

Rice CISD

Rice Junior High School

2022-2023 Campus Improvement Plan

Mission Statement

The mission of Rice Junior High School is to create a community of empowered learners so that each student will be inspired and challenged to reach their fullest potential to become productive and responsible citizens.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2022-2023 School Year

TOTAL STUDENTS - 255

White - 44

African American - 38

Hispanic - 167

Other - 6

6th grade: 93 students

7th grade: 81 students

8th grade: 81 students

75.54% of our students are considered low-income (Title 1)

5 students are Immigrants

ESL Students Total: 24

6th ESL students: 10

7th ESL students: 11

8th ESL students: 5

SpEd students Total: 48

6th SpEd students: 20

7th SpEd students: 12

8th SpEd students: 8

-

Demographics Strengths

Grade levels are more leveled than previous school year

of students are increasing on campus

Student Achievement

Student Achievement Summary

- RJH received a comprehensive support and improvement reidentified school rating for the 2018-19 school year.
 - For the 2018-2019 school year, the campus overall score in accountability was 67 (D).
 - For the 2021-2022 school year, the campus overall score in accountability was 76 (C)

2018-2019	2021-2022
Overall Rating: 67 (D)	Overall Rating: 76 (C)
Student Achievement: 72 (C)	Student Achievement: 70 (C)
STAAR Performance: 72	STAAR Performance: 70
School Progress: 80 (B)	School Progress: 77 (C)
Academic Growth: 59 (F)	Academic Growth: 60 (NOT RATED/Less than 70)
Relative Performance (Eco Dis: 78%): 80 (B)	Relative Performance (Eco Dis: 78%): 77 (C)
Closing the Gaps: 36 (F)	Closing the Gaps: 72 (C)
Distinction Designations in Science & Social Studies	NO Distinction Designations

6th Reading	2021	2022	6th Math	2021	2022
Approaches	54%	60%	Approaches	61%	58%
Meets	16%	30%	Meets	29%	24%
Masters	8%	11%	Masters	7%	10%

7th Reading	2021	2022	7th Math	2021	2022
Approaches	63%	84%	Approaches	29%	30%
Meets	38%	53%	Meets	1%	7%
Masters	14%	32%	Masters	1%	2%

8th Reading	2021	2022	8th Math	2021	2022
Approaches	70%	82%	Approaches	71%	62%
Meets	38%	49%	Meets	46%	23%
Masters	11%	31%	Masters	15%	9%
8th Science	2021	2022	8th SSt.	2021	2022
Approaches	60%	65%	Approaches	52%	55%
Meets	32%	32%	Meets	17%	18%
Masters	17%	17%	Masters	6%	9%

- All students are enrolled in an Advisory Class. All students that fail a portion of the STAAR are receiving remediation in accordance with HB4545.
- RCISD contracts Educational Consultants (Region III - Math, E3 Alliance - Reading) to provide instructional support to assist teachers in preparing struggling students for the STAAR Tests.
- Special Education students struggle on State Assessments. Inclusion teachers are also scheduled for all Math and Reading classes and some Science and Social Studies classes to help close the gap on their Instruction Level.

Student Achievement Strengths

- Improvement in overall performance rating. Closing the Gaps score almost doubled
- RJH is working hard to make changes in order to see continuous growth and improvement.
- Math teachers work with Region 3 ESC consultants weekly to help plan, receive instruction feedback, and content support
- ELA teachers work with Leach Literacy regularly. ELA instructional coach has been added.
- Science teachers participating with TIL coaches on formative assessment and lesson alignment
- Performance on state testing has improved in most areas

Problem Statements Identifying Student Achievement Needs

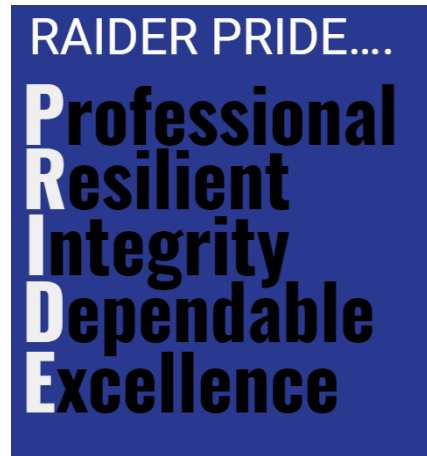
Problem Statement 1: Math performance is area of weakness based on state assessment scores. **Root Cause:** Turnover in math department has occurred the last three years. Current Math staff is lacking in teaching experience and certified in content area.

School Culture and Climate

School Culture and Climate Summary

Currently, we are privileged to work with Matt Pope monthly where we are guided on ways to recover and improve our campus culture and climate. Even though our work with Matt Pope revolves around meeting our campus TIP goals of improving campus performance, we are proud of the work we have done to create a positive atmosphere for not only students and teachers. In short, we have created a RJH Vision Task Force that collaborates monthly on new initiatives geared towards our newly written campus Mission and Vision statements. We have implemented campus wide Ready to Learn Systems (below), created a mnemonic device to represent our campus values (below), and we have hosted RAIDER CAMP at the start of the school and after each major school holiday to not only teach/remind the students of our campus expectations but to build class and school unity and spirit. Our students are also assigned to a 1st period Advisory class that serves many purposes.

How do I show Raider Pride in the following environments:					
I am showing my Raider PRIDE, by....	Arrival and Departure	Cafeteria	Hallway	Bathroom	Digital
Professional	Walking with Purpose	Waiting patiently, sitting quietly, and conversing politely	Walking with Purpose	By being quick and clean	Using the device to assist in my education
Resilient	Controlling my volume	Controlling my volume	Controlling my volume	Only asking to go when there is a need.	Taking ownership of the device's condition
Integrity	Knowing where I need to go and what I need to do	Managing my time	Managing my time	Washing my Hands	Protecting my privacy and passwords
Dependable	Being Punctual	Cleaning my mess	Being Punctual	Returning Promptly	Having my device charged and ready for class
Excellent	Respecting my school, other students, and myself	Respecting my school, other students, and myself	Respecting my school, other students, and myself	Respecting my school, other students, and myself	Respecting my school, other students, and myself



School Culture and Climate Strengths

- Students and teachers know campus systems and expectations
- Consistent and cohesive verbiage of campus systems and expectations
- Improved school spirit and unity
- More student and teacher recognition
- More teacher collaboration and involvement of creating school expectations
- Repetition of campus systems and expectations through RAIDER CAMP taking place multiple times throughout the school year

- Each advisory class has 2 teachers assigned so that there is always coverage lined up for PLC schedule.
- Documented referrals of minor discipline has decreased

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: RJH Vision Task Force has recognized that while our Raider PRIDE words are good, they become difficult to address when student behavior comes up. The task force has agreed to discuss how to make the words Raider PRIDE represent more student friendly in a variety of ways/scenarios so that it can be used for behavior conferences.

Problem Statement 2: Teachers requested a better discipline management and documentation system that they can use in their classroom for minor repetitive behaviors that do not warrant a discipline referral to the office. They believe this will give them more control and ownership within their classroom when it comes to student behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Rice Junior 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 communities 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 teacher inservice to explain policies and procedures and provide technology training for email, internet, attendance, and grading. At the district level, all new teachers participate 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 Junior 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 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 innovated
- Teachers participate in grade level PLC each month as well as content PLC each month.
- Teachers attend Take Away Tuesdays for professional development.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Currently, RJH and RHS share staff members. RJH would greatly benefit from not relying on RHS teachers and staff members to fulfill its needs. This will allow RJH to have its own schedule completely and more flexibility in meeting campus needs. **Root Cause:** Enrollment numbers for both secondary campuses

Problem Statement 2: There are not enough Spanish speaking staff members to help support our Spanish speaking students and families.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Rice Junior 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 visual aid 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. Monthly PLC sessions for grade level collaboration and content collaboration are scheduled. Take Away Tuesdays occur periodically to share instructional strategies and professional development.

Cumulative, nine-weeks summative assessments are given by all teachers. These tests are scored in DMAC for all core subject areas. "Data Digs" occur after each 9 week exam to analyze student performance and to identify the current academic standing of each student to prepare for state assessments.

Curriculum, Instruction, and Assessment Strengths

- Teachers are willing to grow in their content and are working with instructional consultants regularly
- 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 are participating in professional development opportunities to improve their practice.
- Monthly PLCs have allowed teachers to have more student centered and academic focused collaboration routinely.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Instructional strategies, curriculum knowledge, and data digging resources are lacking. **Root Cause:** Some teachers are not certified in their content area, if certified at all.

Parent and Community Engagement

Parent and Community Engagement Summary

- PTO (Raider Pride Organization) organized this school year with monthly meetings and fundraisers to help support the students and staff of RJH.
- The parents and the community are involved with the school through communication and attendance of school activities. They are given updates on students' progress and achievements on a daily, weekly and monthly basis through progress reports, phone and e-mail communication. They are encouraged to attend parent conferences as needed. School Reach is an additional form of communication the school is employing that alerts parents through phone/texts of important news.
- The parents' perceptions of the school's effectiveness is positive. They are welcomed and communicate daily and weekly with teachers and staff. There is open communication through Skyward where parents can receive daily updates on attendance and grades. Parents are able to openly discuss problems and concerns with teachers through the school e-mail. They also have access to Schoology.
- Communication through the Rice CISD schools' website, letters, newspaper articles, etc. are very effective. The student holidays, early release days and times, sports schedules, school year calendar and school organization information can be found in these areas.
- Communications are translated in languages other than English when needed. Most forms are given to students in English with a Spanish version on back.
- Community partnerships that currently exist with the school: Colorado Co. Citizen, Participation in local parades, Information assemblies.
- Parents and community members may participate in the site-based planning committee. Due to the location of the school, being located outside of the communities, it is difficult to find parents who are able to participate on the site-base committee, so parent and community members are asked based on their interest in participating and the flexibility of their work schedule.
- Raider Rewards given to students and shared with parents by mailing home cards from staff.

Parent and Community Engagement Strengths

Strengths:

- Parents/Community Members are supportive of athletics, band, as well as other extra curricular activities. This support is shown by their attendance at events. There is also a large number of RJH students that participate in these activities.
- Parents are contacted every 9 weeks or more by phone or email. This is a requirement for all teachers if a student is failing for a nine weeks.
- Approximately 20 parents are in attendance of the monthly RPO meeting

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent involvement is lacking in terms of attendance. **Root Cause:** Location of school makes it challenging for parents to attend parent/teacher conferences and activities.

Problem Statement 2: Spanish speaking families are not involved as much as other English speaking families **Root Cause:** Lack of spanish speaking staff to help and communicate with them

School Context and Organization

School Context and Organization Summary

- To ensure that performance objectives written in the improvement plan are the most important objectives to accomplish, STAAR Raw Data scores and six weeks benchmarks are reviewed as well as STAR Reading and STAR Math scores. The RtI Committee meets throughout the school year and during the summer to discuss struggling students and ways to help these students be more successful.
- The master schedule maximizes the amount of time spent in instruction.
- Students in grades 6-8 ELAR have two classes in scheduled.
- The campus is focused on improving student academic achievement. There is also an RTI Program to help students who need more help than what is already offered.
- Advisory class period is utilized for academic and social emotional learning for students.

Rice Junior High has a sense of urgency and strong commitment to its students.

School Context and Organization Strengths

Strengths:

- Investment in Facilities
- Students are offered a variety of extracurricular activities and elective classes including Band, Leadership, Career Investigation, Technology, Choir, and Algebra 1.
- Creation of systems to address discipline and thereby leading to a significant reduction in discipline referrals.
- Creation of faculty and staff core values to communicate expectations for behavior.

Technology

Technology Summary

This year, all iPads have been taken up to be distributed at the elementary level and chrome books have been distributed to the 8th grade class. Both the 6th and 7th grade classes have class sets of chrome books that are used. For testing purposes, a mouse has been ordered for all students at the junior high and headphones were ordered for all those students receiving oral accommodations.

Technology Strengths

Students have access to a chrome book at the junior high

All teachers have technology in their classroom

RiceCISD has a technology instruction coach for all staff members to use at any time for training, added support, and resources

Technology instructional strategies are shared with RJH teachers during Take Away Tuesdays

Problem Statements Identifying Technology Needs

Problem Statement 1: There is not enough chromebooks on campus for the entire student body to be online at the same time. **Root Cause:** 6th & 7th grade classes are large

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- 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
- 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 Junior High School will show growth in academic achievement.

Performance Objective 1: Rice Junior High School will increase academic growth scale score from a 60 (Not Rated) to at least a 70 (Rated)

Evaluation Data Sources: TEA Accountability Report

Strategy 1 Details	Reviews			
Strategy 1: Continue with Advisory class in our master schedule to be used for intervention, small group, and catchup. Strategy's Expected Result/Impact: More time teachers have with students in small group setting for intervention and more detailed instruction	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in Data Digs after every major assessment to determine areas of strengths and weaknesses in instruction and/or student performance.	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: RJH will continue to receive regular support in the areas of instruction from Leach Literacy, Region 3, and TIL. Strategy's Expected Result/Impact: Better instruction in the classroom	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Rice Junior High School will decrease in disciplinary referrals

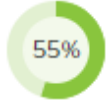
Performance Objective 1: The number of discipline referrals will decrease by 10% each 9 Weeks

Evaluation Data Sources: Skyward

Strategy 1 Details	Reviews			
Strategy 1: Establish and incorporate a discipline documentation log with explanation of behavior, parent communication, and chosen classroom level consequence prior to office/admin involvement. Strategy's Expected Result/Impact: Consistency, increased parent involvement, teacher and student centered behavior management, more options for consequences at the classroom level, less office/admin involvement with minor behavior infractions. Staff Responsible for Monitoring: Principal, Assistant Principal, all campus staff members	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Incorporate more relationship building, social-emotional components/counseling support, and decision making conversation with students. Strategy's Expected Result/Impact: more positive relationships with teachers and students, students thinking about their behavior prior to reacting, and contributing to fewer disciplinary referrals. Staff Responsible for Monitoring: Principal, Assistant Principal, RJH Task Force, all campus staff members	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Establish campus-wide systems for student and teacher consistency in our efforts to improve student behavior and academic performance. Strategy's Expected Result/Impact: Consistency, campus-wide behavior expectations and procedures. Resulting in decrease in discipline. Staff Responsible for Monitoring: Principal, Assistant Principal, RJH Task Force, all campus staff members	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Rice Junior High School will retain all staff members from this school year to next school year!

Performance Objective 1: All staff members will return to RJH next school year

Strategy 1 Details	Reviews			
Strategy 1: Admin, Instructional Leaders, and ESC Region 3 Consultants will lead professional development opportunities and provide resources for teachers to improve their practice and feel support. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Leaders, Region 3 Consultants (Pam Yosko), E3 Alliance Consultants	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RJH Task Force will lead a mentor program for new staff members to offer support, feedback, and resources for their success. Strategy's Expected Result/Impact: Positive and supportive relationships between staff members, growth mindset and approach to instruction	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Rice CISD will develop campus instructional leaders with clear roles and responsibilities.

Goal 5: Rice CISD will provide facilities that are safe and conducive to learning for all students and all student groups.

State Compensatory

Budget for Rice Junior High School

Total SCE Funds: \$476,202.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

6100 Funds - \$476,202.00 Instruction for core subjects is provided in part by SCE funds. These teachers also provide remediation and tutorials for at-risk students.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arie Frazier	Instructional Aide	Title I	100%
Hortencia Sommerlatte	Computer Lab Aide	Title I	40%