Birdville Independent School District

Richland High School

2026-2027 Initial Plan

Accountability Rating: B

Distinction Designation
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth

Mission Statement

Through cooperative efforts with the community, Richland High School's programs of instruction not only promote self-confidence, creativity, scholarship, and citizenship, but also provide skills for an ever-changing world. BISD and Richland High School support the diversity of our students, staff and community.

Vision



Excellence isn't the goal, it's the expectation!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Richland High School has continued to change significantly over the last five years both ethnically and socio-economically. There has been an increase in Hispanic population has shown the greatest increase and now represents over 35% of our student population and that increase brings additional students classified as Emergent Bilingual.

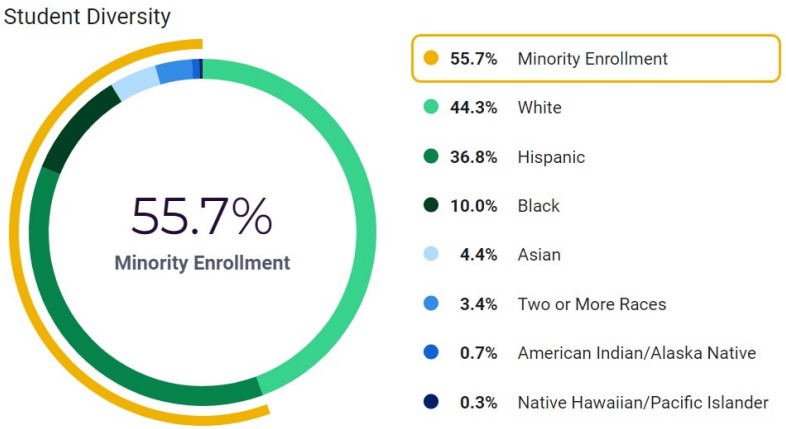
The percentage of our students classified as economically disadvantaged has grown to 48%.

Our At-Risk percentage has risen to 39%.

Our SpED population currently sits at 9.2%.

These changes have caused us to provide more training to our staff on how to more effectively reach our ever-changing population.

More focus and systems need to be put in place for our SpEd (Special Education) and EB (Emergent Bilingual) populations.



Demographics Strengths

Richland High School has a great mix of demographics both in race and in socio-economic status. This mix brings a variety of viewpoints and experiences. While some schools are isolated bubbles within Birdvile ISD (BISD), based on our demographic makeup, it is evident that Richland HS represents the overall BISD community. This allows our teachers and students to experience deeper conversations from several viewpoints.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Richland High School has experienced a fast change in our demographics and we want to ensure that those students needs are being addressed. We need to adjust our teaching to the students we have.
Root Cause: A rapid change in demographics at Richland High School could be due to economic shifts, new housing developments, increased immigration, or changes in community services affecting local population movement.

Student Learning

Student Learning Summary

Much attention was given to End-of-Course (EOC) scores during the 23-24 school year. RHS was trending in the wrong direction with regard to "meets" and "approaches" in previous years. The results from the 23-24 state testing indicated that our efforts paid off as we saw increases in Biology and English 2 in approaches. We saw an increase in Biology and English 2 in meets grade level performance. We additionally saw an increase in Algebra 1, English 1, and English 2 in masters grade level performance.

The 24-25 school year will see a focus on bringing up the "Mastery" level across the board. Based on current data, the indicators point to the fact that we are teaching the subject matter well, but need to increase the rigor and depth of our courses.

Furthermore, RHS did very well in regard to AP (Advanced Placement) testing, scoring above the national average in most areas. Work still needs to be done in some AP subjects such as Foreign languages and chemistry.

22-23-24 EOC Comparison

Approaches

Subject	22 State	22 RHS	22 BHS	22 HHS	23 State	23 RHS	23 BHS	23 HHS	24 State	24 RHS	24 BHS	24 HHS
Algebra 1	74.00%	77.34%	86.31%	78.76%	78%	81.20%	76.30%	71.10%	79.00%	75.40%	71.20%	76.70%
English 1	63.00%	68.06%	74.87%	62.42%	71%	77.60%	80.10%	71.40%	67.00%	72.50%	74.20%	65.20%
English 2	71.00%	79.33%	82.91%	71.85%	74%	79.76%	79.73%	73.92%	75.00%	81.2%%	79.70%	77.60%
Biology	82.00%	85.02%	91.72%	84.16%	89%	93.13%	94.40%	89.43%	91.00%	93.80%	93.9	91.70%
US History	89.00%	96.46%	95.80%	89.40%	95%	96.60%	97.96%	96.04%	95.00%	95.10%	96.6	95.8

Meets

Subject	22 State	22 RHS	22 BHS	22 HHS	23 State	23 RHS	23 BHS	23 HHS	24 State	24 RHS	24 BHS	24 HHS
Algebra 1	45.00%	40.47%	60.65%	47.80%	45%	37.60%	37.40%	32.06%	45%	31.90%	31.60%	34.90%
English 1	54.00%	52.88%	60.32%	46.22%	54%	64.16%	68.71%	52.76%	54.00%	61.70%	63.90%	48%
English 2	56.00%	66.39%	72.15%	55.87%	56%	61.39%	67.63%	53.54%	60%%	66.90%	70.30%	59.60%
Biology	57.00%	64.61%	79.68%	61.53%	57%	65.46%	73.65%	58.57%	58.00%	65.50%	69.80%	60.60%
US History	71.00%	85.14%	86.50%	67.69%	71%	82.71%	86.39%	73.06%	69%	76%	76.30%	67.60%

Masters

Subject	22 State	22 RHS	22 BHS	22 HHS	23 State	23 RHS	23 BHS	23 HHS	24 State	24 RHS	24 BHS	24 HHS
Algebra 1	24.00%	23.20%	46.20%	25.90%	24%	9.66%	12.73%	10.79%	25.00%	12.30%	7.50%	8.00%
English 1	14.00%	9.77%	15.62%	8.50%	14%	17.03%	25.33%	10.82%	17.00%	20.10%	23%	11.80%
English 2	9.00%	9.81%	17.09%	7.21%	9%	8.33%	14.14%	6.08%	9.00%	8.70%	12.50%	8.40%
Biology	22.00%	31.46%	44.38%	25.60%	22%	28.03%	38.09%	22.11%	19.00%	24.40%	27.50%	20.10%
US History	39.00%	60.61%	63.50%	41.20%	39%	52.08%	57.14%	37.88%	37%	45.80%	50.60%	34.40%

AP Data Comparison

Subject	22 BHS	23 BHS	24 BHS	22 RHS	23 RHS	24 RHS	22 State	23 State	24 State	22 Global	23 Global	24 Global	Global 3+ change 2023 v. 2024
2-D Art	2.75	4	4.22	2	3.43	4.17	3.31	3.2	3.14	3.43	3.36	3.3	-0.60%
Biology	2.97	3.5	3.67	3.63	3	3.5	2.81	2.6	2.78	3.11	3.04	3.14	3.60%
Calc AB	3.09	2.63	3.65	3.97	3.71	3.63	2.55	2.6	2.8	2.91	2.98	3.21	6%
Calc BC	3.56	3.64	2.79	4.88	4.69	4.75	3.5	3.46	3.6	3.68	3.71	3.87	1.50%
Chemistry	2.35	3	3.25	2.05	2.57	2.46	2.49	3	2.97	2.73	3.22	3.27	-0.10%
Computer Science A	2	1.56	2.16	3.33	3.43	2.23	3.03	2.97	2.86	3.2	3.18	3.14	-2.00%
Computer Science Principles	2.81	2.62	3	2.67	3.37	3.18	2.69	2.62	2.45	2.91	2.91	2.87	1.90%
Drawing	3.8	3.55	4.33	3.1	3	4.5	3.41	3.3	3.25	3.55	3.47	3.42	-0.80%
English Lang and Comp	3.08	3.13	2.73	2.77	2.93	2.56	2.49	2.52	2.46	2.73	2.8	2.76	-2.10%
English Lit and Comp	3.9	3.66	3.56	3.33	3.52	3.44	3.03	2.97	2.84	3.2	3.26	3.14	-5.20%
Enviromental Science	3.2	3.2	3.01	3.58	3.58	3.07	2.67	2.59	2.52	2.77	2.76	2.78	0.30%
Human Geography	3.26	3.12	2.84	2.57	3.02	2.7	2.37	2.38	2.43	2.7	2.73	2.81	1.60%
Macroeconomics	3.17	3.18	2.81	1.72	2.27	2.24	2.19	2.53	2.55	2.72	3	3	-2.70%
Music Aural	2	2.78	2.67	3.5	3.29	3.25	2.98	2.94	3.03	3.02	3.02	3.03	
Music Non-Aural	2.75	3	3.11	2	3.57	3.25	2.97	2.94	2.95	3.02	3.01	3.03	
Music Theory	2.5	2.78	2.78	-	3.43	3.25	-	2.93	2.98	-	3.01	3.02	0.30%
Physics 1	1.6	1.79	2.02	2.83	2.67	2.89	2.02	2.1	2.12	2.47	2.51	2.52	0.40%
Physics C: Electricity and Magnetism	2.44	2.17	1.89	2.6	3.4	2.8	3.24	3.15	3.04	3.43	3.35	3.32	-3.20%
Physics C: Mechanics	3	2.33	2.22	3.2	3	2.82	3.36	3.25	3.26	3.41	3.34	3.38	1.50%
Psychology	2.78	3	2.68	2.24	3.38	3.48	2.67	2.6	2.66	2.86	2.86	2.93	1.40%
Spanish Lang and Culture	3.27	3.73	3.27	2.64	2.77	3.08	3.37	3.42	3.31	3.54	3.59	3.53	-0.80%
Spanish Lit and Culture	3.38	3.3	3.46	2.36	2.36	2.63	2.67	2.71	2.71	2.91	2.94	2.96	-1.40%
Statistics	1.56	2.97	2.42	3.77	4.2	3.3	2.67	2.61	2.72	2.89	2.86	2.93	2%
US Government and Politics	2.88	2.71	4.1	3.02	3.08	3.8	2.28	2.29	2.98	2.58	2.61	3.39	23.80%
US History	2.75	2.74	3.2	3.65	3.43	3.89	2.29	2.27	2.93	2.57	2.53	3.23	24.50%

Student Learning Strengths

Strong systems and processes regarding classroom expectations were put in place during the 23-24 school year. We feel the work done during this year were a driving force behind the increase of student success at Richland High School.

AP tests were given district-wide face-to-face allowing for a consistent testing environment for all students.

Campus-wide focus on best practices for classroom instruction will provide needed consistency and support for instruction. Utilizing processes that were working prior to the pandemic and strengthening direct instruction with campus-identified areas for targets that include:

- Plan, DO, Study, Act
- Data collection and goal setting by students: data binders
- Literacy strategies for every content
- PLC process

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While test scores and student performance greatly increased during the 25-26 year, students performed at the basic level. We need to increase rigor and depth in all subjects by maintaining the systems and procedures we put in place last year, as well as a more detailed focus on student data throughout the year.
Root Cause: Lack of process and systems.

Problem Statement 2 (Prioritized):
Richland High School's CCMR score of 68 is low because too few students are meeting readiness indicators such as college exams, dual credit/AP, or industry-based certifications.
Root Cause: Students have limited access, awareness, and support to successfully complete college entrance exams, dual credit/AP courses, and industry-based certifications, resulting in fewer students meeting CCMR benchmarks.

School Processes & Programs

School Processes & Programs Summary

Developing campus-wide systems and processes for just about everything was the main work our campus focused on during the 22-23 school year. The campus lacked systems in certain areas that needed to be created from the ground up. Furthermore, the systems that we did have were not being monitored closely to see if staff, students, and teachers were following those systems and not operating as independent contractors within our organization.

We have created systems for almost everything and our campus is now running as one unit. Work will need to be done to monitor and adjust these systems as we discover what does and does not work. This will allow us to focus on Tier 1 priorities within the classrooms during the 23-24 and 24-25 school year.

One system we started was a campus-wide system to look at and use student and campus data on an ongoing basis. This year we will focus on breaking that data down to use throughout the year so that we can identify and fix issues (Example - gaps in student learning) before they become larger or go unnoticed.

School Processes & Programs Strengths

Advanced Placement (AP) program options remain a strong offering at RHS with increased success with qualifying scores for the 2023-24 school year. However, the number of students enrolling in those classes continues to decline and we are addressing that by hitting it in the 8th grade and freshman years.

CTE options allow for students to be transported each period to the BCTAL along with CTE options at RHS. These options are available to any student at RHS.

The Royal Time Advisory are now using Character Strong curriculum to guide students and teachers through SEL lessons. In addition, Royal Time is now being used to address AI and some RTI needs.

Students and teachers are publicly recognized for positive influences and student achievement. We have awards assemblies for students throughout the year.

2024 Graduation Rate is 99% and all measurable domains were met in Domain III for STAAR Accountability measures.

Teacher and Student safety surveys are administered.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We need to identify why the areas that we are seeing a downward trend in continue to move that direction. Is it our failure to respond to the changing demographics? Covid hangover? lack of strong systems and structures?
Root Cause: Data analysis has not been done to determine what issue is.

Perceptions

Perceptions Summary

The 23-24 school year was a year focused on changing the culture of RHS. Based on student surveys and staff surveys including the OHI (Organizational Health Index) large gains were made. One indication of growth can be seen in the increase in numbers of students are are getting involved in multiple student organizations. Our tennis, drill team, and cheer programs have all increased in size. Furthermore, attendance at campus events has greatly increased across the board.

The overall perception of RHS is starting to change in a positive direction throughout the community in terms of culture and academic performance.

Perceptions Strengths

Richland High School has strong community support and the expectations for this campus remain high - they want to see Richland be successful in all areas. While the recent change in the mascot and other areas of the school has caused a loss of identity, the core of RHS is still strong and something to build upon as we rebrand ourselves.

There is a campus expectation of contacting parents for positive reinforcement.

Social media is used to communicate school news and accomplishments.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Richland High School has experienced a fast change in our demographics and we want to ensure that those students needs are being addressed. We need to adjust our teaching to the students we have.
Root Cause: A rapid change in demographics at Richland High School could be due to economic shifts, new housing developments, increased immigration, or changes in community services affecting local population movement.

Priority Problem Statements

Problem Statement 1: Richland High School's CCMR score of 68 is low because too few students are meeting readiness indicators such as college exams, dual credit/AP, or industry-based certifications.

Root Cause 1: Students have limited access, awareness, and support to successfully complete college entrance exams, dual credit/AP courses, and industry-based certifications, resulting in fewer students meeting CCMR benchmarks.

Problem Statement 1 Areas: Student Achievement - Student Learning

Problem Statement 2: While test scores and student performance greatly increased during the 25-26 year, students performed at the basic level. We need to increase rigor and depth in all subjects by maintaining the systems and procedures we put in place last year, as well as a more detailed focus on student data throughout the year.

Root Cause 2: Lack of process and systems.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Richland High School has experienced a fast change in our demographics and we want to ensure that those students needs are being addressed. We need to adjust our teaching to the students we have.

Root Cause 3: A rapid change in demographics at Richland High School could be due to economic shifts, new housing developments, increased immigration, or changes in community services affecting local population movement.

Problem Statement 3 Areas: Demographics - Perceptions

Problem Statement 4: We need to identify why the areas that we are seeing a downward trend in continue to move that direction. Is it our failure to respond to the changing demographics? Covid hangover? lack of strong systems and structures?

Root Cause 4: Data analysis has not been done to determine what issue is.

Problem Statement 4 Areas: Demographics - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- 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
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2026 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments

Evaluation Data Sources: Secondary: Lexile levels from STAAR

Strategy 1 Details
Strategy 1: Implement the literacy plan through established priorities for system-wide literacy practices. **Actions:** a) Use PGSLO (Student Learning Objectives) tasks to implement district Tier 1 priorities with a strong focus on collecting student data to use for improved performance. b) Guide the instruction of teachers through lunch and learns and additional on-site training during the professional work day. c) Use the PLCs (Professional Learning Communities) to collaborate and discuss results that were successful for additional implementation as well as those that need improvement and redesign. d) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation (Royal Rounds) **Staff Responsible for Monitoring:** Assistant Principals Academic Dean Principal Department Chairs Literacy Committee **Title I:** 2.51, 2.52, 2.53

Strategy 2 Details

Strategy 2: Build capacity to implement the district recalibration focus on Tier 1 instruction.

Actions: a) At the first of the year discuss prior year and see what systems need to be created or revamped with the goal of setting campus wide expectations regarding classroom instructions.

b) Create focused department chair/admin walkthroughs to ensure fidelity.

c) Monitor implementation of strategies utilizing walk-throughs and teacher provided artifacts as supporting documentation.

d) Create monthly focus on tier one initiatives starting in September.

e) Create common classroom expectations/procedures.

f) Create system where non-tested subjects have at least one planning period once a quarter to use for instructional planning/practices with their team.

Staff Responsible for Monitoring: Assistant Principals
Academic Dean
Principal
Department Chairs
Literacy Committee

Strategy 3 Details

Strategy 3: Align processes that encourage and facilitate personalized learning for students.

Actions: a) Utilize Canvas and Aware to its fullest capacity.

b) Use of IEP (Individualized Education Plan), 504, and Emergent Bilingual accommodations to individualize instruction.

c) RtI (Response to Intervention)Tier 3 additional services are provided through reading classes and Edgenuity.

d) Monitor, support and provide feedback to support campus implementation of personalized learning.

e) Student data collection in classrooms (online or paper)

f) Monitor Accelerated Instruction (AI)Tutorials and progress

g) Create digital data folders for students for each core class.

h) Track student data through the use of teacher data binders with the goal of having four years of data by the end of 26-27. (Started in 22-23)

Staff Responsible for Monitoring: Assistant Principals
Academic Dean
Principal
Department Chairs

Strategy 4 Details

Strategy 4: Identify GT (Gifted and Talented) students to provide opportunities for rigorous learning beyond advanced coursework.

Actions: a) Utilize Duke Tip List and known high achieving students, etc. to develop a base for PSAT, 8/9, and Khan Academy future National Merit contenders.

b) Offer SAT/ACT Preparation course through Royal Time.

c) Make a hard push for the UIL Academic contest.

d) Develop an Advanced Placement (AP) course recruitment program by reaching out to students identified as potentially successful AP students by the College Board with personalized and targeted teacher invitations and promotion.

e) Identify current 8th graders to recruit for AP track during registration in January.

Staff Responsible for Monitoring: Colby Blankenship
Amy DeWeese
Katie Kern
Counselors both High School and Middle
Ramonda Fields

Strategy 5 Details

Strategy 5: Increase overall Advanced Placement (AP) Test scores with the goal of increasing the number of students who make a 3 or higher on each test by 4%.

Actions: a) Train staff on the use and implementation of AP classroom with the goal of having all students and teachers enrolled by September 29.

b) Focus on data from prior years by sharing with all teachers yearly breakdowns.

c) Create a system to celebrate students who scored a 3 or higher on AP scores.

d) Administer Mock exams by April 1 with the goal of using that data to drive instruction.

Staff Responsible for Monitoring: Academic Dean
Academic Coach
Besgrove
AP Teachers

Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, DCA, and district CBA assessments.

Evaluation Data Sources: STAAR, DCA, and CBA results

Strategy 1 Details
Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments. **Actions:** a) Align special education instructional practices to the literacy plan and Tier I priorities. b) Increase opportunities for collaboration between general education and special education teachers. c) Create a weekly monitoring system for all Special Education students. d) Assign SpEd caseworkers for each student receiving academic support through SpEd. e) Continue and expand the use of IXL to identify and remediate basic skills for Special Education students to accelerate growth in Math, English, and Science. f) Increase the number of students in special education taking CTE offerings that include industry-based certifications. **Staff Responsible for Monitoring:** Tracey Besgrove Tim Waldmann Counselors Dee Pollack

Strategy 2 Details
Strategy 2: Implement a collaborative process that requires general education and special education teachers to monitor student progress on a regular and consistent basis. **Actions:** a) Use of Aware Monitoring lists for all Special Education students and their case managers. b) Fifth Period Royal Time teacher will also serve as a progress monitor and will communicate with the teacher of record. **Staff Responsible for Monitoring:** Colby Blankenship Special Education Department Chair - Sharon Baskerville Gen Ed teachers and Special Ed teachers

Strategy 3 Details

Strategy 3: Develop and implement system-wide instructional practices appropriate for EBs to increase TELPAS progress rate by 3 % on English Language Proficiency Status.

Actions: a) Improve communication between the newcomer program teacher and EA with sheltered teachers.

b) Use of IXL for sheltered students in Math and RLA.

c) Training in SIOP allowing for collaboration with district leadership on curriculum and resources.

d) Creation of ESL files to collect and maintain data on Emergent Bilingual students and parental contact outside of the LPAC.

e) Provide quality training for all instructional staff to engage and support English learners

f) Monitor language proficiency and academic performance data to identify where additional support is needed.

g) Communicate the TELPAS testing schedule and writing window to teachers with clear instructions and deadlines.

h) TELPAS testing occurs over the window and allows for completion of all parts of TELPAS

Staff Responsible for Monitoring: Tracey Besgrove
ESL Teacher
Gen ed teachers of EL students

Strategy 4 Details

Strategy 4: Evaluate current RtI processes and make adjustments in order to achieve system coherency

Actions: a) Monitor and adjust use of Royal Time to ensure that Tier II & III students are using available resources with fidelity.

b) Identify gaps in the implementation of the campus academic RtI plan.

c) Develop a corrective action plan for the campus. ie: online tutorials for struggling learners.

d) Revise and edit components of the campus academic RtI plan as identified in the gap analysis.

e) Build master schedule so that retesters have more support by targeted instructors.

Staff Responsible for Monitoring: Colby Blankenship
Brandi McCreary
Amy DeWeese
Katie Kern

Strategy 5 Details

Strategy 5: Continue implementation of the district and campus continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.

Actions: a) Train all staff on how to access, collect, and disaggregate relevant data.

b) Send teams to visit campuses in our 40 comparison group that are having success in areas that we need improvement on with the goal of discovering ways we can improve our systems to ensure more student success.

c) All STAAR/EOC tested students track their own data through the use of student data folders by the start of the first semester.

d) Collect evidence and artifacts from classroom walk-throughs regarding the successful use of data with the goal of moving to a full PDSA model by the end of the year.

Staff Responsible for Monitoring: Assistant Principals
Academic Dean
Instructional Facilitator
Principal

Strategy 6 Details

Strategy 6: Engage parents and community in the educational process.

Actions: a) Continue to use campus-wide communication system through a weekly newsletter.

b) Continue campus-wide communication system for teacher-developed progress reports in each subject area.

c) Send weekly letter to all parents with students who are currently failing with tips and resources to help them be successful.

d) Increase social media presence by 10% with a goal of at least 10 postings each week that highlight activities, both academic and extracurricular, going on at RHS.

e) Host community pep rally and first day of school and recognize student organizations with an emphasis on recognizing those groups who have not been recognized in the past, such as fine arts leaders, tennis, cross-country, etc.

Staff Responsible for Monitoring: Katie Kern
Principal
Assistant Principals
Shelley Marshall

Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a campus administered survey of student perceptions.

Evaluation Data Sources: Character Strong Lessons and Character Dares
Character Strong Surveys
Gallup Student Poll

Strategy 1 Details
Strategy 1: Identify and deploy district-approved programs that teach social-emotional skills **Actions:** a) Implement Character Strong during Royal Time. b) Introduce Lifelines c) Character Strong lessons and curriculum throughout the school during Royal Time. d) Set up campus-wide system for building relationships on Fridays (Family Friday) and while greeting students. **Staff Responsible for Monitoring:** Principal Macie Ridgway Shelley Marshall All Teachers Assistant Principals

Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Evaluation Data Sources: Student Discipline Referrals and DAEP Placements

Strategy 1 Details
Strategy 1: Utilize the district behavioral RtI plan **Actions:** a) Behavioral RtI committee including stakeholders from parents, teachers, and administrators. b) Provide training on the district behavior RtI plan. c) Create and implement a system to clearly communicate campus/classroom procedures to students during the first two weeks of school. d) Assistant principals push into classrooms for due process meetings instead of school-wide assemblies. e) Provide a menu of options for Restorative Discipline systems for campus implementation. f) Utilize Restorative Discipline systems at Richland High School. **Staff Responsible for Monitoring:** Assistant Principals Counseling Staff

Strategy 2 Details
Strategy 2: Implement the behavioral RtI plan with fidelity. **Actions:** a) Offer a variety of options that reduces the amount of time the student is not in class. b) Using counseling strategies and discussing with teachers about different options they can use to keep students on task and motivated. c) Train campus leaders to implement the behavior RtI plan. d) Evaluate the implementation of the behavior RtI plan. e) Monitor the assignment of students to DAEP and their subsequent behavioral progress. f) Continued implementation of Behavioral RtI. **Staff Responsible for Monitoring:** Assistant Principals Counseling Staff

Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 5: By the end of the 2026-2027 school year, we will strengthen campus systems and instructional practices to increase student readiness and successful outcomes in College, Career, and Military Readiness (CCMR), Advanced Academics, and TSI testing.

Strategy 1 Details
Strategy 1: Implement targeted TSIA2 preparation and support for students who have not yet demonstrated college-level readiness, using student performance data to identify areas of need and provide targeted test preparation and instructional support. **Actions:** Action 1: Analyze TSIA2, PSAT, SAT, and EOC performance data to identify students who have not demonstrated college-level readiness and determine specific areas of academic need. Action 2: Provide targeted small-group intervention and TSIA2 preparation aligned to identified student skill deficits in ELAR and Mathematics. Action 3: Implement progress monitoring through common practice assessments and data reviews to evaluate student growth and adjust interventions. Action 4: Establish a coordinated campus testing and communication plan to increase TSIA2 participation and provide students with multiple opportunities to demonstrate college-level readiness. Action 5: Counselors, teachers, and administrators will regularly review TSIA2 readiness data and communicate student progress and next steps with students and families.
Strategy 2 Details
Strategy 2: Increase student participation and successful completion in dual credit and Advanced Placement coursework by identifying students who may benefit from advanced academic opportunities, removing barriers to enrollment, and providing appropriate academic supports. **Actions:** 1. Develop a CCMR Tracking System: Monitor student progress in TSIA2, SAT/ACT, AP, dual credit, industry-based certifications, and military readiness. Assign staff to review data and document outcomes. 2. Create Individualized CCMR Plans: Meet with students to identify readiness gaps and determine appropriate college, career, or military pathways. Provide targeted support and additional opportunities to meet requirements. 3. Conduct Quarterly CCMR Audits: Review student data and documentation to identify gaps and verify accuracy. Adjust campus processes to align with current state accountability requirements.

Strategy 3 Details
Strategy 3: Review and align campus processes for identifying, monitoring, supporting, and documenting CCMR opportunities and outcomes to ensure students have multiple pathways to demonstrate college, career, or military readiness and the campus is prepared to meet the evolving demands of the state accountability system. **Actions:** 1. Develop a CCMR Tracking System: Monitor student progress in TSIA2, SAT/ACT, AP, dual credit, industry-based certifications, and military readiness. Assign staff to review data and document outcomes. 2. Create Individualized CCMR Plans: Meet with students to identify readiness gaps and determine appropriate college, career, or military pathways. Provide targeted support and additional opportunities to meet requirements. 3. Conduct Quarterly CCMR Audits: Review student data and documentation to identify gaps and verify accuracy. Adjust campus processes to align with current state accountability requirements.

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance. Our goal is 96%.

Evaluation Data Sources: Attendance Data

Strategy 1 Details
Strategy 1: Develop an implement a campus-wide program to incentivize student and staff attendance. **Actions:** a) Promote attendance through competition and rewards, such as prizes, prom tickets, etc. b) Coordination with student support specialists to work with students on an individual basis to determine root cause. c) Use and monitor attendance weekly starting on week 2 to identify students who are heading down the road to truancy. d) Continue Principal's Advisory Council consisting of students from each grade level and background to explore problems and solutions, including attendance, here at RHS. e) Communicate with parents and students the importance of attendance through weekly newsletters/videos. f) Send hard copy letters home by mail in addition to emails and text for students who are truant. **Staff Responsible for Monitoring:** Assistant Principals Attendance Clerks Graduation Coach Truancy Officer

Strategy 2 Details
Strategy 2: Develop and deploy continuous improvement processes in classroom instruction. **Actions:** a) Continue to monitor and train on staff on data collection and collaborative discussions to foster the improvement cycle. b) Use of DCA Data Protocols, Interim Assessments within PLCs to assess and improve instruction specific to TEKS and student learning needs. c) Set up data meetings for all benchmark/DCA /interims assessments with teachers to discuss progress and ways to use data to drive instruction. **Staff Responsible for Monitoring:** Assistant Principals PLC's Department Chairs Academic Dean

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes on campus.

Evaluation Data Sources: End of Year Lexiles and Performance ELA EOCS

Strategy 1 Details
Strategy 1: Foster a culture of continuous improvement across the campus to improve student achievement and increase student and staff well being. **Actions:** a) Create campus-wide expectations for both students and staff at the start of the school year that include a campus-wide intentional rollout of those expectations. b) Utilize Character Strong to improve teacher relationships and increase morale. c) Continue the campus-wide student incentive program to recognize students who are exhibiting traits we desire at RHS. **Staff Responsible for Monitoring:** Principal Asst Principals Department Chairs

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Survey of campus stakeholders - Safety
Survey of campus stakeholders - Character Strong

Strategy 1 Details
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** a) All administrators display high visibility practices in hallways and classrooms. b) Implement district-provided safety resources, including security guards and additional cameras in the cafeteria and hallways. c) Use of Rapor for all safety drills. d) Conduct safety drills each month and document. e) The School Safety Committee will meet each month. d) Variety of student clubs and organizations to be inclusive of all students. **Staff Responsible for Monitoring:** Principal Assistant Principal Counseling Staff All Faculty All Staff

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 25% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 25%.

Evaluation Data Sources: Workers' compensation claims and days missed due to accidents

Strategy 1 Details
Strategy 1: Develop and implement a campus-wide program that promotes an accident-free work environment. **Actions:** a) Review and update the campus accident prevention plan and related department safety plans during bi-annual safety meetings with faculty. b) Require staff to review district plan and related department plans through the Safe Schools platform. c) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments: Stop the Bleed, Evacu-chairs, etc. d) Continue Safety Committee meetings per the district plan. e) Review and report claim information per the district plan. f) Perform campus/building safety walk throughs as required by the district plan. g) Teachers encouraged to be spectators rather than participants in physical competitions with students. h) Use of district-provided stools and ladders for safety compliance. **Staff Responsible for Monitoring:** Principal Assistant Principals Department Chairs

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: College Readiness Data and Health Surveys

Strategy 1 Details
Strategy 1: Deliver current and accurate information regarding college readiness. **Actions:** a) Create and employ counseling and guidance programs which include student and parent involvement. Sessions to include: Lexiles, college admission process, financial aid, scholarships and college testing (TSI). b) Create and disseminate information comparing and contrasting Advanced Placement with Dual-credit courses to help students and parents make informed decisions for college preparedness. c) Offer college night with an interactive board of experts to answer questions and share information with students and parents. Possible variation could be panel discussion via Teams. d) Set up meetings with feeder middle schools to discuss importance of AP programs with those parents of incoming 9th graders before Spring Break. **Staff Responsible for Monitoring:** Counselors Academic Dean

Strategy 2 Details
Strategy 2: Develop and maintain a campus-wide coordinated health program. **Actions:** a) Social Emotional learning with staff and students utilizing Character Strong lessons focused on a sense of belonging. Utilize survey data to monitor progress. b) Provide SEL support for all learners. c) Implement Life Lines Suicide prevention curriculum. d) Implement Life Lines on campus. **Staff Responsible for Monitoring:** Principal Crisis Counselor Nurses