	Greg Stockton	Business Rep	
Community Representative	Kenny Haney	Community Rep	
Classroom Teacher	Melanie Coons Ayrion Nannas	Fine Arts Director	
Parent	Andrea Russell	Parent	
Parent	Diane Bass-Johnson	parent	
Paraprofessional	A? B?	Paraprofessional	
Student	B C	Student	

2022-2023 Site Based Decision Making Committee

Meeting Date: May 10, 2023

3:30 P.M.

Rider Library Conference Room

Committee Role	Name	Position	Signature
Administrator	Cody Blair	Principal	
Administrator	TiAida Radtke	Associate Principal	
Classroom Teacher	Keri Jones	Math	
Classroom Teacher	Aaron Wilson	Social Studies	
Classroom Teacher	Scottynda Phillips Jessica Studer	ELA	
Classroom Teacher	Amy Portmann	CTE	
Classroom Teacher	Stacie Martin	Science	
Classroom Teacher	Chris Reimels	LOTE	
Counselor	Brittany Bailey	Counselor	
Classroom Teacher	Danny Cook Diana Sanchez	SPED	
Classroom Teacher	Loy Studer	Band/Orchestra Director	
Administrator	Marc Bindel	Campus Athletic Coordinator	
District-level Professional	David Shipley	District Social Worker	
Business Representative	Greg Stockton	Business Rep	
Community Representative	Kenny Haney	Community Rep	
Classroom Teacher	Metanie Etons Anyiaa Norwood	Fine Arts Director	
Parent	Andrea Russell	Parent	
Parent	Diane Bass-Johnson	parent	
Paraprofessional	A? B?	Paraprofessional	
Student	B C	Student	

★ Safety - please perform glass cutting carefully!

Rider SBDM Meeting Agenda & Minutes 5-10-23

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 -

3. Campus and District Updates - Legacy/Memorial update, HRS update, new SBDM members

4. CIP formative review, End of Year review - Break into groups to review progress of goals and strategies for the end of the year

5. 3-5 Big SMART visible goals for 22-23 - progress monitor to-date status;

6. **SBDM focus** - 22/23 continuous improvement/Cadence of Accountability, monitor campus goals & areas of focus progress, and last two years of Rider HS, transition to Memorial and Legacy

• **23-24 year at Rider HS** - final year...what's important that we can begin planning now?
Rider WFHS week next year; last FB game alumni gathering? Dinner & open house?
Digital hall of Honor? Second semester transition?

8. Approval items?

9. **Next meeting August** - Wednesday, August 2nd, 9:00 - 1:00, lunch included

10. Other -

Rider SBDM Meeting Agenda & Minutes 5-10-23











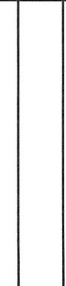

- 1. SBDM norms, objectives, roles, and goals** - This group will meet 4-6 times during the year to analyze data, develop the Campus Improvement Plan (CIP), set and monitor progress for campus goals, and come to consensus on certain campus decisions . Members will be nominated by their departments and serve 2 years before rotating off.
- 2. Good things** -
- 3. Campus and District Updates** - Legacy/Memorial update, HRS update, new SBDM members
- 4. CIP formative review, End of Year review** - Break into groups to review progress of goals and strategies for the end of the year
- 5. 3-5 Big SMART visible goals for 22-23** - progress monitor to-date status;
- 6. SBDM focus** - 22/23 continuous improvement/Cadence of Accountability, monitor campus goals & areas of focus progress, and last two years of Rider HS, transition to Memorial and Legacy
- 7. 23-24 year at Rider HS** - final year...what's important that we can begin planning now? Rider WFHS week next year; last FB game alumni gathering? Dinner & open house? Digital hall of Honor? Second semester transition?
- 8. Approval items?**
- 9. Next meeting August** - Wednesday, August 2nd, 9:00 - 1:00, lunch included
- 10. Other** -

2023-2024 Site Based Decision Making Committee

Meeting Date: August 2, 2023

9:00 A.M.

Rider Library Conference Room

Committee Role	Name	Position	Signature
Administrator	Cody Blair	Principal	
Administrator	Troy Farris	Associate Principal	
Classroom Teacher	Keri Jones	Math	
Classroom Teacher	VACANT VACANT	Social Studies	
Classroom Teacher	Jessica Studer	ELA	
Classroom Teacher	Amy Portmann	CTE	
Classroom Teacher	Stacie Martin	Science	
Classroom Teacher	Rosa Gonzalez	LOTE	
Counselor	Alisha Crouch	Counselor	
Classroom Teacher	Ginger Sanders	SPED	
Classroom Teacher	Loy Studer	Band/Orchestra Director	
Administrator	Marc Bindel	Campus Athletic Coordinator	
District-level Professional	David Shipley	District Social Worker	
Business Representative	Greg Stockton	Business Rep	
Community Representative	Kenny Haney	Community Rep	
Classroom Teacher	Ayrian Norman	Fine Arts Director	
Parent	Andrea Russell	Community	
Parent	Diane Bass-Johnson	parent	
Paraprofessional	A? B?	Paraprofessional	
Student	B C	Student	
Parent	VACANT VACANT	Parent	

Rider / WFHS - concessions, water
challenges - Street app?

Rider SBDM Meeting Agenda & Minutes 8-2-23

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** - Something good from summer & new members!
3. **LOBO year for Rider updates** - current status update, staffing update; events planned
4. **Accountability/School Report Card Update** - Axiom preliminary data and ratings, increased accountability measures from the state, breakup and review each Domain
5. **Comprehensive Needs Assessment/Data Review** - broke into small groups to ID summary, strengths, and needs of each group; collaborated in a google doc; CCMR data, AP data, EOC data; include root cause analysis
6. **3 Areas of Focus for Campus** - 1) Keep it simple with consistent expectations and procedures, so we can focus on effective teaching/learning in every classroom (HRS Level 1 & 2); intentional relationships with kids and each other 3) LOBO year for RHS...enjoy, have fun, savor the moments
7. **3-5 Big SMART visible goals for 22-23** - 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
9. **Approve Parent Compact & Parent Engagement Policy** - approved by SBDM
10. **SBDM focus** - LOBO year for RHS; smooth and positive transition to Legacy & Memorial for students, staff, and families
11. **Meeting Dates & upcoming approval items** - shared meeting dates for the year
12. **Next meeting October 11th** -
13. **Other** - lunch provided at backroom of Jason's Deli

Data



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 8/18/2023

Parent Engagement Policy

Rider High School

2023 - 2024

Statement of Purpose

A strong partnership between the school and home is essential if a quality educational program is to be provided to all students. Rider High School is dedicated to the philosophy that parent involvement is integral to the success of each student. For this reason parents are actively recruited as our partners for success.

Students work toward mastering grade level learning objectives and goals. Our campus recognizes the fact that some students will need extra assistance to master appropriate learning objectives. The extra assistance is available to all students through the Title 1 program and various other educational services offered through the district.

Parent Involvement in Developing Policy

Rider High School's Site Based Decision Making Committee is composed of teachers, parents, community, and administration members. At a minimum this committee will meet annually to discuss the design and implementation of the Parent Involvement Policy. On-going discussions regarding the campus parent involvement policy will occur.

Rider High School will actively recruit volunteers for the SBDM Committee by publicizing in a variety of ways. Committee selections will produce a diverse group of stakeholders that represent an array of student populations served by the campus. Meetings will be planned at convenient times and locations for all concerned parties. If translators are needed the campus will arrange for one to be present.

Parent Engagement Activities to Improve

Student Academic Achievement and School Performance

The Site-Based Decision Making Team will identify ways that Rider High School can provide effective parent involvement programs. The campus will also promote and encourage staff development for employees that establishes effective relationships with parents as a means of increasing all students' academic achievement.

During the school year parents will be provided with information regarding:

-the campus Parent Involvement Policy

**approved on 8/2/2023; distributed on 10/9/2023*

- information regarding parent's right to request information regarding the professional qualifications of their child's classroom teachers
- information explaining state academic standards and assessments
- timely information about the program.
- descriptions and explanations of the school's curriculum
- descriptions and explanations of the forms of academic assessments used to measure student progress and the proficiency levels students are expected to meet.
- information on the level of achievement of the parent's child in each of the required state academic assessments
- frequent reports on their child's progress
- reasonable access to staff and information about opportunities to volunteer and observe
- a Parent-Teacher-Student Compact that describes the responsibilities of the three parties
- Parent-Teacher conferences after the first six weeks, at which the Parent-Teacher-Student Compact will be discussed.
- a flexible number of meetings, at which transportation and childcare may be provided with Title 1 funds
- timely notice of situations in which their child is assigned or taught for four or more consecutive weeks by a teacher who is not highly qualified.

Building the School's and Parent's Capacity for Strong Parent Engagement

Rider High School will involve the SBDM committee in identifying barriers to parent involvement and to provide parent involvement strategies. The campus will support a variety of parent involvement strategies as it strives to develop and maintain an optimum learning environment for all students. To the extent practicable, parents of LEP, disabled, and migrant students will be given full opportunities to participate in parent involvement activities. Information will be provided, to the extent practicable, in a format and language parents of LEP, disabled, and migrant students understand.

Annual Title 1 Parent Meeting

Rider High School will hold, at a minimum, an annual meeting to review Title 1 guidelines and services offered through the campus. Parents will be encouraged to become involved in revising and updating the policy as necessary, and parent volunteers will be recruited for the district and campus SBDM committees.

The annual meeting will be held at a convenient time and location. Notice of the meeting will be provided through a variety of media, including print, community access television, and daily campus video and audio broadcasts. If needed, a translator will be available to help with non-English speaking parents.

Parent-Teacher-Student Compact

In accordance with Title 1 regulations, the campus will develop and annually update a Parent-Teacher-Student Compact. This compact will explain how parents, teachers, and students will share responsibility for student success. Members of the SBDM committee will be consulted in the design and implementation of the compact. An opportunity will be offered to all parents to review a copy of the compact detailing the responsibilities that parents, teachers, and students have in helping students accomplish their goals. Students and parents are encouraged to discuss the contents of the compact. Parents and students are strongly encouraged to indicate their agreement by signing the compact.

School-Parent Communication

Parents will be informed of school activities through various methods of communication throughout the school year. Blackboard Parent Link, conferences, personal contacts, the school website, and written notices will be utilized to establish and maintain an open line of communication.

Cross-Program Coordination for Parent Engagement Activities

Parent involvement strategies will be incorporated into Rider High School's curriculum and programs through the Campus Improvement Plan. Rider High School will coordinate Title 1 Parent Involvement activities with other programs within the district to meet special needs.

Annual Evaluation

The SBDM Committee will annually review and evaluate all aspects of the parent involvement program. Parent surveys, including questions about the effectiveness of the program, will be distributed and results will be analyzed. Teacher surveys, teacher contact logs, and other program contact logs will be used to determine the number and type of interactions that have occurred between the school and parents. The SBDM

**approved on 8/2/2023; distributed on 10/9/2023*

committee will revise the campus Parent Involvement policy and Parent-Teacher-Student Compact as needed based on the results of this annual review.

Involving Parents in Activities of Title 1 Campuses

Rider High school will use Title 1 funds to provide school-wide services to all student of Rider High School. Parents will have the opportunity to be involved in a variety of strategies as the campus strives to develop and maintain an optimum learning environment for all students. Parents may contribute through volunteer programs as well as by creating a supportive home atmosphere. The community may participate through an array of activities that promote student success. The campus and its parents will develop and maintain specific parent involvement activities best suited to meet the individual needs of all stakeholders.