Rice CISD



Rice High School

2025-2026 Campus Improvement Plan

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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.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Priority Problem Statements 7

Data Documentation for CNA 9

Improvement Planning Data 10

Accountability Data 10

Student Data: Assessments 10

Student Data: Student Groups 11

Student Data: Behavior and Other Indicators 12

Employee Data 12

Parent/Community Data 12

Support Systems and Other Data 13

Goals 14

Goal 1 : Rice High School will employ highly qualified teachers/staff who will set hig... 15

Goal 2 : Rice High School will provide facilities that are safe, drug-free, and conduc... 18

Goal 3 : Rice High School will incorporate additional options to increase CCMR rati... 23

Comprehensive Needs Assessment

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 349, are a diverse group. The actual demographics of the student body are shown in the chart below, based on the 2024-2025 TAPR data.

*Pending updated PEIMS snapshot data from the 2025-2026 school year.

Gender		
Female	158	45.53%
Male	188	54.18%
Ethnicity		
Hispanic-Latino	226	65.13%
Race		
Black - African American	56	16.14%
White	61	17.58%
Two-or-More	3	0.86%
Economic Disadvantage Total	244	70.32%
Special Education (SPED)	39	11.24%
Emergent Bilingual (EB)	27	7.78%
At-Risk	248	71.47%

Strengths

Rice High School's demographic strengths lie in its cultural diversity, balanced gender representation, and the opportunity to create an inclusive and equitable learning environment. By leveraging these strengths, the school can foster an environment that promotes academic excellence, cultural awareness, and community pride.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The ethnicity of the teachers is disproportionate to 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.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	RHS attendance rates have consistently been lower than state average.	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.
2 ★	Fewer students scoring Meets and Masters in all EOC subject areas.	Need to continue to identify students levels and increase rigor across all classes.
3 ★	While 75% of students scored Approaches Grade Level or Above, only 36% achieved Meets Grade Level or Above and 6% achieved Masters Grade Level, indicating that a large portion of students are not reaching higher levels of academic rigor and mastery.	Inconsistent alignment of classroom instruction with the depth and rigor of TEKS. Limited use of higher-order questioning and critical thinking strategies in daily instruction. Insufficient targeted interventions and enrichment opportunities to move students from Approaches to Meets and Masters.
4 ★	Performance gaps remain between subgroups, with some student groups (e.g., African American students at 70% Approaches, compared to 88% for Two or More Races) performing below the campus average.	Lack of a fully developed Multi-Tiered System of Supports (MTSS) framework to address both academic and behavioral needs equitably. Inconsistent progress monitoring and data-driven adjustments for intervention groups. Limited differentiated instructional practices and resources targeted to historically underperforming subgroups.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**

- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

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 ☑ High Priority

By the Spring of 2026, 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.

Evaluation Data Source: STAAR/EOC results from 2026 will indicate percentage of growth in English I, English II, Algebra 1 over Spring 2025 results.

Strategy 1 ☑ Targeted Support Strategy

This goal will be achieved through a targeted, multi-tiered strategy focusing on instructional alignment, intervention, teacher capacity building, and student engagement.

Strategy's Expected Result/Impact: Principal, Assistant Principal, ELA Teachers, Algebra teachers

Staff Responsible for Monitoring: Principal, Assistant Principal, ELA Teachers, Algebra teachers,

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: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

December	February	April	June

Performance Objective 2

By the Spring of 2026, 95% of students in Rice High School will participate in SAT or ACT testing with at least 25% meeting or exceeding the criterion score.

Evaluation Data Source: TAPR data will reflect 95% or more of students participating in SAT/ACT testing with at least 15% of testers expected to meet or exceed the criterion score.

Strategy 1

Provide advising/counseling to all Sophomores, Juniors and Seniors regarding SAT/ACT

requirements, procedures and timelines. Ensure that students have access to ACT tutoring and materials.

Strategy's Expected Result/Impact: Improved SAT/ACT and participation and scores.

Staff Responsible for Monitoring: Principal, counselor, Assistant principal.

Formative Reviews

December	February	April	June

Performance Objective 3

By the Spring of 2026, 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 Source: 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.

Strategy 1

Provide attendance incentive program which rewards students and allows for exemptions from final exams for satisfactory attendance.

Strategy's Expected Result/Impact: Increasing attendance above 96%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Formative Reviews

December	February	April	June

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 Source: 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.

Strategy 1

Recruit and retain highly qualified teachers in areas of high needs by attending job fairs across the state if and when possible.

Strategy's Expected Result/Impact: 100% of teachers are highly qualified.

Staff Responsible for Monitoring: Superintendent, Principal

Formative Reviews

December	February	April	June

Performance Objective 5

Ensure all students are career and college ready upon graduation.

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

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.

Evaluation Data Source: 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.

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, Assistant Principal, School Resource Officer

Formative Reviews

December	February	April	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, AP

Formative Reviews

December	February	April	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, Assistant Principal, School Resource Officer

Formative Reviews

December	February	April	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

Formative Reviews

December	February	April	June

Performance Objective 2

Rice High School will develop and implement strategies to provide a drug-free environment for students and staff.

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

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

Formative Reviews

December	February	April	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: Principal, Assistant Principal

Formative Reviews

December	February	April	June

Strategy 3

The District will work to minimize and reduce the amount of contraband on campus by providing sensors in specific locations and mandating checks for contraband before students enter campus.

Strategy's Expected Result/Impact: Reduce the amount of contraband brought on campus.

Staff Responsible for Monitoring: Principal, Assistant Principal, teachers, staff

Formative Reviews

December	February	April	June

Performance Objective 3

Rice High School will provide facilities that are conducive to learning for all students.

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

Strategy 1

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: Principal, Assistant Principal

Formative Reviews

December	February	April	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

Formative Reviews

December	February	April	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: Campus/district administration, and the maintenance team

Formative Reviews

December	February	April	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

Formative Reviews

December	February	April	June

Strategy 5

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

Formative Reviews

December	February	April	June

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

Strategy 1

TSI College Preparatory class, Microsoft Word Core certification, additional CTE certifications as identified, and Texas College Bridge

Strategy's Expected Result/Impact: 100% of 12th Grade Students will receive a CCMR point.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PEIMS/CCMR Coordinator

Formative Reviews

December	February	April	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

Formative Reviews

December	February	April	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

Formative Reviews

December	February	April	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

Formative Reviews

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