Rice CISD

Rice High School

2022-2023 Campus Improvement Plan

Accountability Rating: B



Mission Statement

The mission of Rice High School is to provide a secure learning environment that develops high expectation in each student for their future. This will be accomplished by providing excellent educational opportunities, both academically and vocationally in the school and community settings, that will encourage, empower, equip and excite students to become productive members of our communities and society as a whole.

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- Goal 1: Rice High School will employ highly qualified teachers/staff who will set high standards and offer students a well-rounded, differentiated instructional program that ensures all students achieve growth in English I, English II, and Algebra 1 to meet or exceed state and federal accountability standards and graduate from high school. 22
- Goal 2: Rice High School will provide facilities that are safe, drug-free, and conducive to learning for all students and all student groups. 36
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rice High School is a consolidated high school, educating students from several surrounding, rural communities. Students come from three main communities.

Rice High School students, with a total population of 330, are a diverse group. The actual demographics of the student body are shown in the chart below, based on the 2021-2022 TAPR data.

Classification	Count/Percent
White	70, 21.1%
African American	62, 18.7%
Hispanic	196, 59.2%
Multiple	3, .9%
Asian	0, 0%
Female	156, 47.1%
Male	175, 52.9%

There are no migrant students currently enrolled in Rice High School. Other special sub-populations to consider include:

Demographics Strengths

The following are identified as demographic strengths:

- The number of migrant workers continues to be zero.
- Rice High School works diligently to ensure that all students can attend college. Our counselor works independently with RHS seniors in applying for college and the beginning process of the FAFSA.
- More teachers are ESL certified.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The ethnicity of the teachers is disproportionate to the student body. **Root Cause:** While Rice High School actively tries to hire minorities when considering positions, it is difficult to recruit to the rural area of the district and to compete with salaries and benefits of larger, urban/suburban areas.

Student Achievement

Student Achievement Summary

Texas Education Agency

2021-22 STAAR Performance

2019-21 STARR Performance

RICE CISD (045903) - COLORADO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Spec Ec (Curr
STAAR Performance Rates by Tested Grade, Subject, and Performance Level												
End of Course English I												
At Approaches Grade Level or Above	2022	65%	54%	54%	52%	48%	88%	-	-	-	-	12%
	2021	67%	61%	61%	40%	62%	86%	-	-	-	-	20%
At Meets Grade Level or Above	2022	47%	35%	35%	26%	29%	76%	-	-	-	-	12%
	2021	50%	37%	37%	10%	37%	79%	-	-	-	-	0%
At Masters Grade Level	2022	11%	5%	5%	4%	3%	18%	-	-	-	-	6%
	2021	12%	3%	3%	0%	3%	7%	-	-	-	-	0%
End of Course English II												
At Approaches Grade Level or Above	2022	72%	74%	73%	58%	72%	88%	-	-	-	-	43%
	2021	71%	68%	68%	53%	73%	67%	-	-	-	*	33%
At Meets Grade Level or Above	2022	55%	54%	55%	42%	53%	69%	-	-	-	-	21%
	2021	57%	49%	49%	20%	60%	50%	-	-	-	*	25%
At Masters Grade Level	2022	9%	0%	0%	0%	0%	0%	-	-	-	-	0%
	2021	11%	8%	8%	13%	8%	6%	-	-	-	*	25%
End of Course Algebra I												
At Approaches Grade Level or Above	2022	76%	60%	49%	27%	56%	50%	-	-	-	-	14%
	2021	73%	70%	62%	73%	60%	*	-	-	-	-	58%
At Meets Grade Level or Above	2022	43%	29%	19%	9%	21%	33%	-	-	-	-	7%
	2021	41%	33%	17%	13%	19%	*	-	-	-	-	0%
At Masters Grade Level	2022	27%	16%	7%	5%	6%	33%	-	-	-	-	7%
	2021	23%	11%	5%	0%	6%	*	-	-	-	-	0%
End of Course Biology												
At Approaches Grade Level or Above	2022	83%	83%	83%	80%	81%	100%	-	-	-	-	54%
	2021	82%	82%	82%	56%	83%	94%	-	-	-	-	50%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Spec Ec (Curr
At Meets Grade Level or Above	2022	55%	57%	57%	47%	51%	100%	-	-	-	-	8%
	2021	55%	43%	43%	22%	43%	56%	-	-	-	-	17%
At Masters Grade Level	2022	21%	7%	7%	0%	8%	14%	-	-	-	-	0%
	2021	22%	7%	7%	11%	8%	6%	-	-	-	-	17%
End of Course U.S. History												
At Approaches Grade Level or Above	2022	89%	92%	92%	75%	92%	100%	-	-	-	*	70%
	2021	88%	90%	90%	67%	93%	100%	-	-	-	*	63%
At Meets Grade Level or Above	2022	68%	66%	67%	63%	72%	60%	-	-	-	*	40%
	2021	69%	66%	66%	67%	63%	70%	-	-	-	*	50%
At Masters Grade Level	2022	42%	34%	35%	38%	36%	33%	-	-	-	*	30%
	2021	43%	40%	40%	33%	30%	60%	-	-	-	*	25%
SAT/ACT All Subjects												
At Approaches Grade Level or Above	2022	92%	100%	100%	-	*	*	-	-	-	*	-
	2021	95%	86%	86%	*	100%	*	-	-	-	-	-
At Meets Grade Level or Above	2022	64%	57%	57%	-	*	*	-	-	-	*	-
	2021	69%	43%	43%	*	50%	*	-	-	-	-	-
At Masters Grade Level	2022	13%	0%	0%	-	*	*	-	-	-	*	-
	2021	14%	0%	0%	*	0%	*	-	-	-	-	-
All Grades All Subjects												
At Approaches Grade Level or Above	2022	74%	71%	69%	54%	68%	90%	-	-	-	*	35%
	2021	67%	64%	72%	56%	73%	84%	-	-	-	*	42%
At Meets Grade Level or Above	2022	48%	42%	45%	31%	42%	74%	-	-	-	*	16%
	2021	41%	35%	43%	23%	43%	60%	-	-	-	*	15%
At Masters Grade Level	2022	23%	17%	9%	6%	8%	17%	-	-	-	*	7%
	2021	18%	13%	12%	10%	10%	19%	-	-	-	*	12%
All Grades ELA/Reading												
At Approaches Grade Level or Above	2022	75%	72%	62%	54%	58%	88%	-	-	-	-	26%
	2021	68%	63%	64%	46%	66%	75%	-	-	-	*	26%
At Meets Grade Level or Above	2022	53%	46%	43%	31%	39%	73%	-	-	-	-	16%
	2021	45%	35%	42%	14%	46%	63%	-	-	-	*	11%
At Masters Grade Level	2022	25%	19%	3%	3%	1%	9%	-	-	-	-	3%
	2021	18%	11%	5%	6%	5%	6%	-	-	-	*	11%
All Grades Mathematics												
At Approaches Grade Level or Above	2022	72%	70%	52%	27%	57%	70%	-	-	-	*	14%
	2021	66%	68%	66%	71%	65%	57%	-	-	-	-	58%
At Meets Grade Level or Above	2022	42%	39%	22%	9%	21%	60%	-	-	-	*	7%
	2021	37%	36%	22%	12%	24%	29%	-	-	-	-	0%
At Masters Grade Level	2022	20%	18%	7%	5%	6%	20%	-	-	-	*	7%
	2021	18%	15%	4%	0%	5%	0%	-	-	-	-	0%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Spec Ed (Curr
All Grades Science												
At Approaches Grade Level or Above	2022	76%	71%	83%	80%	81%	100%	-	-	-	-	54%
	2021	71%	63%	82%	56%	83%	94%	-	-	-	-	50%
At Meets Grade Level or Above	2022	47%	42%	57%	47%	51%	100%	-	-	-	-	8%
	2021	44%	32%	43%	22%	43%	56%	-	-	-	-	17%
At Masters Grade Level	2022	21%	12%	7%	0%	8%	14%	-	-	-	-	0%
	2021	20%	11%	7%	11%	8%	6%	-	-	-	-	17%
All Grades Social Studies												
At Approaches Grade Level or Above	2022	75%	68%	92%	75%	92%	100%	-	-	-	*	70%
	2021	73%	70%	90%	67%	93%	100%	-	-	-	*	63%
At Meets Grade Level or Above	2022	50%	35%	67%	63%	72%	60%	-	-	-	*	40%
	2021	49%	39%	66%	67%	63%	70%	-	-	-	*	50%
At Masters Grade Level	2022	30%	18%	35%	38%	36%	33%	-	-	-	*	30%
	2021	29%	21%	40%	33%	30%	60%	-	-	-	*	25%

	School Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
	End of Course English I																
At Approaches Grade Level or Above	2021	67%	62%	61%	40%	62%	86%	-	-	-	-	20%	*	60%	63%	56%	*
	2019	68%	62%	71%	62%	75%	67%	-	*	-	*	11%	*	68%	79%	68%	71%
At Meets Grade Level or Above	2021	50%	43%	37%	10%	37%	79%	-	-	-	-	0%	*	39%	31%	30%	*
	2019	50%	42%	38%	24%	37%	50%	-	*	-	*	6%	*	35%	48%	27%	24%
At Masters Grade Level	2021	12%	8%	3%	0%	3%	7%	-	-	-	-	0%	*	2%	6%	3%	*
	2019	11%	7%	5%	10%	0%	13%	-	*	-	*	6%	*	2%	14%	2%	0%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	66%	68%	53%	73%	67%	-	-	-	*	33%	-	66%	78%	66%	*
	2019	68%	64%	69%	64%	71%	65%	-	-	-	*	14%	-	70%	67%	66%	56%
At Meets Grade Level or Above	2021	57%	52%	49%	20%	60%	50%	-	-	-	*	25%	-	48%	56%	45%	*
	2019	49%	43%	42%	24%	41%	61%	-	-	-	*	0%	-	39%	60%	36%	22%

At Masters Grade Level	2021	11%	8%	8%	13%	8%	6%	-	-	-	*	25%	-	9%	0%	7%	*	
	2019	8%	5%	3%	0%	0%	13%	-	-	-	*	0%	-	1%	13%	1%	0%	
End of Course Algebra I																		
At Approaches Grade Level or Above	2021	73%	75%	70%	71%	67%	83%	-	-	-	-	58%	*	73%	50%	63%	*	
	2019	85%	79%	84%	82%	81%	88%	-	*	-	*	60%	*	85%	81%	82%	80%	
At Meets Grade Level or Above	2021	41%	43%	33%	18%	31%	67%	-	-	-	-	0%	*	36%	17%	25%	*	
	2019	61%	49%	66%	55%	63%	73%	-	*	-	*	20%	*	67%	62%	62%	53%	
At Masters Grade Level	2021	23%	22%	11%	0%	10%	33%	-	-	-	-	0%	*	13%	0%	8%	*	
	2019	37%	25%	40%	45%	35%	46%	-	*	-	*	13%	*	43%	29%	32%	13%	
End of Course Biology																		
At Approaches Grade Level or Above	2021	82%	81%	82%	56%	83%	94%	-	-	-	-	50%	-	81%	89%	76%	*	
	2019	88%	88%	90%	76%	93%	92%	-	*	-	*	33%	*	90%	93%	88%	89%	
At Meets Grade Level or Above	2021	55%	50%	43%	22%	43%	56%	-	-	-	-	17%	-	41%	56%	35%	*	
	2019	62%	58%	60%	35%	57%	80%	-	*	-	*	0%	*	57%	80%	54%	67%	

	School Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	22%	16%	7%	11%	8%	6%	-	-	-	-	17%	-	7%	11%	9%	*
	2019	25%	19%	17%	6%	9%	36%	-	*	-	*	0%	*	12%	47%	11%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	87%	90%	67%		93% 100%	-	-	-	*	63%	*	92%	86%	89%	*
	2019	93%	90%	94%	89%	93%	96%	-	-	-	-	78%	-	93%	94%	91%	67%
At Meets Grade Level or Above	2021	69%	65%	66%	67%	63%	70%	-	-	-	*	50%	*	64%	71%	55%	*
	2019	73%	66%	62%	33%	60%	78%	-	-	-	-	33%	-	62%	65%	55%	33%
At Masters Grade Level	2021	43%	38%	40%	33%	30%	60%	-	-	-	*	25%	*	41%	36%	28%	*
	2019	45%	36%	25%	0%	18%	48%	-	-	-	-	11%	-	20%	41%	18%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	96%	86%	*	100%	*	-	-	-	-	-	-	86%	-	86%	-

	School Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	69%	66%	43%	*	50%	*	-	-	-	-	-	-	43%	-	29%	-
At Masters Grade Level	2021	14%	6%	0%	*	0%	*	-	-	-	-	-	-	0%	-	0%	-

Student Achievement Strengths

RHS continues to strive to perform at or above state standards. As with all schools in the past 2 years, RHS has worked to meet the gaps presented by non-attendance or virtual learning during COVID.

We have provided remediation for our STAAR EOC retesters and many passed the December 2021 retest.

We offer ACT boot camp prep for those students wanting to improve their ACT scores. This outside vendor prep has been successful and will continue.

The addition of an Attendance Coordinator and Attendance Clerk using ESSER funds has assisted in the follow-up of attendance concerns.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 2025 class failure rates tend to be higher while other classes tend to improve each year. **Root Cause:** New environment and recovering from at home online learning that created gaps in learning in all subject areas. Need more time to get organized and work on their assignments. Encourage teachers to build working relationships with students and parents.

Problem Statement 2 (Prioritized): SAT/ACT students were tested more often, but our scores are lower than the state. **Root Cause:** Majority of students are tested, including all struggling students. Need more SAT/ACT prep in class. Increase rigor in ELA and Math classes.

Problem Statement 3 (Prioritized): RHS attendance rates have consistently been lower than state average. **Root Cause:** Truancy laws have changed requiring more documentation to file charges. Location of the school makes it difficult for students to attend if they miss the bus.

Problem Statement 4 (Prioritized): More students need RtI help than ever before due to education gaps created by COVID. **Root Cause:** Several teachers throughout the school day provide extra help as needed and requested; however, the number of students needing extra assistance continues to increase.

Problem Statement 5 (Prioritized): Fewer students scoring Meets and Masters in all EOC subject areas. **Root Cause:** Need to continue to identify students levels and increase rigor

across all classes.

School Culture and Climate

School Culture and Climate Summary

Campus surveys indicate:

- Majority of teachers and students feel safe and welcome.
- Effective procedures are in place to promote safety.
- Adequate training sessions are provided for teachers.
- Beneficial motivational speakers are brought in to talk to students and teachers.
- Campus counselor conducts group and individual sessions effectively with students to discuss violence prevention, bullying prevention, suicide prevention, self-esteem, and dating violence prevention.

School Culture and Climate Strengths

- Students are treated with respect by the faculty and staff.
- Most discipline issues are handled at the classroom level. Occasionally students are referred to the principals office, rarely placed at our District DAEP. (Certified teachers work with students during the DAEP placement)
- Teachers are encouraged to be innovative with their lesson design.
- RHS offers a variety of programs and clubs for students to participate in.
- Different clubs hold a 'rush' week at the beginning of school, encouraging to students to join.
- Teachers make personal contact with every parent of a failing student, every three weeks.
- Many incentive programs to recognize notable qualities and characteristics of good students. (Raider of the Week, Attendance awards, What it takes to be a Raider, etc.)
- Teachers send postcards home recognizing good work/deeds of students.
- TVs in Commons exhibit pictures of our students and faculty, intended to foster pride and camaraderie.
- Departments have the opportunity to plan together during weekly department meetings.
- Students have the opportunity to play games during lunch. (ping pong, pool, cornhole, etc.)

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Need more parental/community involvement. **Root Cause:** Need additional school and community activities to involve more parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Rice High School conducts intensive screening and interviewing processes followed by mentoring to ensure that all new employees meet the high standards that the district requires and that our community expects. All teachers and instructional paraprofessionals meet the highly qualified standards.

Rice Consolidated ISD continues to be proactive in the recruitment and retention of qualified staff. Professional development for employees is a high priority which allows teachers to focus on high levels of student achievement and supporting the district's academic initiatives as well as promoting teacher retention. All new teachers to the district are provided with two days of new teachers inservice to explain policies and procedures and provided technology training for email, Internet, attendance, and grading. At the district level, all new teachers participated in a new teacher academy conducted by the Assistant Superintendent.

The ethnicity of the teachers is disproportionate to that of the student body. While Rice High School actively tries to hire minorities when considering positions, it is difficult to recruit to the rural area of the district and to compete with salaries and benefits of larger, urban/suburban areas.

Staff Quality, Recruitment, and Retention Strengths

The following strengths have been identified:

- Provide teachers with district professional development room that will allow them to attain sustained professional development.
- Continue to pay stipends for core academic teachers.
- Continue to pay for teachers to become certified in other academic areas.
- Competitive salaries for administrators.
- District matching for retirement plan.
- $225 of employee's medical insurance paid monthly by district.
- The district continues to attend Job Fairs throughout the state when possible and contracts with Region III ESC for job placement services.
- Teachers are encouraged to be innovative.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Demographics of staff do not match demographics of student body. **Root Cause:** Recruitment of staff members is limited in the rural area.

Problem Statement 2: Teachers are able to receive higher salaries in neighboring, larger communities. **Root Cause:** Location of school to larger neighboring districts makes it difficult to retain professional staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Rice High School is using the TEKS Resource System as the district's adopted curriculum. Teachers are given the autonomy to decide the best way to teach the standards. Teachers are expected to implement the Fundamental Five within their classroom instruction. Teachers have also been given a higher order thinking poster to prompt them to ask the higher level questions during their instruction.

Lesson plans are monitored weekly to ensure that teachers are following the scope and sequence. Walkthroughs are completed to ensure lesson plans are being followed. Common planning periods are used in the core areas for weekly department meetings, providing the opportunity for teachers to share information and collaborate on lesson design.

Cumulative, nine-weeks summative assessments are given by all teachers. These tests are scored in DMAC for all core subject areas. Data analysis meetings are held each nine weeks, with each core teacher to discuss the data and plan for improvement. Students are tracked each nine weeks, noting changes in performance.

Curriculum, Instruction, and Assessment Strengths

The following strengths have been identified:

- Teachers are very knowledgeable and passionate about their subject areas.
- Teachers are highly skilled, able to differentiate for learners, while holding students accountable for the material.
- Teachers are creative, willing to think outside the box and accept new ideas. Staff, as a whole, is positive and willing to attempt change.
- The use of DMAC enables teachers to identify and address problem areas efficiently.
- Students monitor their own academic progress through the use of Skyward.
- Teachers/administrators are able to communicate easily with students via email.
- CTE Department class offerings and programs of study has students excited about their learning.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: More resources are needed to adequately implement RtI. **Root Cause:** Availability of staff and resources to meet needs.

Parent and Community Engagement

Parent and Community Engagement Summary

- Parents and community members are active in support of extracurricular activities of the district.
- There is less meaningful parental support of student academic programs.
- The high school communicates with parents and the community through social media, websites, letters, newspaper articles, and email.
- Teachers are required to contact parents of failing students every three weeks.
- Parents can access their child's grades, attendance, missing assignments, etc...through the Parent Link provided to them.
- Rice High School uses a special phone contact system for parents called School Messenger. (to notify parents of upcoming events, school closures, upcoming assignments, failing grades, absences etc...)
- Teachers are encouraged to send home positive praise postcards to the parents of their students.
- Many teachers use the "Remind" app to send frequent communication to parents.
- CTE/Fine Arts Expo held each year to invite parents and community to display student work.
- A Communities in Schools Site Coordinator is continues to be a part of the RHS staff. She works with students and parents and conducts activities to include additional parent involvement.

Parent and Community Engagement Strengths

The following strengths have been identified:

- There are many parents in the high school who support student activities as well as support student academic programs. Athletic, FFA and Band Booster clubs and Project Graduation organizations are active at the high school. A majority of these are parents of students who consistently do well in academics and athletics. It is more difficult to get participation in the development, modifications, and evaluations of federal programs.
- Rice High School campus activities are posted on the school calendar and are kept up-to-date on the district calendar.
- Utilization of website and social media (Facebook, Twitter) allows campus activities and accomplishments to be broadcast.
- The addition of a Communities in Schools representative enhances the campus' abilities to connect the school, students and parents.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: It is difficult to communicate with some of the non-English speaking parents. **Root Cause:** Note enough Spanish speaking staff to assist with translation.

School Context and Organization

School Context and Organization Summary

Rice High School serves students in the district in grades 9-12. The high needs special education students are served on the high school campus and supported by the El Campo-Rice Shared Services agreement for Special Education.

On the RHS campus:

- Teachers meet weekly to discuss curriculum, instruction and assessment.
- The campus is committed to improving student academic achievement.
- Teachers are focused on rigor and relevance, developing and implementing higher order thinking questions and skills.
- All special education students on campus are included in the general education classrooms, the least restrictive environments.
- An RtI program, along with data meetings, enable us to identify and help struggling students.
- Remedial English support is available for student EOC re-testers, as well as struggling incoming freshmen.

School Context and Organization Strengths

Strengths:

- Common Core planning time.
- TEKS Resource System.
- DMAC data system.
- Enrichment Classes.
- CTE facilities.
- Data Meetings each 9 weeks.
- Teachers available to help with RtI students.
- Students 1 to 1 with Chromebooks - students are allowed to take home.
- College Bridge classes for seniors.
- Saturday school and after school tutorials on Wednesdays.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The number of inclusion classes is limited by the amount of inclusion support. **Root Cause:** Need more inclusion support.

Technology

Technology Summary

- SmartBoard and Projectors mounted in all classrooms.
- Teacher desktop and laptop in each classroom.
- One-to-one student/Chromebook ratio. Students are issued devices and can take home for homework and in the event remote learning is needed.
- Each teacher has an Ipad.
- Online textbooks, Schoology and other applicable apps are used for instructional purposes daily.
- Teachers are encouraged to use their SmartBoard to present materials in different forms and provide students with interactive activities.
- 3-D Printer used in IPC classroom.
- Completely new technology in the AVP classes.
- Students provide daily announcements through A/V production and YouTube channel.

Students and teachers are provided with technology instructional support through many of the teachers and administration. The district employs a Technology Coordinator. Students, teachers, and administrators are provided with many technology instructional support with various software programs:

Renaissance Learning Programs-STAR Reader which is used as a Universal Screener at the beginning of the year, middle of the year, and end of the year as a pre-test and post-test to gauge growth throughout the year.

Edgenuity - a comprehensive learning approach program that allows individualized instruction among a widely diverse group of students. *Edgenuity* provides a technology-based assessment and instruction solutions program and is used in the computer-lab setting for Credit Recovery. Select teachers have also been granted access to the lessons and been provided with training to implement this resource in the classroom.

DMAC Solutions - provides a variety of software products for teachers and administrators. DMAC provides benchmarking abilities, STAAR & EOC disaggregation data, and PDAS Development & Appraisal.

Mirroring 360 - downloadable app that allows you to project your Ipad onto any Mac or PC, allowing it to be projected onto the Smart Board.

Lanschool - online Chromebook management system, allows teachers to monitor student usage.

Reading Plus - provide reading supports for RtI students.

Elevate K12 - provide virtual instruction for Chemistry and Spanish I, which are subjects that are hard to hire teachers for. Students are given instruction from a teacher through the Smartboard camera and Chromebooks.

Technology Strengths

Identified technology strengths are:

- Rice High School has an adequate number of computers/computer labs to support student learning.
- Rice High School has a Professional Development Room that is equipped with a SmartBoard, Computer, Projector, NET3 and wireless Internet capabilities.
- DMAC program was purchased to help with disaggregation of state assessment data, T-TESS evaluations, and benchmark test development.
- Rice High School has Chromebooks for all students to use throughout the day in all classes. Students are allowed to take devices home for use.
- Rice High School has a Campus Instructional Technologist to provide teachers and students with support for the Chromebooks.

- State of the art Audio Visual Productions Lab.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers have multiple technology devices but would benefit from additional technology training. **Root Cause:** Additional in-service needed on technology tools.

Priority Problem Statements

Problem Statement 1: Fewer students scoring Meets and Masters in all EOC subject areas.

Root Cause 1: Need to continue to identify students levels and increase rigor across all classes.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: RHS attendance rates have consistently been lower than state average.

Root Cause 2: Truancy laws have changed requiring more documentation to file charges. Location of the school makes it difficult for students to attend if they miss the bus.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: More students need RtI help than ever before due to education gaps created by COVID.

Root Cause 3: Several teachers throughout the school day provide extra help as needed and requested; however, the number of students needing extra assistance continues to increase.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: SAT/ACT students were tested more often, but our scores are lower than the state.

Root Cause 4: Majority of students are tested, including all struggling students. Need more SAT/ACT prep in class. Increase rigor in ELA and Math classes.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Need more parental/community involvement.

Root Cause 5: Need additional school and community activities to involve more parents.

Problem Statement 5 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- RDA data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented 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

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Rice High School will employ highly qualified teachers/staff who will set high standards and offer students a well-rounded, differentiated instructional program that ensures all students achieve growth in English I, English II, and Algebra 1 to meet or exceed state and federal accountability standards and graduate from high school.

Performance Objective 1: By the Spring of 2022, all students will demonstrate growth of at least 5% in each category: approaches, meets, or masters to achieve state and federal accountability standards in English I, English II, and Algebra 1.

High Priority

Evaluation Data Sources: STAAR/EOC results from 2022 will indicate percentage of growth in English I, English II, Algebra 1 over Spring 2021 results.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide scheduled diagnostic assessments to insure proper individualized instruction is occurring. **Strategy's Expected Result/Impact:** Increased number of students reading on grade level. Improved STAAR scores for ELA and Algebra 1. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ELA Teachers, Algebra teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Utilize supplemental software to meet the diverse needs of students needing assistance, diagnose student areas of weakness, and provide additional remediation resources and support. **Strategy's Expected Result/Impact:** Scheduled campus report will indicate participation and success of students using supplemental software programs, Study Island, Renaissance Place, Edgenuity, BrainPop, Kuta, Peg Writing, Reading Plus, and Technology Applications. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Provide additional instructional time for eligible STAAR math students and other identified At-Risk students utilizing low student/teacher ratios and pull out programs to meet their needs. **Strategy's Expected Result/Impact:** Students will be able to obtain missing math skills which should lead to improved Math STAAR scores and/or passing rates. **Staff Responsible for Monitoring:** Principal, Assistant Principal, RtI Team Math teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Continue district-wide pre-referral support team to ensure that all possible interventions have been made before referring students for Special Education. **Strategy's Expected Result/Impact:** Reduced number of special education referrals. **Staff Responsible for Monitoring:** Director of Special Education, Special Education Coordinator **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Provide STAAR formatted exercises to target reading needs to ensure fluency and incorporate STAAR warm-up exercises, vocabulary usage exercises, and required reading assignments and exercises into CTE courses. **Strategy's Expected Result/Impact:** Increase number of students passing ELA STAAR. **Staff Responsible for Monitoring:** STAAR EOC Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Benchmarks for the 2021-2022 school year will be given six weeks prior to STAAR EOC test administration for all tested subjects. **Strategy's Expected Result/Impact:** Benchmark exams will be used with all tested grade levels and subject areas. **Staff Responsible for Monitoring:** Assistant Superintendent for Curriculum, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7: Increase rigor and vertical alignment in ELA and Math courses for grades 6th - 12th. **Strategy's Expected Result/Impact:** Increase reading level and preparedness of incoming 9th graders for the rigor of the ENG I EOC exam and Algebra I EOC exam. **Staff Responsible for Monitoring:** ELA, Math, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Rice High School will employ highly qualified teachers/staff who will set high standards and offer students a well-rounded, differentiated instructional program that ensures all students achieve growth in English I, English II, and Algebra 1 to meet or exceed state and federal accountability standards and graduate from high school.

Performance Objective 2: By the Spring of 2022, 90% of students in Rice High School will participate in SAT or ACT testing with at least 30% meeting or exceeding the criterion score.

Evaluation Data Sources: TAPR data will reflect 90% or more of students participating in SAT/ACT testing with at least 30% of testers expected to meet or exceed the criterion score.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide counseling to all Sophomores, Juniors and Seniors regarding SAT/ACT requirements, procedures and timelines. **Strategy's Expected Result/Impact:** Improved SAT/ACT and participation. **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide testing and cost of testing (for first time takers) for the ACT/SAT. **Strategy's Expected Result/Impact:** Increased number of students taking the ACT, SAT, and TSI test. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: ACT Boot Camp is offered to assist students in preparing for the ACT Test. **Strategy's Expected Result/Impact:** Improve ACT scores and participation. **Staff Responsible for Monitoring:** Principal, Counselor **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Incorporate and utilize SAT/ACT prep and practice workbooks into ELA and Math Curriculum for all Juniors and Seniors. **Strategy's Expected Result/Impact:** Equip and prepare students to perform better on the SAT/ACT exams. **Staff Responsible for Monitoring:** ELA teachers, Math teachers, Administrators **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college -				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Rice High School will employ highly qualified teachers/staff who will set high standards and offer students a well-rounded, differentiated instructional program that ensures all students achieve growth in English I, English II, and Algebra 1 to meet or exceed state and federal accountability standards and graduate from high school.

Performance Objective 3: By the Spring of 2022, all students at Rice High School will meet or exceed 96% standards in attendance, 1% or less dropout rate, and attain the graduation and completion rate to meet state and federal guidelines.

Evaluation Data Sources: TAPR information for the district will indicate that attendance was 96% or higher, the dropout rate was 1% or less, and the district met state and federal guidelines for the completion/graduation rate.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide attendance incentive program which allows exemptions from final exams for satisfactory attendance to be determined by the Principal and Assistant Principal. **Strategy's Expected Result/Impact:** Increasing attendance above 96%. **Staff Responsible for Monitoring:** Principal, Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Attendance Clerk will monitor student attendance on a regular basis and follow up with a letter to the parent and/or phone call if more unexcused absence occurs. Attendance review committee will meet with parents of truant student and truancy will be filed on students after 10 unexcused absences. **Strategy's Expected Result/Impact:** Improved overall attendance rates for all students and improved attendance rates for at-risk students. **Staff Responsible for Monitoring:** Principal, Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Students are given the opportunity to make up attendance time on Wednesdays and through Saturday school opportunities. **Strategy's Expected Result/Impact:** Increase in students making up attendance time and retaining course credits. **Staff Responsible for Monitoring:** Principal, Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Provide supplemental counseling for at-risk students focusing on dropout prevention, career counseling, anger management, and motivation. (using our own resources as well as Star Family Counseling). **Strategy's Expected Result/Impact:** Fewer students dropping out, increased number of at-risk students taking college entrance exam, and increased number of students graduating from high school. **Staff Responsible for Monitoring:** Counselor, Principal, Assistant Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Attendance Incentives: Recognize and reward students who are meeting perfect attendance requirements in a 9 week grading period. **Strategy's Expected Result/Impact:** Improved attendance percentages; positive campus culture **Staff Responsible for Monitoring:** Administrators, PIEMS **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Rice High School will employ highly qualified teachers/staff who will set high standards and offer students a well-rounded, differentiated instructional program that ensures all students achieve growth in English I, English II, and Algebra 1 to meet or exceed state and federal accountability standards and graduate from high school.

Performance Objective 4: Rice High School will maintain an aggressive recruitment and professional development plan that ensures all teachers meet highly qualified standards.

Evaluation Data Sources: Walkthroughs and observations will reflect teachers using varied and differentiated instructional strategies as well as Fundamental Five Instructional practices to meet or exceed a TTESS proficiency score of 3 or higher in all areas.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Recruit and retain highly qualified teachers in areas of high needs by attending job fairs across the state. **Strategy's Expected Result/Impact:** 100% of teachers are highly qualified. **Staff Responsible for Monitoring:** Superintendent, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Staff will receive training to meet the needs of special populations including: at-risk, special education, dyslexia, ESL, GT, 504, and low-socioeconomic. **Strategy's Expected Result/Impact:** Record number of teachers taking advantage of training opportunities. Administrators will review highly qualified teacher/staff records. **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	80%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Principal and Assistant Principal will conduct walkthrough evaluations to identify needs of teachers (i.e., classroom management techniques, discipline management strategies, differentiation needs). **Strategy's Expected Result/Impact:** Teachers are performing at an effective level and providing an environment that is conducive to learning using Fundamental Five Instructional practices. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Rice High School will provide in-service opportunities in conjunction with Region III, to ensure that all faculty and staff are provided with training to further improve their instructional practices to provide targeted, differentiated instruction for all students and to meet state and federal standards. **Strategy's Expected Result/Impact:** Number of teachers taking advantage of training opportunities. Principal will review highly qualified teacher/staff data. **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Provide sustained professional development designed to develop teacher's understanding of the TEKS and the STAAR EOC for each subject area and the level of rigor at which the TEKS will be tested. **Strategy's Expected Result/Impact:** Improved scores for all student groups on state assessments. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Provide teachers with the opportunity and assistance to seek other certifications or degrees sought. **Strategy's Expected Result/Impact:** Teachers becoming certified in more areas. 100% of teachers meeting highly qualified standards. **Staff Responsible for Monitoring:** Superintendent, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7: All job openings will be posted on the district website. **Strategy's Expected Result/Impact:** 100% of Rice High School teachers will meet the highly qualified standards. **Staff Responsible for Monitoring:** Superintendent, Superintendent's Secretary, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Rice High School will employ highly qualified teachers/staff who will set high standards and offer students a well-rounded, differentiated instructional program that ensures all students achieve growth in English I, English II, and Algebra 1 to meet or exceed state and federal accountability standards and graduate from high school.

Performance Objective 5: Provide principals with opportunity to attend leadership related professional development opportunities.

Evaluation Data Sources: Principals are aware of all state and federal accountability standards.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Contract with Region III ESC to provide Leadership Services to all principals and assistant principals. **Strategy's Expected Result/Impact:** Principals are aware of all state and federal accountability standards. **Staff Responsible for Monitoring:** Superintendent **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Regularly scheduled principal meetings held throughout the year to provide updates of state and federal programs, district policy changes, etc. **Strategy's Expected Result/Impact:** Agendas and sign-up sheets will show regular attendance rates. **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent of Curriculum **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	55%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Principals are provided communication through District Administration office using e-mails, memos, and district calendar. **Strategy's Expected Result/Impact:** Principal awareness of state and federal accountability will increase. **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent of Curriculum, Superintendent's Secretary **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Principals receive training on how to access and understand student performance accountability systems such as Accountability Summary and RDA (PBMAS). **Strategy's Expected Result/Impact:** Results from these reports will be used to develop the comprehensive needs assessment. **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent of Curriculum, Region III ESC **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	80%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Rice High School will employ highly qualified teachers/staff who will set high standards and offer students a well-rounded, differentiated instructional program that ensures all students achieve growth in English I, English II, and Algebra 1 to meet or exceed state and federal accountability standards and graduate from high school.

Performance Objective 6: Ensure all students are career and college ready upon graduation.

Evaluation Data Sources: Campus group will outperform the state on the Post Secondary Readiness Standard and the percentage of College and Career Ready Graduates.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Host a college/career fair on campus. **Strategy's Expected Result/Impact:** More students enrolling in college. More students choosing a vocation before leaving high school. **Staff Responsible for Monitoring:** Principal, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Teachers will ask higher level questions at least 65% of the time. **Strategy's Expected Result/Impact:** Teachers will have pre-planned seed questions and will refer to their higher level questioning posters during instruction. Witnessed in walk-throughs and lesson plans. **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

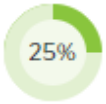
Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Counselor will provide individual plans to students, encouraging them to take advantage of the Dual Credit classes offered. (taken online) **Strategy's Expected Result/Impact:** Increased percentage of Advanced Course/Dual Enrollment Completion. **Staff Responsible for Monitoring:** Principal, Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Texas Success Initiative (TSI) Test will be given to all juniors and seniors, paid for by the district. **Strategy's Expected Result/Impact:** 100% participation in the TSI Test for the junior and senior classes. **Staff Responsible for Monitoring:** Principal, Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Counselor will arrange for Wharton County Junior College representative to meet with seniors regarding their TSI Test, admission requirements and financial aid options. **Strategy's Expected Result/Impact:** Seniors will have all their questions answered and be ready to enroll in a post secondary school. **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Junior and Senior Class will visit Wharton County Junior College. **Strategy's Expected Result/Impact:** More students enrolling in a post secondary school. **Staff Responsible for Monitoring:** Principal, Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7: Students are enrolled in College Bridge as a reinforcement of TSI measures are not met. **Strategy's Expected Result/Impact:** Students will meet TSI measures for college readiness. **Staff Responsible for Monitoring:** Principal, Counselor **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum				

Strategy 8 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8: ACT prep sessions scheduled during the school day with 100% attendance for the Junior class and optional senior class participation. **Strategy's Expected Result/Impact:** Increase percentage of students receiving ACT prep instruction prior to ACT test. **Staff Responsible for Monitoring:** Counselor, Administrator				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Rice High School will provide facilities that are safe, drug-free, and conducive to learning for all students and all student groups.

Performance Objective 1: Rice High School will conduct all emergency drills and procedures with 100% accuracy to promote campus safety during the school day, school sponsored activities, and emergency situations.

High Priority

Evaluation Data Sources: Emergency plans that are clearly developed, communicated, and practiced among students, staff, and parents.
Practice drills to meet time constraints
Less confusion, smooth transition during drills and emergency scenarios, and clear communication among staff and students.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Update and maintain the Crisis Action Plan with the Colorado County Sheriff's Department. **Strategy's Expected Result/Impact:** 75% of students participating in TPII survey report that they feel safe at school. **Staff Responsible for Monitoring:** Principal, School Resource Officer **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Region III ESC to provide assistance in health and safety inspections. **Strategy's Expected Result/Impact:** Campus passes all health and safety state and federal inspections. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Increase and maintain the number and quality of surveillance devices and vape detectors available to administrators as a deterrent and as an investigative tool. Adjust cameras that are ineffective where positioned and install new cameras in blind spots that may be a safety concern. Install vape detectors in student restrooms. **Strategy's Expected Result/Impact:** Reduced amount of loitering after-school. Reduced number of incidents around campus due to video surveillance. Increased success in identifying persons involved in unsafe or criminal activity on campus. **Staff Responsible for Monitoring:** Principal. School Resource Officer **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Rigid enforcement of students and visitors checking in at the office, locked doors, use of cameras, and unannounced safety checks on each campus. Raptor system to identify visitors to campus who have criminal backgrounds. **Strategy's Expected Result/Impact:** No incidences of violence involving adults or non-students on campus will occur. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: The district will continue to utilize School Reach, a web-based program used to notify parents if needed in an emergency. **Strategy's Expected Result/Impact:** A majority of parents will be notified in the case of an emergency in a timely manner, if needed. **Staff Responsible for Monitoring:** Superintendent **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Rice High School will provide facilities that are safe, drug-free, and conducive to learning for all students and all student groups.

Performance Objective 2: Rice High School 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.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: The district will contract with a qualified contraband detection service to periodically search for contraband materials on school sites. **Strategy's Expected Result/Impact:** Reduced amount of contraband on campus as evidenced by findings. **Staff Responsible for Monitoring:** Superintendent, Principal, School Resource Officer **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide drug and alcohol education to students as a preventive measure in health classes. **Strategy's Expected Result/Impact:** Number of incidents reported involving drugs, alcohol, and weapons. **Staff Responsible for Monitoring:** School Resource Officer **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: The district will provide a motivational speaker for students to encourage them to avoid drugs and alcohol. **Strategy's Expected Result/Impact:** Decreased number of incidents reported involving drugs, alcohol, and weapons. **Staff Responsible for Monitoring:** Superintendent **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

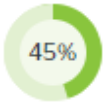
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Rice High School will provide facilities that are safe, drug-free, and conducive to learning for all students and all student groups.

Performance Objective 3: Rice High School 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.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Contract with Region III ESC to provide classroom management training to teachers. **Strategy's Expected Result/Impact:** Reduced number of discipline referrals due to lack of effective classroom management. **Staff Responsible for Monitoring:** Superintendent, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide individualized instruction for at-risk students subject to alternative education placement due to code of conduct violation. **Strategy's Expected Result/Impact:** Students stay current with assignments and return to classes without losing class status. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: All faculty can submit on-line maintenance requests. **Strategy's Expected Result/Impact:** Maintenance requests are processed and handled in a timely manner. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Maintenance staff works during summer and student holidays to ensure that schools are thoroughly cleaned. **Strategy's Expected Result/Impact:** Classrooms and facilities are clean and conducive to learning. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: School Board performs annual walkthroughs of facilities to view and discuss facility needs. **Strategy's Expected Result/Impact:** Allows for prioritized facility improvements. **Staff Responsible for Monitoring:** Superintendent, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Campus principals and teachers will complete and submit information about technology through Star Chart. **Strategy's Expected Result/Impact:** Information from the Star Chart will be used to determine need for technology integration in instructional and administrative programs. **Staff Responsible for Monitoring:** Superintendent, Principal, Assistant Principal, RHS Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7: Continue to monitor the use of online instructional programs to determine the need to continue purchase of programs. **Strategy's Expected Result/Impact:** Campus usage reports will show that students are effectively using online instructional programs. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Rice High School will incorporate additional options to increase CCMR rating.

Performance Objective 1: Increase CCMR score by addition of options for students.

Evaluation Data Sources: TSI College Preparatory class, Microsoft Word Core certification, additional CTE certifications as identified.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: 12th grade students who have not successfully passed either the Reading and/or Math portions of the TSI will be placed in a College Bridge online course. **Strategy's Expected Result/Impact:** Completion of the TSI college preparatory class by 100% of students enrolled. **Staff Responsible for Monitoring:** Principal, Counselor **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Students currently enrolled in BIM will receive instruction, support, practice and completion of the requirements for Microsoft Office Word Core certification. **Strategy's Expected Result/Impact:** 100% of students completing BIM this school year will receive MOS Word Core certification. **Staff Responsible for Monitoring:** Principal, Assistant Principal, BIM Teacher **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Campus will look for other opportunities to add certifications especially in the CTE courses, specifically Culinary Arts, Agriculture and Floral Design. **Strategy's Expected Result/Impact:** Add at least 2 additional certifications to those already offered. **Staff Responsible for Monitoring:** Principal, Counselor, CTE Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	40%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Ensure students are enrolled in CTE courses in the proper sequence to be able to attain a certification and impact CCMR rating. **Strategy's Expected Result/Impact:** Students take courses in the proper order and are properly prepared as they advance. Student attain their certifications in a timely manner. **Staff Responsible for Monitoring:** CTE teachers, counselor, administrators	80%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Rice High School

Total SCE Funds: $509,677.00
Total FTEs Funded by SCE: 9.05
Brief Description of SCE Services and/or Programs

6100 Funds - $509,677.00 Instruction for core subjects is provided in part by SCE funds. These teachers also provide remediation and tutorials for at-risk students.

Personnel for Rice High School

Name	Position	FTE
Besch, Shee	ELA Teacher	0.66
Cantu, Mark	History Teacher/Coach	0.66
Clary, Griffin	Teacher/Coach	0.63
Engelbrecht, Darrell	Science Teacher/Coach	0.66
Hale, Sean	Science Teacher/Coach	0.72
Herring, Stephanie	ELA Teacher	0.72
Jalowy, Keely	Math Teacher	0.66
Kunetka, Jennifer	Math Teacher	0.72
Leist, David	Math Teacher/Coach	0.7
Marshall, Steven	World Geography Teacher	0.7
Schendel, Dean	Math Teacher	0.63
Thormaehlen, Erik	US History Teacher	0.72
Walker, Patrick	Teacher/Coach	0.37
Warschak, Gail	Counselor	0.5

Title I Personnel

Name	Position	Program	FTE
Kunetka, Jennifer	Teacher	Title I	.25
Smolik, Kathleen	Paraprofessional	Title I	1.00

2022-2023 Needs Assessment Team

Committee Role	Name	Position
Administrator	Janet Lumpkins	Principal
Administrator	Ashley Baker	Assistant Principal
Classroom Teacher	Michelle Schendel	ELA Teacher
Classroom Teacher	Jennifer Kunetka	Math Teacher
District-level Professional	Courtney Schiurring	Technology Specialist
Non-classroom Professional	Kirby Quintero	Special Education Teacher
Classroom Teacher	Alma Aguilar	CTE Teacher
Community Representative	Gayle Coble	Community/Business Representative
Classroom Teacher	Katie Pagel	CTE Teacher
Student	Leah Gonzalez	student
Student	Krystal Guerrero	student
Student	Zane Zbranek	student