Rice CISD



Accountability Rating: C

2025-2026 District Improvement Plan

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Mission Statement

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

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

District Processes & Programs 9

Perceptions 13

Priority Problem Statements 15

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 19

Student Data: Behavior and Other Indicators 19

Employee Data 20

Parent/Community Data 20

Support Systems and Other Data 20

Goals 21

Goal 1 : Rice CISD will provide effective instruction. 22

Goal 2 : Rice CISD will develop campus instructional leaders with clear roles and re... 31

Goal 3 : Rice CISD will provide facilities that are safe and conducive to learning for ... 34

State Compensatory Education 42

Budget for District Improvement Plan 43

Personnel for District Improvement Plan 43

Committees 44

District Improvement Committee 45

Members 45

Assurances 47

Comprehensive Needs Assessment

Demographics

Summary

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

PEIMS records in the opening of the 2024-2025 school year reveal the following demographic information. The total number of students being served by the district to 1293. African-American students make up 14.07% of total enrollment and White students make up 22.13%. Hispanics remain the largest ethnicity at 61.8%. Smaller ethnic groups include Asians at .31%, American Indian .15%, and 2 or more races at 2.59%. The percentage of Economically Disadvantaged students in the district increased to 81.75% in the current year. At-risk students make up 56.35% of the population. The percentage of EB is at 10.9% in the current year.

Additionally, 5.34% of the student population is identified as Gifted and Talented. The Special Education population increased to 17.87%. Twenty-five students, or 1.9% are identified as Homeless.

The most recent TAPR report shows that Rice Consolidated ISD's turnover rate for teachers has improved in the past year but it is still significantly higher than the state rate. However, the district's average of experience of both teachers and principals is higher than the state average.

Strengths

Overall enrollment remains essentially unchanged with the exception of the increase in students served under Special Education. The ethnic demographics are basically unchanged. The percentage of economically disadvantaged students shows a very slight increase and is still far ahead of the state average.

A full time teacher is in place to provide push-in and pull-out support for Emergent Bilingual elementary students. Part time support is provided to Emergent Bilingual students in grades 6 - 8

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

Programs in place for At-Risk students, such as after-school tutoring, before school tutoring, and remediation classes are apparently successful in ensuring successful completion of school. Attendance rate has improved to 98.3%. The district maintains a low student/teacher ratio with only 13.5 students per teacher versus the state rate of 14.7.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The teacher turnover rate is 32.4%.	Most principals have not been with the district long enough to establish systems for supporting, growing and retaining new teachers.

★ = Priority

Student Learning

Summary

Federal accountability labels indicate that only two campuses in the district have been identified for support. Rice Junior High was identified as a Targeted Support and Assistance campus. Sheridan Elementary was identified as a Comprehensive Support campus.

96% of 2023 graduates met CCMR, which exceeds the state long-term target. Graduation rates are always strong but was at 100% for the class of 2023.

The district exceeded the state rate for Approaches Grade Level on Reading/Language Arts STAAR tests in the Hispanic and Economically Disadvantaged populations. Percentages of students at Meets and Masters Grade Level in those populations was also comparable the state rates.

In Results Driven Accountability, the district was awarded the top score of Level 1 for Special Education students and Other Special Populations. However, the rating of performance for Emergent Bilingual students went from Level 2 to Level 3. This was attributed to both low progress rates on TELPAS and low percentages of EB students earning Approaches on STAAR tests.

Large percentages of students graduate as Career Ready by completing CTE pathways and passing certification tests. Students continue to struggle with the TSIA test for college readiness.

Strengths

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

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

The performance of Economically Disadvantaged students, the districts largest sub-population, continues to stay at or near state targets.

The district met the state performance on college ready students through the use of Texas College Bridge.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Performance in grades 6 - 8 math is far below state and region averages.	The staff in those subjects has little experience in the subject. Frequent turnover of staff has also been a problem.
2	Performance on science tests dropped from the previous year. Over 90% of biology students passed the EOC but few are at Meets Grade Level.	Turnover at the elementary and junior high level resulted in new, inexperienced teachers replacing experienced ones.

★ = Priority

District Processes & Programs

Summary

The district contracted with Region III ESC to implement the TEKS Resource System curriculum program in grades K-12. This program includes scope and sequence for teachers use in all core content areas. The district has opted to use it for all core subjects except K - 5 math. Instructional resources provide the scope and sequence for that subject. This year, the district has purchased Carnegie Texas Math Solutions for secondary math. That resource provides the scope and sequence and tests for grades 6 -8 math, Algebra I and II, and geometry. Nine weeks tests will be scored in DMAC in all core subjects at the secondary level and in reading and math in grades 2 - 5. Nine weeks tests in grade 5 science are also scored in DMAC.

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

The district will continue to fund a full time curriculum director position, a full time ESL certified teacher to provide additional pull-out and push-in support and a full time instructional technologist. Math and reading facilitators serve the Eagle Lake campuses. The facilitators plan for instruction with teachers to assure vertical alignment between the campuses, work with small groups of students needing assistance, and provide professional development to the reading and math staffs. The district now employees 1.5 dyslexia specialists who serve those students with Reading Horizons curriculum and oversee screening requirements.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Renaissance Learning Programs – Renaissance Place includes *STAR Reader and STAR Math* which are used as Universal Screeners throughout the district at the beginning of the year, middle of the year, and end of the year from grades 3 and up.

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

iStation -purchased for grades K - 2, it provides screeners, data reports, and targeted interventions for students based on their reading or math ability. It provides the math screener for kindergarten.

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

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

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

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

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

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

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

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

Strengths

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

The district was also pro-active in extending Pre-K from a half day program to full day several years before it was required.

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

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

The district has invested in a high quality curriculum for delivering Social/Emotional Learning to all students in K - 12.

Investment in facilities in recent years at the secondary has resulted in students having opportunities to earn certifications in career pathways that will lead to future employment.

The district has contracted for weekly support from the ESC to support secondary math teachers with implementing the new curriculum.

All campus principals have experience in leadership roles.

Problem Statements Identifying District Processes & Programs Needs

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

★ = Priority

Perceptions

Summary

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

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

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

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

Strengths

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

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

Participation and performance success in extracurricular activities has grown in the past 2 years, leading to positive perceptions in the public.

Problem Statements Identifying Perceptions Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The teacher turnover rate is 32.4%.	Most principals have not been with the district long enough to establish systems for supporting, growing and retaining new teachers.
2 ★	Performance in grades 6 - 8 math is far below state and region averages.	The staff in those subjects has little experience in the subject. Frequent turnover of staff has also been a problem.

★ = 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] **HB3 Reading and math goals for PreK-3**
- [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**

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] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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 diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [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**

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] **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] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Rice CISD will provide effective instruction.

Performance Objective 1

2025 STAAR results will reflect an improvement with 70% of scores Approaches Grade Level, 40% Meets Grade Level and 17% Masters Grade Level.

Evaluation Data Source: STAAR scores

Strategy 1

Purchase DMAC for creating, scoring and disaggregating results to target instruction to students' needs.

Strategy's Expected Result/Impact: Effectively using DMAC instructional reports will lead to differentiated instruction targeting student weaknesses and growth will increase.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction

Formative Reviews

December	February	April	June

Strategy 2

After school and in-school tutorials will be provided to students at risk of not meeting growth on STAAR tests and at risk of not graduating.

Strategy's Expected Result/Impact: All students will have the opportunity to receive extended learning time for success.

Staff Responsible for Monitoring: Campus principals

Formative Reviews

December	February	April	June

Strategy 3

Facilitators will be provided for Eagle Lake Intermediate's math and reading departments, and Eagle Lake Primary's reading and math departments to lead the planning to assure vertical and horizontal alignment, guide the data analysis and provide additional in-school support for

struggling students.

Strategy's Expected Result/Impact: Standardization of practices will lead to more students meeting growth on STAAR tests.

Staff Responsible for Monitoring: Assistant superintendent, campus principals at ELI, and ELP

Formative Reviews

December	February	April	June

Strategy 4

New teachers will be trained in the use the district's learning framework and strategies found within the plan. Returning teachers will be given refresher training as needed by their campus administrators.

Strategy's Expected Result/Impact: Teachers will follow instructional practices found within the framework on a daily basis in their classrooms.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction

Formative Reviews

December	February	April	June

Strategy 5

The district will begin the process of applying for Teacher Incentive Allotment in Cohort G.

Strategy's Expected Result/Impact: More highly qualified teachers will be attracted to and retained by the district because of our high percentages of Economically Disadvantaged students.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent

Formative Reviews

December	February	April	June

Strategy 6

The district will provide high-quality, targeted professional learning for all science teachers focused on writing in the content areas, interactive word walls, and effective use of TCMPC TEKS Resource curriculum documents.

Staff Responsible for Monitoring: Curriculum Director

Formative Reviews

December	February	April	June

Performance Objective 2 ☑ High Priority

STAAR results will reflect that Achievement targets are met in reading for All Students, African Americans, Hispanics, White, Two or more races, Economically Disadvantaged, Special Ed, Emergent Bilingual, Continuously Enrolled populations. Math Achievement targets will be met for All Students, African Americans, Hispanics, White, Two or more races, Economically Disadvantaged, Emergent Bilingual, and Special Ed populations. Those students groups that do not meet targets will show an improvement of 5 percentage points over 2024 performance. Reading growth will improve by 3 points over 2024 and math growth will improve by 7 points over 2024 results.

Evaluation Data Source: STAAR Results

Strategy 1

Those students who are near grade level performance will be provided tutorial opportunities to assure their success. Additionally, all students who failed previous year STAAR tests will be given at least the minimum amount of required remediation by HB1416.

Strategy's Expected Result/Impact: More sub-populations will meet state targets for achievement performance.

Staff Responsible for Monitoring: Assistant superintendent, campus principals

Formative Reviews

December	February	April	June

Strategy 2

Leach Literacy will be contracted to provide balanced literacy training using TEKS Resource System to new K - 8 teachers, small group reading instruction training to new K - 5 teachers, and coaching/feedback cycles with 6-8 ELAR teachers.

Strategy's Expected Result/Impact: Reading comprehension will improve as reflected on universal screeners and STAAR results.

Staff Responsible for Monitoring: Assistant superintendent, elementary principals

Formative Reviews

December **February** **April** **June**

Strategy 3

Amira Reading and Istation Math will be purchased for all K - 2 students

Strategy's Expected Result/Impact: Differentiated reading and math support will be provided for all students.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction

Formative Reviews

December **February** **April** **June**

Strategy 4

A full-time dyslexia specialist was added to serve dyslexic students with Reading Horizons curriculum and to oversee screening requirements. An additional dyslexia/special ed specialist was added in 2023-2024 to effectively serve this population.

Strategy's Expected Result/Impact: Increased grade level reading for dyslexic students.

Staff Responsible for Monitoring: Assistant superintendent, principals

Formative Reviews

December **February** **April** **June**

Strategy 5 ☑ Results Driven Accountability

Emergent Bilingual students at the secondary level will have designated time with a bilingual professional staff member during the school day to get assistance with language and assignments.

Strategy's Expected Result/Impact: Performance of EBs on the STAAR and EOCs will improve.

Formative Reviews

December **February** **April** **June**

Performance Objective 3

100% of graduation targets will be met by the class of 2024.

Evaluation Data Source: Accountability records

Strategy 1

Junior High and High School counselors will present college, career and military information to students and assist them and their families with creating a Personal Graduation Plan. Assistance in applying for financial aid will be provided by the High School Counselor.

Strategy's Expected Result/Impact: 100% of the graduation targets will be met in the Class of 2025.

Staff Responsible for Monitoring: Secondary principals

Formative Reviews

December	February	April	June

Strategy 2

Edgenuity will be purchased for credit recovery and summer school so that students who fail required courses have the opportunity to make up credit quickly and stay on track to graduate.

Strategy's Expected Result/Impact: 100% of graduation targets will be met in the Class of 2025.

Staff Responsible for Monitoring: Assistant superintendent, high school principal

Formative Reviews

December	February	April	June

Performance Objective 4

72% of students in the graduating class of 2025 will be College, Career and Military Ready with 45% demonstrating college readiness through TSI criteria in both RLA and math, 33% earning an IBC, and at least 10% of Special Ed students graduating with an advanced diploma plan.

Evaluation Data Source: CCMR records from high school counselor

Strategy 1

Assign a district professional to monitor CCMR coding and stay abreast of requirements of CCMR accountability measures.

Strategy's Expected Result/Impact: PEIMS coding on CCMR will be correct and all opportunities for meeting the requirement are offered to students.

Staff Responsible for Monitoring: Superintendent, Assistant superintendent

Formative Reviews

December	February	April	June

Strategy 2

A college preparatory class will be offered to seniors who have failed to meet other measures of College, Career and Military Readiness.

Strategy's Expected Result/Impact: Targets for CCMR will be met and students will graduate prepared for college courses.

Staff Responsible for Monitoring: RHS principal

Formative Reviews

December	February	April	June

Strategy 3

All 7th grade students will take a college and career exploration class.

Strategy's Expected Result/Impact: Students will be more aware of career opportunities that fit their skills and interests and will make more informed choices as they enter high school.

Staff Responsible for Monitoring: Junior High Principal

Formative Reviews

December	February	April	June

Performance Objective 5 ☑ High Priority

40% of students taking TELPAS will make progress.

Evaluation Data Source: TELPAS results

Strategy 1 ☑ Results Driven Accountability

Rosetta Stone will be purchased to accelerate mastery of English by ELs, and the appropriate students assigned to the use of products.

Strategy's Expected Result/Impact: TELPAS results will reflect that students have advanced a level.

Staff Responsible for Monitoring: Federal Programs director

Formative Reviews

December	February	April	June

Strategy 2

Provide a district ESL coordinator to assure the needs of ELs are met.

Strategy's Expected Result/Impact: All requirements are met for LPACs, TELPAS, and services to ELs.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

December	February	April	June

Strategy 3 ☑ Results Driven Accountability

A professional staff member will provide pull-out and push-in support for ELs at the elementary level and will provide TELPAS prep sessions to all students in the spring. Bilingual professionals at the secondary level will provide TELPAS prep sessions during designated times in the school day.

Strategy's Expected Result/Impact: More students will advance and level on TELPAS and more elementary students will Meet Grade Level on STAAR.

Staff Responsible for Monitoring: Superintendent, Assistant superintendent

Formative Reviews

December	February	April	June

Strategy 4 ☑ Results Driven Accountability

Flashlight 360, an online program for practicing for the TELPAS, will be purchased and utilized to prepare all EB students for testing success.

Strategy's Expected Result/Impact: More students will advance a level on TELPAS.

Staff Responsible for Monitoring: ESL Coordinator

Formative Reviews

December	February	April	June

Performance Objective 6 ☑ HB3 Goal

73% of students completing Pre-K will demonstrate kindergarten readiness.

Evaluation Data Source: BOY Mclass assessments

Strategy 1

Prepare training and guidance for kindergarten teachers on how to prepare for the BOY Mclass screener.

Strategy's Expected Result/Impact: Readiness screeners will provide more accurate measure of kindergarten readiness when students are familiarized with the screening test.

Staff Responsible for Monitoring: Assistant superintendent

Formative Reviews

December	February	April	June

Strategy 2

Send any PreK teachers who are not highly qualified to 30 hours of early childhood training at the ESC and mentoring from a highly qualified teacher.

Strategy's Expected Result/Impact: The percentage of students who leave PreK at kindergarten readiness will improve.

Staff Responsible for Monitoring: ELPS principal

Formative Reviews

December	February	April	June

Performance Objective 7 ☑ HB3 Goal

An average of 68% of kindergarten students will score At Grade Level on EOY Mclass reading screeners and 60% of 1st and 2nd graders will screen At Grade Level on the EOY Mclass test.

Evaluation Data Source: EOY screener results

Strategy 1

The district will provide a reading facilitator for Eagle Lake Primary School to assist with interventions, data analysis, and planning for instruction.

Strategy's Expected Result/Impact: More students will read at grade level in lower elementary grades.

Staff Responsible for Monitoring: ELPS principal

Formative Reviews

December	February	April	June

Strategy 2

Summer school will be scheduled for those students who need more time to reach grade level performance. Student growth data will be analyzed to measure the success of the summer program.

Strategy's Expected Result/Impact: Students who attend the summer program will make reading gains in 2 weeks of instruction and will progress towards grade level in the first semester.

Staff Responsible for Monitoring: Assistant superintendent

Formative Reviews

December	February	April	June

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

Performance Objective 1

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

Evaluation Data Source: Agendas, minutes

Strategy 1

The Assistant Superintendent of Curriculum and Instruction will attend the Academic Focus Network at Region 3 in order to keep principals abreast of changes mandated or suggested for improved student performance. Information will be shared at monthly meetings.

Formative Reviews

December	February	April	June

Strategy 2

All campus principals will be offered the opportunity to join the Region 3 Principals' Collaborative.

Strategy's Expected Result/Impact: Principals will receive timely information from the ESC and can network with their peers in the process.

Staff Responsible for Monitoring: Assistant superintendent

Formative Reviews

December	February	April	June

Performance Objective 2

Campus principals will devise a system to monitor lesson plans and delivery of instruction for daily implementation of the proper curriculum and instructional strategies.

Evaluation Data Source: Random validations of lesson plans and walk-through data will verify that principals are addressing strategies found in the district's learning framework in their monitoring process.

Strategy 1

District instructional leaders will periodically review the Rice CISD Learning Framework to determine if any additions or deletions are warranted.

Strategy's Expected Result/Impact: Curriculum, instruction and assessment across the district will be aligned through the use of a common framework.

Staff Responsible for Monitoring: Assistant superintendent

Formative Reviews

December	February	April	June

Strategy 2

A minimum of 2 walk-throughs per year, with one in each semester, must be documented by the campus administrators to ensure that instruction is being monitored. More walk-throughs, both documented and undocumented can be done at the principals' discretion. A 3rd walk-through by an appraiser from another campus will be completed in the spring semester.

Strategy's Expected Result/Impact: Administrators can collect data to guide coaching conversations and PLCs.

Staff Responsible for Monitoring: Assistant superintendent

Formative Reviews

December	February	April	June

Performance Objective 3 ☑ High Priority

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

Evaluation Data Source: Documentation of T-TESS appraisals

Strategy 1

A consultant will work with the district appraisers to assure calibration of scoring across the district and to lead reviews of classroom data to assure that T-TESS scores and student growth correlate.

Strategy's Expected Result/Impact: Teacher growth is promoted through implementation of T-TESS.

Staff Responsible for Monitoring: Assistant superintendent

Formative Reviews

December	February	April	June

Performance Objective 4

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

Evaluation Data Source: Campus Improvement Plans

Strategy 1

Purchase 806 Technologies Plan4Learning and to aid principals in organizing their CNA and to receive training in creating a CNA.

Strategy's Expected Result/Impact: An effective CNA will drive campus improvement plans.

Staff Responsible for Monitoring: Assistant superintendent

Formative Reviews

December	February	April	June

Strategy 2

Purchase 806 Technologies Title 1 Crate to aid principals in documenting their Title 1 activities, including parent involvement activities.

Strategy's Expected Result/Impact: As Title 1 activities become more aligned to campus needs and parent involvement increases, student performance will improve.

Staff Responsible for Monitoring: Federal Programs Director

Formative Reviews

December	February	April	June

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

Performance Objective 1

Rice Consolidated ISD will develop strategies to promote safety in the district.

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

Strategy 1

Rice Consolidated ISD will provide funding for a School Resource Officer to work with administrators regarding attendance, violence prevention, and school safety issues.

Strategy's Expected Result/Impact: Safety issues will decrease from the previous year.

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

December	February	April	June

Strategy 2

Campus Counselors will conduct sessions with students on dating violence prevention, bullying prevention, suicide prevention and conflict resolution.

Strategy's Expected Result/Impact: Number of complaints about violence, bullying, and suicide will decrease.

Staff Responsible for Monitoring: Campus Principals,
Campus Counselors

Formative Reviews

December	February	April	June

Strategy 3

District procedures will include name badges with pictures for all staff and rigid enforcement of checking in at the office, locked doors, use of cameras, and unannounced safety checks on each campus.

Strategy's Expected Result/Impact: No incidences of violence involving adults or non-students on campus will occur.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

December	February	April	June

Strategy 4

The district will contract with School Messenger, 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

Formative Reviews

December	February	April	June

Strategy 5

The district will support discipline management techniques at each campus.

Strategy's Expected Result/Impact: Number of discipline referrals on each campus will decrease.

Staff Responsible for Monitoring: Superintendent,
Campus Principals

Formative Reviews

December	February	April	June

Strategy 6

Maintain the number and quality of surveillance devices available to administrators as a deterrent and as an investigative tool.

Strategy's Expected Result/Impact: Surveillance devices will help to decrease incidences and aid in the investigation of incidences that do occur.

Staff Responsible for Monitoring: Superintendent,
Campus Principals

Formative Reviews

December	February	April	June

Strategy 7

The district will hold training on the recognition and prevention of neglect and abuse of children, including sexual abuse, for new staff members, bullying recognition and response, suicide prevention and cybersecurity.

Strategy's Expected Result/Impact: Documentation will include sign-in sheets and course descriptions.

Staff Responsible for Monitoring: District Administrators, Principals

Formative Reviews

December	February	April	June

Strategy 8

Bullying Prevention policies and procedures will be developed and communicated to students, staff, and the community.

Strategy's Expected Result/Impact: Number of reported incidences of bullying will decrease from the previous year.

Staff Responsible for Monitoring: Superintendent,
Campus Principals

Formative Reviews

December	February	April	June

Strategy 9

Parents will be notified by the campus counselor if their child shows signs of possible suicide, substance abuse or poor mental health so that they may take appropriate action.

Strategy's Expected Result/Impact: Suicide attempts and substance abuse among students will decrease.

Staff Responsible for Monitoring: Campus principals

Formative Reviews

December	February	April	June

Strategy 10

Security systems will be installed on all campuses and central office so that no visitors can enter the building during school hours without first identifying themselves and being allowed to enter.

Strategy's Expected Result/Impact: Campus administrators will know who is in their building at all times.

Staff Responsible for Monitoring: Safety director

Formative Reviews

December	February	April	June

Strategy 11

Systems will be installed on all campuses for scanning state identification cards with the Raptor program for background checks and printing name tags for campus visitors.

Strategy's Expected Result/Impact: Student and staff safety will be protected.

Staff Responsible for Monitoring: Safety director

Formative Reviews

December	February	April	June

Strategy 12 ✅ Results Driven Accountability

2Words social/emotional curriculum for secondary students will be purchased and taught weekly in the 2nd semester.

Strategy's Expected Result/Impact: Students will demonstrate improved ability to self-monitor and self-correct their interactions with others while at school.

Staff Responsible for Monitoring: Jordan Zbranek

Formative Reviews

December	February	April	June

Strategy 13

The district will utilize Google Forms for the purpose of conducting student and staff surveys, tracking data on students who show signs of declining attendance, performance or behavior, and providing a social/emotional curriculum for the elementary campuses.

Strategy's Expected Result/Impact: Administrators and counselors will have tools to monitor students who might be in need of counseling or other support services.

Staff Responsible for Monitoring: Kyle Thurman

Formative Reviews

December	February	April	June

Strategy 14

Rice CISD will utilize Vape Detectors to ensure a safe learning environment at the High School Campus.

Strategy's Expected Result/Impact: Increased safety and drug free students

Staff Responsible for Monitoring: High School Principals

Formative Reviews

December	February	April	June

Performance Objective 2

Rice Consolidated ISD 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: Decrease in the number of detections from the previous year.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

December	February	April	June

Strategy 2

Region III ESC will provide materials to the district for campus participation in Red Ribbon week.

Strategy's Expected Result/Impact: All campuses in the district will participate in Red Ribbon week activities.

Staff Responsible for Monitoring: Superintendent,
Campus Principals

Formative Reviews

December	February	April	June

Strategy 3

The district will contract with a provider for random drug testing of bus drivers and students who participate in extra-curricular activities.

Strategy's Expected Result/Impact: Drug use will be detected and consequences delivered.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

December	February	April	June

Performance Objective 3

Rice Consolidated ISD 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

Facilities are equipped with state of the art technology.

Strategy's Expected Result/Impact: Classrooms include SmartBoards, Elmos, projectors, Chromebooks/iPads and/or computers.

Staff Responsible for Monitoring: Superintendent,
Technology Director

Formative Reviews

December	February	April	June

Strategy 2

The district will contract with Region III ESC for library support services.

Strategy's Expected Result/Impact: Contracted Services agreement with Region III ESC will document participation of the district in Library Support Services. Library aides will participate in training opportunities as needed.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

December	February	April	June

Strategy 3

Continue use of Destiny Library Manager to best utilize library resources between campuses in the district.

Strategy's Expected Result/Impact: Reports from Destiny Library Manager will indicate that library resources are shared throughout the district.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

December	February	April	June

Strategy 4

Continue to monitor the use of online instructional programs to determine the need to continue purchase of programs.

Strategy's Expected Result/Impact: District usage reports will show that students are effectively using online instructional programs.

Staff Responsible for Monitoring: District Curriculum Director, Campus Principals

Formative Reviews

December	February	April	June

Strategy 5

The district will expand the number of digital devices at all schools.

Strategy's Expected Result/Impact: Walk-through data and lesson plans will show that Chromebooks and iPads are used by students and teachers for instructional purposes.

Staff Responsible for Monitoring: Superintendent, Principals,
District Technology Director

Formative Reviews

December	February	April	June

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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

Personnel for District Improvement Plan

Name	Position	FTE
Andrea Moreno-Hewitt	Curriculum Director	0.5
John Post	Business Manager	1
Kendall Center	Superintendent	0.5

Committees

Committees

District Improvement Committee

Members

First Name	Last Name	Position	Committee Role
Kyle	Thurman	Fed. Pro Director	Administrator
Sarah	McGrath	ELI Teacher	Classroom Teacher
Andrew	DeWalt	RJH Principal	Administrator
Catherine	Whiteside	ELI Special Education Teacher	Special Programs Teacher
Jennifer	Peacock	ELI Teacher	Classroom Teacher
Virgil	Knowlton	Principal, GW	Administrator
Jessica	Lugo	ELI Teacher	Classroom Teacher
Eunice	McBeth	Special Education Teacher	Special Programs Teacher
Josh	Chollett	RHS CTE Teacher	Classroom Teacher
Vivian	Spanihel		Community Representative
Carl	Blahuta		Business Representative
Erron	Mahone	Principal, RHS	Administrator
Travis	Combs	Principal, SH	Administrator
Julie	Center	Principal, ELPS	Administrator
Vera	Cleveland	Principal, ELI	Administrator
Sandra	Cortes	SH Teacher	Classroom Teacher
Dory	Labay	GW Teacher	Classroom Teacher
LuAnn	Wigginton	GW Teacher	Classroom Teacher
Nicole	Garland	ELPS Teacher	Classroom Teacher
Charlet	Janow	ELPS Teacher	Classroom Teacher
Shawn	Self	RJH Teacher	Special Programs Teacher
Kerronda	Prince	RJH Teacher	Classroom Teacher
Shanna	Rohan	RJH Teacher	Classroom Teacher
Andrea	Hewitt	Curriculum Director	Administrator

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance