

Rice CISD

District Improvement Plan

2023-2024

Accountability Rating: Not Rated



Mission Statement

It is the mission of the Rice Consolidated Independent School District to provide learning opportunities where individual student goals are achieved; where students experience a high degree of learning and demonstrate academic success; where all teachers and staff feel their contributions are valued and experience satisfaction and pride in their work; and where confidence in our District is perceived and expressed by parents, tax payers and community.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
District Processes & Programs	6
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Rice CISD will provide effective instruction.	13
Goal 2: Rice CISD will develop campus instructional leaders with clear roles and responsibilities.	24
Goal 3: Rice CISD will provide facilities that are safe and conducive to learning for all students and all student groups.	28
RDA Strategies	35
State Compensatory	36
Budget for District Improvement Plan	36
Personnel for District Improvement Plan	36
District Improvement Committee	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

Rice Consolidated Independent School District encompasses 437 square miles in Colorado County, Texas. The District has 106 teachers and is governed by a seven member Board of Trustees who serve staggered, three year terms. Rice CISD is fully accredited by the Texas Education Agency.

PEIMS records in the opening of the 2023-2024 school year reveal the following demographic information. The total number of students being served by the district to 1315. African-American students make up 14.07% of total enrollment and White students make up 22.13%. Hispanics remain the largest ethnicity at 60.23%. Smaller ethnic groups include Asians at .61%, American Indian .15%, and 2 or more races at 2.59%. The percentage of Economically Disadvantaged students in the district increased to 81.75% in the current year. At-risk students make up 56.35% of the population. The percentage of EB is at 10.04% in the current year.

Additionally, 5.32% of the student population is identified as Gifted and Talented. The Special Education population increased to 16.35%. Twenty-five students, or 1.9% are identified as Homeless.

The most recent TAPR report shows that Rice Consolidated ISD's retention rate for teachers has dropped slightly behind that of the state rate. However, the district's percentage of teachers with 21 years of experience or more is significantly higher than the state's. The average years experience with the district for principals is 3.2 years.

Demographics Strengths

Overall enrollment remains essentially unchanged with the exception of the increase in students served under Special Education. The ethnic demographics are basically unchanged. The percentage of economically disadvantaged students continues to slowly increase.

A full time teacher is in place to provide push-in and pull-out support for Emergent Bilingual students.

The district's GT coordinator coordinates the student project production and project fair.

Programs in place for At-Risk students, such as after-school tutoring, before school tutoring, and remediation classes are apparently successful in ensuring successful completion of school. Attendance rate has improved to 98.3%. The district maintains a low student/teacher ratio with only 12.3 students per teacher versus the state rate of 14.6.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The ethnicity of teaching staff does not reflect that of the student population. **Root Cause:** The district has had little success in attracting Hispanic and African American teachers to apply.

Student Learning

Student Learning Summary

Federal accountability labels indicate that only one campus in the district has been identified for support. Rice Junior High was identified as a Targeted Support and Assistance campus. This is an improvement over the past 5 years when the campus has carried the label of Comprehensive or Comprehensive Progress. Programs put in place on that campus are leading to improved student performance.

69% of 2022 graduates met CCMR, which matches the state performance. 42% of graduates were college ready. 32% received an Industry Based Certification. Graduation rate remains strong at 96.6%.

The district matched or exceeded the state rates for Approaches Grade Level on all subject STAAR tests and also on all science STAAR tests. Gaps still exist between the state and local percentages of students who Met Grade Level or Mastered Grade Level. The district performed better than 80% of the districts in Texas that have a similar percentage of Economically Disadvantaged students.

Targets for Academic Achievement in ELA/Reading were met for all sub-populations except African Americans. All Academic Achievement targets were met in math. Regarding growth, only the Special Education population met the targets for both math and reading. Additionally, the Economically Disadvantaged population and White students met the growth targets in reading.

The district improved its performance on TELPAS and met the state target.

Student Learning Strengths

Achievement and growth with the Special Ed population was outstanding. The district put initiatives into place that are impacting both the performance and growth of that population. This is the first time the the Special Ed population has had this much success in the STAAR era.

Performance in elementary math continues to be very strong, with the district meeting or exceeding the state and region performance on most tests.

The performance of Economically Disadvantaged students, the districts largest sub-population, continues to be very strong.

The district met the state performance on college ready students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Performance in grades 6 - 8 math is far below state and region averages. **Root Cause:** The staff in those subjects has little experience in the subject. Frequent turnover of staff has also been a problem.

District Processes & Programs

District Processes & Programs Summary

The district contracted with Region III ESC to implement the TEKS Resource System curriculum program in grades K-12. This program includes scope and sequence for teachers use in all core content areas. The district has opted to use it for all core subjects except K - 5 math. Instructional resources provide the scope and sequence for that subject. Nine weeks tests will be scored in DMAC in all core subjects at the secondary level and in reading and math in grades 3 - 5. Nine weeks tests in grade 2 math and reading will also be scored in DMAC.

In the spring semester, comprehensive benchmark exams will be given in STAAR tested subjects. In May, 2nd graders will take an end-of-course assessment in math and in reading. The implementation of district benchmarks will help to ensure that teachers are following the district scope and sequence, identify students needing assistance, and act as an early predictor of STAAR success.

The district will continue to fund a full time curriculum director position, a full time ESL coordinator, a full time ESL certified teacher to provide additional pull-out and push-in support and a full time instructional technologist. Math and reading facilitators serve the Eagle Lake campuses. A secondary ELA/Reading coach has been added to coordinate instruction at RHS and RJH. The facilitators plan for instruction with teachers to assure vertical alignment between the campuses, work with small groups of students needing assistance, and provide professional development to the reading and math staffs. A full-time dyslexia specialist serves students with Reading Horizons curriculum and oversees screening requirements. An additional teacher has been added to serve the increasing dyslexic population.

Chromebooks are being used on a 1-to-1 basis in the high school and 8th grade. Classroom carts are being used in grades 6 - 7. Ipads are provided to elementary students in class. SmartBoards and projectors are installed in all instructional classrooms and teachers have been trained in the use of those technologies.

Teachers submit lesson plans weekly. The district creates lesson plan guidelines for all teachers to follow. Time has also been allowed in the schedules for tutoring, HB 4545 and Response to Intervention. Master schedules have been structured to make most efficient use of support personnel.

The Fundamental 5 will be used in all classrooms across the district this year. The Board of Trustees curriculum committee has asked for literacy to be implemented across the curriculum.

Social-Emotional lessons are taught at all grade levels with new curriculum purchased.

Extensive extra curricular opportunities exist at the secondary level. The district also offers multiple fine arts programs. The high school CTE program offers several pathways for students who are seeking career training.

Gifted/Talented Program – This State funded program is intended to offer enrichment opportunities to students who perform or show the potential to perform at a remarkably high level of accomplishment when compared to others of the same age. Students may be nominated for GT screening by parents, teachers, and/or community members. District guidelines were developed and are published on the website.

Pre-Kindergarten – Pre-Kindergarten education is a state program for students whose home environment or limited English might impede their success in school and in life. Previously, only qualifying students were allowed to attend Pre-K for half a day. Beginning in 2016-17, all 4 year olds in the district are allowed to attend for a full day. Non-qualifiers pay \$100 a month to attend. This expansion has mandated an expansion of the Pre-K staff. A new curriculum has been purchased aligned with new Pre-K guidelines. Training has been provided to the team on use of the curriculum. The Pre-Kindergarten program stresses intensive language development. It focuses on learning activities that prepare children for the language requirements of Kindergarten. The district has 3 sections of Pre-Kindergarten on the ELPS campus.

State Compensatory Intensive Accelerated Instruction – This program is designed to complement the Title I, Part A program by providing supplementary services that improve and enhance the regular educational program for students who meet one or more of the state's criteria for being in an at-risk situation. Programs and services paid for with these funds must be limited to students who meet one or more of the state at-risk criteria and is supplemental to the regular education program. Funds are used to pay for counselors and teachers

to serve the at-risk population. State comp funds are also used to provide summer remediation for high school students before the summer EOCs.

Response to Intervention-The district has developed and continues to support a well-developed RtI program with defined guidelines, staff-created forms, regular team meetings and professional development 3 times a year. SuccessEd houses those records.

Title III ESL(Federal Funds) and State ESL - These ESL Programs are both supplemental and are designed to reach EB(Emergent Bilingual) students at their levels of English proficiency and rapidly build their ability to become competent in speaking, comprehending, reading, and writing English so they may achieve their best potential in and out of the classroom.

Title I Part A – Improving Basic Programs Operated by Local Educational Agencies - Some of the services provided to students include computer assisted instruction, upgraded professional development, instructional para-professionals/aides, and funds to increase parent involvement activities.

Title II, Part A – Teacher and Principal Training and Recruitment Fund – Funds allocated under this program are used to provide supplemental professional development services to staff in the core subject areas. Training is conducted both on and off campus. Funds are also used to recruit and hire teachers in high-needs areas. Stipends are paid from Title II for teachers in high-needs areas. Retention bonuses are also being paid from these funds.

Special Education – This program is funded by local, state, and federal funds. It provides special services for students with disabilities. Programs available for students with disabilities include EE (Pre-school Program for Students with Disabilities) – for students 3 – 6 years, Life Skills, Behavior Adjustment, Inclusion, Speech Therapy, Diagnostic Services, and Counseling Services. In addition to these programs, Occupational/Physical Therapy and assistive devices for the visually impaired, auditory impaired and handicapped students are provided. The Behavior Adjustment Classes are District-wide. Both the secondary and elementary programs are housed at Rice Junior High. EEP is a district-wide class housed on Eagle Lake Primary School. The Life Skills classes are housed at Garwood Elementary and Rice High School.

Section 504 - The district has appointed a district 504 coordinator and each campus has a 504 coordinator. Staff members are trained on 504 students and services. The district has an active child-find process and provides SuccessEd for recording 504 plans to assure that plans are not lost as students transition from one campus to another. Teachers are provided accommodations for their 504 students by the campus coordinator. The Special Ed Coop assists with administering the 504 program.

Major investments have been made in the following software, which provide supplemental instruction, remediation and acceleration.

Renaissance Learning Programs – Renaissance Place includes *STAR Reader and STAR Math* which are used as Universal Screeners throughout the district at the beginning of the year, middle of the year, and end of the year from grades 1 and up.

Study Island- a comprehensive academic program that teaches and assesses student knowledge in reading, math, science, and social studies.

iStation -purchased for grades K - 5, it provides screeners, data reports, and targeted interventions for students based on their reading or math ability. It provides the math screener for kindergarten.

Math Seeds - a program to support math instruction in grades K - 1.

Reading Eggs - a program to support reading instruction in grades K and 1.

Reflex Math - a program for building fluency in math facts for students in grades 2 - 5.

Stemcopes - a program for providing online instruction in elementary science.

Edgenuity - a program by which students can receive credit online in a self-paced format. Teachers can also use it for classroom instruction.

Reading Plus - an online reading program that builds both fluency and comprehension.

No Red Ink - an online program to support writing instruction in middle grades.

IXL - an online math program for testing and teaching students with disaggregated data.

New teachers are indoctrinated to the district with 3 days of New Teacher Inservice in August, plus continued support throughout the year. Multiple professional development opportunities are offered to staff members. EdPact and Region 3 provide leadership support to district and campus administrators. Region 3 and Leach Literacy Training LLC provides support to reading teachers in grades K - 8. Region 3 is also contracted to support science instruction in grades 5 - 8.

Monthly administrator meetings are held to share information and make decisions as a team to assure success for students as they transition to new campuses.

Administrators spent several months in the 2022-2023 school year creating a learning framework for the district. This framework will provide teachers and principals with guidance on how curriculum, instruction and assessment are delivered in RCISD. Use of this framework will provide consistency across the district that will in turn improve student performance.

District Processes & Programs Strengths

The district has been pro-active in investing in technology. A rich supply of hardware and software is provided with an instructional technologist to aid teachers in implementing it's use in instruction.

The district was also pro-active in extending Pre-K from a half day program to full day.

The district has a well-established RtI system in place with campus committees and district-wide meetings 3 times a year.

In recent years, the district has invested time and funds in extensive professional development for both campus leaders and in reading teachers, as the state has transitioned to new reading/language arts TEKS and a new test.

All campus principals have experience in leadership roles.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Numbers of students identified for dyslexia services and special ed are growing rapidly. **Root Cause:** Numerous changes to state laws in recent years regarding dyslexia identification and service delivery are at the root of this increase.

Perceptions

Perceptions Summary

District surveys indicate that the majority of teachers and students feel safe and welcomed. Effective procedures are in place to promote safety. Training sessions are provided for teachers in recognizing and reporting child abuse/neglect, suicide prevention, and bullying recognition and response. Field trips are provided for all grade levels so that students can extend learning beyond the classroom.

Annual parent surveys also indicate that parents feel welcomed on campuses, have confidence in teachers and administrators, and that they feel their children are safe.

Security systems have been upgraded with metal detectors at each campus, and later this year we will have Vape Detectors at the High School. The district has gone beyond new state requirements to assure that schools are as safe and secure as possible during the instructional day.

The district has partnered with the Colorado County Sheriff's office for many years for a school resource officer.

Perceptions Strengths

Although little is formally stated with regards to values, observations from the Region 3 ESC confirm that the district is characterized by high expectations for student behavior and an atmosphere of mutual respect among students and between students and staff. The Board of Trustees expects that dress codes be enforced and that the positive climate and culture of the district be maintained. Students and staff are expected to be life-long learners.

Parents have expressed appreciation for the upgrades in security systems installed in the past year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The security of the Altair campuses is vulnerable outside of school hours because of the remote location. **Root Cause:** There are no cameras that can record the license plates of vehicles entering the property outside of school hours.

Problem Statement 2: Safety plans must be developed, implemented with fidelity and monitored for adjustment throughout the year. **Root Cause:** The recent school shooting in Uvalde has prompted ongoing directives from the state the district must adhere to. This situation is currently very fluid which means changes will be ongoing to assure the safety of students and staff.

Priority Problem Statements

Problem Statement 1: Performance in grades 6 - 8 math is far below state and region averages.

Root Cause 1: The staff in those subjects has little experience in the subject. Frequent turnover of staff has also been a problem.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices





Goals

Goal 1: Rice CISD will provide effective instruction.

Performance Objective 1: 2024 STAAR results will reflect an improvement with 78% of scores Approaches Grade Level, 47% Meets Grade Level and 20% Masters Grade Level.

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase DMAC for creating, scoring and dis-aggregating results to target instruction to students needs. Strategy's Expected Result/Impact: Effectively using DMAC instructional reports will lead to differentiated instruction targeting student weaknesses and growth will increase. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction</p> <p>Title I: 2.4</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: After school and in-school tutorials will be provided to students at risk of not meeting growth on STAAR tests and at risk of not graduating. Strategy's Expected Result/Impact: All students will have the opportunity to receive extended learning time for success. Staff Responsible for Monitoring: Campus principals</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Multi-classroom leaders will be provided for Rice Junior High's reading/language arts department, Eagle Lake Intermediate's math and reading departments, and Eagle Lake Primary's reading and math departments to lead the planning to assure vertical and horizontal alignment, guide the data analysis and provide additional in-school support for struggling students.</p> <p>Strategy's Expected Result/Impact: Standardization of practices will lead to more students meeting growth on STAAR tests.</p> <p>Staff Responsible for Monitoring: Assistant superintendent, campus principals at RJH, ELI, and ELP</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: New teachers will be trained in the use the The Fundamental 5 in their instruction and why it impacts student performance. Returning teachers will be given refresher training as needed by their campus administrators.</p> <p>Strategy's Expected Result/Impact: Teachers will implement all 5 strategies on a daily basis in their classrooms.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 5 Details	Reviews			
<p>Strategy 5: The district will begin the process of applying for Teacher Incentive Allotment in Cohort G.</p> <p>Strategy's Expected Result/Impact: More highly qualified teachers will be attracted to and retained by the district because of our high percentages of Economically Disadvantaged students.</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Rice CISD will provide effective instruction.

Performance Objective 2: STAAR results will reflect that Achievement targets are met in reading for All Students, African Americans, Hispanics, White, Two or more races, Economically Disadvantaged, Special Ed, Emergent Bilingual, Continuously Enrolled populations. Math Achievement targets will be met for All Students, African Americans, Hispanics, White, Two of more races, Economically Disadvantaged, Emergent Bilingual, and Special Ed populations. Those students groups that do not meet targets will show an improvement of 6 percentage points over 2023 performance. Reading and math growth results will improve by 5 points over 2023 results.

Evaluation Data Sources: STAAR Results





Strategy 1 Details	Reviews			
<p>Strategy 1: Those students who are near grade level performance will be provided tutorial opportunities to assure their success. Additionally, all students who failed previous year STAAR tests will be given at least the minimum amount of required remediation by HB4545.</p> <p>Strategy's Expected Result/Impact: More sub-populations will meet state targets for achievement performance.</p> <p>Staff Responsible for Monitoring: Assistant superintendent, campus principals</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Leach Literacy will be contracted to provide balanced literacy training using TEKS Resource System to K - 8 teachers and also guided reading training to K - 5 reading teachers.</p> <p>Strategy's Expected Result/Impact: Reading comprehension will improve as reflected on universal screeners and STAAR results.</p> <p>Staff Responsible for Monitoring: Assistant superintendent, elementary principals</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Istation Reading and Istation Math will be purchased for all K - 5 students</p> <p>Strategy's Expected Result/Impact: Differentiated reading and math support will be provided for all students.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Reading Plus will be purchased to provide ELI and RJH campuses a resource for delivering reading interventions in fluency and comprehension to struggling readers.</p> <p>Strategy's Expected Result/Impact: The percentage of students screening at Intervention and Urgent Intervention will decrease.</p> <p>Staff Responsible for Monitoring: Assistant superintendent, campus principals</p> <p>Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: A full-time dyslexia specialist was added to serve dyslexic students with Reading Horizons curriculum and to oversee screening requirements. An additional dyslexia/special ed specialist was added in 2023-2024 to effectively serve this population.</p> <p>Strategy's Expected Result/Impact: Increased grade level reading for dyslexic students.</p> <p>Staff Responsible for Monitoring: Assistant superintendent, principals</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Rice CISD will provide effective instruction.

Performance Objective 3: 100% of graduation targets will be met by the class of 2024.

Evaluation Data Sources: Accountability records





Strategy 1 Details	Reviews			
<p>Strategy 1: Junior High and High School counselors will present college, career and military information to students and assist them and their families with creating a Personal Graduation Plan. Assistance in applying for financial aid will be provided by the High School Counselor.</p> <p>Strategy's Expected Result/Impact: 100% of the graduation targets will be met in the Class of 2023.</p> <p>Staff Responsible for Monitoring: Secondary principals</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Edgenuity will be purchased for credit recovery and summer school so that students who fail required courses have the opportunity to make up credit quickly and stay on track to graduate.</p> <p>Strategy's Expected Result/Impact: 100% of graduation targets will be met in the Class of 2023.</p> <p>Staff Responsible for Monitoring: Assistant superintendent, high school principal</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Rice CISD will provide effective instruction.

Performance Objective 4: 72% of students in the graduating class of 2024 will be College, Career and Military Ready with 45% demonstrating college readiness through TSI criteria in both RLA and math, 33% earning an IBC, and at least 10% of Special Ed students graduating with an advanced diploma plan.

Evaluation Data Sources: CCMR records from high school counselor





Strategy 1 Details	Reviews			
<p>Strategy 1: A TSI remediation program or class will be built into the high school schedule to prepare students who need to meet college readiness.</p> <p>Strategy's Expected Result/Impact: More students will meet standard on the TSI.</p> <p>Staff Responsible for Monitoring: RHS principal</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Assign a district professional to monitor CCMR coding and stay abreast of requirements of CCMR accountability measures.</p> <p>Strategy's Expected Result/Impact: PEIMS coding on CCMR will be correct and all opportunities for meeting the requirement are offered to students.</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant superintendent</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A college preparatory class will be offered to seniors who have failed to meet other measures of College, Career and Military Readiness.</p> <p>Strategy's Expected Result/Impact: Targets for CCMR will be met and students will graduate prepared for college courses.</p> <p>Staff Responsible for Monitoring: RHS principal</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: All 7th grade students will take a college and career exploration class.</p> <p>Strategy's Expected Result/Impact: Students will be more aware of career opportunities that fit their skills and interests and will make more informed choices as they enter high school.</p> <p>Staff Responsible for Monitoring: Junior High Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Rice CISD will provide effective instruction.

Performance Objective 5: 40% of students taking TELPAS will make progress.





Evaluation Data Sources: TELPAS results

Strategy 1 Details	Reviews			
<p>Strategy 1: Rosetta Stone will be purchased to accelerate mastery of English by ELs, and the appropriate students assigned to the use of products.</p> <p>Strategy's Expected Result/Impact: TELPAS results will reflect that students have advanced a level.</p> <p>Staff Responsible for Monitoring: Federal Programs director</p> <p>Title I: 2.4</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a district ESL coordinator to assure the needs of ELs are met.</p> <p>Strategy's Expected Result/Impact: All requirements are met for LPACs, TELPAS, and services to ELs.</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Title I: 2.4</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A professional staff member will provide pull-out and push-in support for ELs at the elementary level and will provide TELPAS prep sessions to all students in the spring.</p> <p>Strategy's Expected Result/Impact: More students will advance and level on TELPAS and more elementary students will Meet Grade Level on STAAR.</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Rice CISD will provide effective instruction.

Performance Objective 6: Average ACT scores for the class of 2024 will be 19.9 for ELAR, 20.1 for math, and 20.5 for science, representing a the State Average

Evaluation Data Sources: ACT results





Strategy 1 Details	Reviews			
<p>Strategy 1: Contract a service for an ACT preparatory class for high school juniors. Strategy's Expected Result/Impact: Average ACT scores will rise as targeted preparation is provided. Staff Responsible for Monitoring: RHS principal</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers of Advanced Placement classes will complete the AP Institute prior to the start of school. Strategy's Expected Result/Impact: The rigor of Honors and AP classes will align better to college preparatory expectations. Staff Responsible for Monitoring: RHS principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Rice CISD will provide effective instruction.

Performance Objective 7: 70% of students completing Pre-K will demonstrate kindergarten readiness.

HB3 Goal

Evaluation Data Sources: BOY Mclass assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Prepare training and guidance for kindergarten teachers on how to prepare for the BOY Mclass screener. Strategy's Expected Result/Impact: Readiness screeners will provide more accurate measure of kindergarten readiness when students are familiarized with the screening test. Staff Responsible for Monitoring: Assistant superintendent</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase and distribute family backpacks of learning activities and family online subscription to learning site for PreK graduates to promote learning at home in the summer. Packs will be offered in English and in Spanish. Strategy's Expected Result/Impact: More students will be ready for kindergarten in the following fall semester. Staff Responsible for Monitoring: Federal Programs Director</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Rice CISD will provide effective instruction.

Performance Objective 8: An average of 74% of 1st and 2nd graders will screen At Grade Level on EOY Mclass screeners and 71% of 3rd graders will screen At Grade Level on EOY Renaissance reading screeners.

HB3 Goal





Evaluation Data Sources: EOY screener results

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will provide a reading facilitator for Eagle Lake Primary School to assist with interventions, data analysis, and planning for instruction.</p> <p>Strategy's Expected Result/Impact: More students will read at grade level in lower elementary grades.</p> <p>Staff Responsible for Monitoring: ELPS principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Summer school will be scheduled for those students who need more time to reach grade level performance. Student growth data will be analyzed to measure the success of the summer program.</p> <p>Strategy's Expected Result/Impact: Students who attend the summer program will make reading gains in 2 week of instruction and will progress towards grade level in the first semester.</p> <p>Staff Responsible for Monitoring: Assistant superintendent</p> <p>Title I: 2.4</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Rice CISD will develop campus instructional leaders with clear roles and responsibilities.

Performance Objective 1: The district will hold monthly administrator meetings for the purpose of sharing information, making decisions, and providing professional development to campus leaders.





Evaluation Data Sources: Agendas, minutes

Strategy 1 Details	Reviews			
<p>Strategy 1: The Assistant Superintendent of Curriculum and Instruction will attend the Academic Focus Network at Region 3 in order to keep principals abreast of changes mandated or suggested for improved student performance. Information will be shared at monthly meetings.</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All campus principals will be offered the opportunity to join the Region 3 Principals' Collaborative.</p> <p>Strategy's Expected Result/Impact: Principals will receive timely information from the ESC and can network with their peers in the process.</p> <p>Staff Responsible for Monitoring: Assistant superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Rice CISD will develop campus instructional leaders with clear roles and responsibilities.

Performance Objective 2: Campus principals will devise a system to monitor lesson plans and delivery of instruction for daily implementation of the Fundamental 5.





Evaluation Data Sources: Random validations of lesson plans and walk-through data will verify that principals are addressing Fundamental 5 and literacy in their monitoring process.

Strategy 1 Details	Reviews			
<p>Strategy 1: District instructional leaders will periodically review the Rice CISD Learning Framework to determine if any additions or deletions are warranted.</p> <p>Strategy's Expected Result/Impact: Curriculum, instruction and assessment across the district will be aligned through the use of a common framework.</p> <p>Staff Responsible for Monitoring: Assistant superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A minimum of 2 walk-throughs per year, with one in each semester, must be documented by the campus administrators to ensure that instruction is being monitored. More walk-throughs, both documented and undocumented can be done at the principals' discretion.</p> <p>Strategy's Expected Result/Impact: Administrators can collect data to guided coaching conversations and PLCs.</p> <p>Staff Responsible for Monitoring: Assistant superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Rice CISD will develop campus instructional leaders with clear roles and responsibilities.

Performance Objective 3: The T-TESS teacher appraisal system will be implemented with fidelity across all campuses.





Evaluation Data Sources: Documentation of T-TESS appraisals

Strategy 1 Details	Reviews			
<p>Strategy 1: A consultant will work with the district appraisers to assure calibration of scoring across the district. Strategy's Expected Result/Impact: Teacher growth is promoted through implementation of T-TESS. Staff Responsible for Monitoring: Assistant superintendent</p> <p>Title I: 2.4</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Rice CISD will develop campus instructional leaders with clear roles and responsibilities.

Performance Objective 4: Principals will lead their improvement teams in developing an effective Campus Needs Assessment that will drive improvement.

Evaluation Data Sources: Campus Improvement Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase 806 Technologies Plan4Learning and to aid principals in organizing their CNA and to receive training in creating a CNA.</p> <p>Strategy's Expected Result/Impact: An effective CNA will drive campus improvement plans.</p> <p>Staff Responsible for Monitoring: Assistant superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase 806 Technologies Title 1 Crate to aid principals in documenting their Title 1 activities, including parent involvement activities.</p> <p>Strategy's Expected Result/Impact: As Title 1 activities become more aligned to campus needs and parent involvement increases, student performance will improve.</p> <p>Staff Responsible for Monitoring: Federal Programs Director</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Rice CISD will provide facilities that are safe and conducive to learning for all students and all student groups.





Performance Objective 1: Rice Consolidated ISD will develop strategies to promote safety in the district.

Evaluation Data Sources: Number of reported incidences involving safety issues is decreased.

Strategy 1 Details	Reviews			
<p>Strategy 1: Rice Consolidated ISD will provide funding for a School Resource Officer to work with administrators regarding attendance, violence prevention, and school safety issues.</p> <p>Strategy's Expected Result/Impact: Safety issues will decrease from the previous year.</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Counselors will conduct sessions with students on dating violence prevention, bullying prevention, suicide prevention and conflict resolution.</p> <p>Strategy's Expected Result/Impact: Number of complaints about violence, bullying, and suicide will decrease.</p> <p>Staff Responsible for Monitoring: Campus Principals, Campus Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: District procedures will include name badges with pictures for all staff and rigid enforcement of checking in at the office, locked doors, use of cameras, and unannounced safety checks on each campus.</p> <p>Strategy's Expected Result/Impact: No incidences of violence involving adults or non-students on campus will occur.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The district will contract with School Reach, a web-based program used to notify parents, if needed, in an emergency.</p> <p>Strategy's Expected Result/Impact: A majority of parents will be notified in the case of an emergency in a timely manner, if needed.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The district will support discipline management techniques at each campus. Strategy's Expected Result/Impact: Number of discipline referrals on each campus will decrease. Staff Responsible for Monitoring: Superintendent, Campus Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Maintain the number and quality of surveillance devices available to administrators as a deterrent and as an investigative tool. Strategy's Expected Result/Impact: Surveillance devices will help to decrease incidences and aid in the investigation of incidences that do occur. Staff Responsible for Monitoring: Superintendent, Campus Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The district will hold training on the recognition and prevention of neglect and abuse of children, including sexual abuse, for new staff members, bullying recognition and response, suicide prevention and cybersecurity. Strategy's Expected Result/Impact: Documentation will include sign-in sheets and course descriptions. Staff Responsible for Monitoring: District Administrators, Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Bullying Prevention policies and procedures will be developed and communicated to students, staff, and the community. Strategy's Expected Result/Impact: Number of reported incidences of bullying will decrease from the previous year. Staff Responsible for Monitoring: Superintendent, Campus Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Parents will be notified by the campus counselor if their child shows signs of possible suicide, substance abuse or poor mental health so that they may take appropriate action. Strategy's Expected Result/Impact: Suicide attempts and substance abuse among students will decrease. Staff Responsible for Monitoring: Campus principals</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 10 Details	Reviews			
<p>Strategy 10: Security systems will be installed on all campuses and central office so that no visitors can enter the building during school hours without first identifying themselves and being allowed to enter.</p> <p>Strategy's Expected Result/Impact: Campus administrators will know who is in their building at all times.</p> <p>Staff Responsible for Monitoring: Safety director</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Systems will be installed on all campuses for scanning state identification cards with the Raptor program for background checks and printing name tags for campus visitors.</p> <p>Strategy's Expected Result/Impact: Student and staff safety will be protected.</p> <p>Staff Responsible for Monitoring: Safety director</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 12 Details	Reviews			
<p>Strategy 12: 2Words social/emotional curriculum for secondary students will be purchased and taught weekly in the 2nd semester.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved ability to self-monitor and self-correct their interactions with others while at school.</p> <p>Staff Responsible for Monitoring: Jordan Zbranek</p> <p>Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 13 Details	Reviews			
<p>Strategy 13: The district will purchase Panorama for the purpose of conducting student and staff surveys, tracking data on students who show signs of declining attendance, performance or behavior, and providing a social/emotional curriculum for the elementary campuses.</p> <p>Strategy's Expected Result/Impact: Administrators and counselors will have tools to monitor students who might be in need of counseling or other support services.</p> <p>Staff Responsible for Monitoring: Kyle Thurman</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Rice CISD will ensure that classroom doors are locked during the school day and that exterior doors are locked at all times.</p> <p>Strategy's Expected Result/Impact: Increased safety during the school day is assured.</p> <p>Staff Responsible for Monitoring: Campus principals</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 15 Details	Reviews			
Strategy 15: Rice CISD will add Vape Detectors to ensure a safe learning environment at the High School Campus. Strategy's Expected Result/Impact: Increased safety and drug free students Staff Responsible for Monitoring: High School Principals	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Rice CISD will provide facilities that are safe and conducive to learning for all students and all student groups.

Performance Objective 2: Rice Consolidated ISD will develop and implement strategies to provide a drug-free environment for students and staff.

Evaluation Data Sources: The number of drug related discipline cases will be reduced from last year.





Strategy 1 Details	Reviews			
<p>Strategy 1: The district will contract with a qualified contraband detection service to periodically search for contraband materials on school sites.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of detections from the previous year.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Region III ESC will provide materials to the district for campus participation in Red Ribbon week.</p> <p>Strategy's Expected Result/Impact: All campuses in the district will participate in Red Ribbon week activities.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The district will contract with a provider for random drug testing of bus drivers and student who participate in extra-curricular activities.</p> <p>Strategy's Expected Result/Impact: Drug use will be detected and consequences delivered.</p> <p>Staff Responsible for Monitoring: Bill Hefner</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Rice CISD will provide facilities that are safe and conducive to learning for all students and all student groups.

Performance Objective 3: Rice Consolidated ISD will provide facilities that are conducive to learning for all students.

Evaluation Data Sources: Walk-throughs, inspections, lesson plans, and maintenance records indicate that the facilities are clean, up-to-date, and comfortable for students and staff and that technology is integrated into instructional and administrative programs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Facilities are equipped with state of the art technology. Strategy's Expected Result/Impact: Classrooms include SmartBoards, Elmos, projectors, Chromebooks/iPads and/or computers. Staff Responsible for Monitoring: Superintendent, Technology Director</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will contract with Region III ESC for library support services. Strategy's Expected Result/Impact: Contracted Services agreement with Region III ESC will document participation of the district in Library Support Services. Library aides will participate in training opportunities as needed. Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue use of Destiny Library Manager to best utilize library resources between campuses in the district. Strategy's Expected Result/Impact: Reports from Destiny Library Manager will indicate that library resources are shared throughout the district. Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to monitor the use of online instructional programs to determine the need to continue purchase of programs. Strategy's Expected Result/Impact: District usage reports will show that students are effectively using online instructional programs. Staff Responsible for Monitoring: District Curriculum Director, Campus Principals</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Allocate funds to continue the Instructional Technologist position, expand the number of digital devices at all schools.</p> <p>Strategy's Expected Result/Impact: Walk-through data and lesson plans will show that Chromebooks and iPads are used by students and teachers for instructional purposes.</p> <p>Staff Responsible for Monitoring: Superintendent, Principals, District Technology Director</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

RDA Strategies

Goal	Objective	Strategy	Description
1	2	4	Reading Plus will be purchased to provide ELI and RJH campuses a resource for delivering reading interventions in fluency and comprehension to struggling readers.
3	1	12	2Words social/emotional curriculum for secondary students will be purchased and taught weekly in the 2nd semester.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

SCE funds are used to fund district level personnel who develop and plan services for At-Risk students. Activities include tutorials, summer remediation and credit recovery, accelerated instruction and counseling services for At-Risk students. Instructional coaches are also provided on high needs campuses to support the development and effectiveness of classroom teachers. Also, online tools used for universal screeners, accelerated instruction, data dis-aggregation, online testing supports for those with disabilities, and reading remediation are purchased with SCE funds.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bill Hefner	Superintendent	0.5
John Post	Business Manager	1
Melody Grigar	Asst Supt Curr & Inst	0.5

District Improvement Committee

Committee Role	Name	Position
Administrator	Bill Hefner	Superintendent
Administrator	Melody Grigar	Assistant Superintendent
Classroom Teacher	Shanna Rohan	RJH Teacher
Classroom Teacher	Kerronda Prince	RJH Teacher
Classroom Teacher	Johnna Besch	RJH Teacher
Classroom Teacher	Charlet Janow	ELPS Teacher
Classroom Teacher	Nicole Garland	ELPS Teacher
Classroom Teacher	Dana Pagano	ELPS Teacher
Classroom Teacher	LuAnn Wigginton	GW Teacher
Classroom Teacher	Dory Labay	GW Teacher
Classroom Teacher	Sandra Cortes	SH Teacher
Classroom Teacher	Amy Ausmus	SH Teacher
Administrator	Vera Cleveland	Principal, ELI
Administrator	Julie Center	Principal, ELPS
Administrator	Ernesto Gonzales	Principal, GW
Administrator	Kendall Center	Principal, RHS
Business Representative	Carl Blahuta	
Community Representative	Vivian Spanihel	
Classroom Teacher	Josh Chollett	RHS CTE Teacher
Special Programs Teacher	Eunice McBeth	Special Education Teacher
Classroom Teacher	Dean Schendel	RHS Teacher
Parent	Darilyn Henderson	
Administrator	Virgil Knowlton	Principal, SH
Administrator	Jordan Zbranek	Principal, RJH
Classroom Teacher	Jennifer Peacock	ELI Teacher
Classroom Teacher	Caroline Garza	ELI Teacher
Special Programs Teacher	Catherine Whiteside	ELI Special Education Teacher