

Birdville Independent School District
Richland High School
2016-2017 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Richland High School has changed significantly over the last eight years both ethnically and socio-economically. Our white population has decreased from 69.3% to 56.1% during that time span. Our Hispanic population has shown the greatest increase, now representing 27% of our student body. During that time all ethnic minority groups have increased. (Peims Student Data Review)

Even more significant is the growth in the percentage of economically disadvantaged students. At the beginning of the 2016-2017 school year, 37.7% of our students are classified as economically disadvantaged compared to 26.6% eight years ago.

504 students - 8%; SPED - 8% (Skyward report and Peims Student Data Review)

Of the 2014 high school cohort (the most recent data available from the state), 90.3% graduated within 4 years. Four-year graduation rates by subgroup are as follows.

African American - 92.5%

Hispanic - 85.7%

White - 91.5%

Asian - 89.3%

Multiracial - 100%

American Indian - 87.5%

Economic Disadvantage - 81.2%

ELL - 71.4%

SPED - 86%

Demographics Strengths

The percentage of students classified as Gifted and Talented is 14.4%. (Peims Student Data Review)

Attendance improved from 94.4% in 14-15 to 95.1% in 15-16 (TAPR 14-15 and Peims Edit and Reports Data Review 15-16)

Demographics Needs

We have addressed a dire need on campus for this coming year with the addition of an ESL teacher.

Attendance schoolwide has improved, but individual students account for inordinate number or absences.

8% of our student body is classified as 504, but there are no dedicated office staff, administrators, or teachers as there are for the 8% of the student body classified as Special Education.

Student Achievement

Student Achievement Summary

Richland did not satisfy the System Safeguards in reading for Special Ed, and ELL subpops, and did not meet the Safeguard in Math for Special Ed. (2015 System Safeguards Report)

67% of all Richland High School students taking AP exams in 2015 scored a 3 or higher on at least one exam; 56% of all AP scores were a 3 or higher. Our students took 200 more tests than were taken in 2014.

ACT and SAT scores of Richland High School students in 2014-15 exceeded state and national scores in all areas. RHS was in the top quartile for percent at STAAR Postsecondary Readiness Standard and SAT/ACT performance. Birdville ISD scores were, however, below those of all districts in our area for the SAT and below all except Richardson on the ACT.

Student Achievement Strengths

Richland High School earned the highest accountability rating under 2015 TEA Accountability System. (2015 TAPR)

Richland High School earned Distinction Designations for Academic Achievement in Mathematics and Social Studies, for top 25% in Student Progress, and for Postsecondary Readiness in 2015. (2015 TAPR)

64% of all Richland High School students taking AP exams in 2016 scored a 3 or higher on at least one exam. (2016 AP Five Year Summary)

In 2016, Richland had 72 AP Scholars, 23 Scholars with Honor, 23 Scholars with Distinction, and 4 National AP Scholars. (2016 AP School Scholar Roster)

Richland's rate of college-ready graduates exceeded that of the district and the state. (TAPR 14-15)

Student Achievement Needs

Richland did not satisfy System Safeguards in Reading Special Ed, and ELL subpops, and did not meet the Safeguard in Math for Special Ed. (2015 TAPR)

Although the campus earned a Distinction Designation for Postsecondary Readiness, Richland only had 68% of all students who achieved postsecondary readiness based on STAAR results. (2015 TAPR)

For English 1 achieved 70% satisfactory. Males only 61.2, females 80.7; SPED 15.8; LEP 36.6; Econ Dis 61.6; AA 51.7

English 2 achieved 74.9% satisfactory. Hispanic 66.0; LEP 13.5; SPED 17.4; Econ Dis 64.3

Algebra 1 achieved 79.7% satisfactory. Males only 73.6, females 86.1. SPED 43.7; LEP 74.2; Advanced only 14%.

Biology achieved 93.4% satisfactory. LEP 85.3; SPED 63.6; advanced 22.2%

US History achieved 95.7% satisfactory. AA 86.7; LEP 63.6; SPED 66.7

Richland's rate of RHSP/DAP Graduates was below that of the District and the State in 2014.(TAPR 14-15)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

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






Goals

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 1: Increase performance on STAAR Satisfactory or above All Grades by 5 points over 2015 (Campus in 2015 = 85)

Summative Evaluation: Index 1 performance in 2016 and 2017:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Refine implementation of Tier I priorities within each content area.</p>	Principal (Carla Rix) Assistant Principals (Adele Kennedy, Mark McCanlies, Derek Hinton, Mike Gerard) Academic Dean (Patricia Baumann) Department Chairs Leaders of Learners PLC Leaders	A. Adjust Tier I systems and teaching practices using continuous improvement relative to district feedback and data collected throughout T-TESS visits and discussions B. Review Tier I Priorities (add here) C. Build the roles of Leaders of Learners (LOL) and PLC Leaders to increase leadership density throughout the system around Tier I Priority refinement D. Utilize LOL and Fast Five E. Incorporate district-provided resources to increase Tier I Priorities alignment				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Implement a campus-wide approach to embed literacy instruction in all content areas, including reading of above grade-level resources and writing for a variety of audiences and purposes.</p>	Principal (Carla Rix) Assistant Principals (Adele Kennedy, Mark McCanlies, Derek Hinton, Mike Gerard) Academic Dean (Patricia Baumann) Department Chairs Blended Learning Teachers	(A) Identify grade level and content-appropriate strategies to address literacy and include Close Reading for all content areas. (B) Work with ELA and AP teachers to identify the writing formats necessary for success in the current generation of assessments, including SAT and AP (C) Provide appropriate training to teachers to deliver literacy strategies across the curriculum, including rubrics and grading calibration. Close Reading training will be included. (D) Implementing Blended Learning classrooms with ELA I teachers and students and piloting with ELA II.				






<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Develop and implement progress-monitoring systems to track the progress of and sub-pops through formative and summative assessments, and to share most effective differentiation practices among teachers to address the needs of individual learners.</p>	<p>Department Liaisons for Core Courses (Michael Gerard, Mark McCanlies, Patricia Baumann)</p> <p>Leaders of Learners, Dept. Chairs, and PLC leaders</p>	<p>(A) PLCs will analyze data from 15-16 to determine target sub-pops for their content</p> <p>(B) PLCs will discuss sub-pops weekly in meetings and discuss differentiation practices for upcoming lessons</p> <p>(C) Create a digital repository for teachers to post effective differentiation strategies for all teachers to access</p> <p>(D) Process for screener data (increase use for differentiation)</p> <p>(E) Use district data analysis protocol</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Create synergistic systems to provide specialized support to enhance student performance of targeted sub-pops: SPED and LEP in all subjects, Males in English 1 and Algebra, Econ Disadvantaged in English 1 and 2, AA in English 1, and all retesters.</p>	<p>Department Liaisons for Core Courses (Michael Gerard, Mark McCanlies, Patricia Baumann)</p> <p>PLC leaders, Leaders of Learners</p> <p>SPED case workers, SPED teachers</p> <p>Core content teachers</p>	<p>(A) Schedule course to remediate basic math skills and reinforce Algebra (Accelerated Instruction) learning for students who did not meet requirements of SSI in Math.</p> <p>(B) Cluster students who did not meet requirements of SSI in Reading and provide reading course for those with the greatest deficits.</p> <p>(C) Provide SIOP training for all teachers new to RHS, and refresher training for returning teachers.</p> <p>(D) Cluster retesters for ELA I or II in classes to focus on remediation while meeting the TEKS for current level.</p> <p>(E) Create individualized remediation programs for all retesters who are not repeating the course to be administered by current subject area teachers.</p> <p>(F) Develop individual data folders for retesters with targeted SEs to allow student to self-monitor</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 2: Increase performance on Index 2 (Student Progress) of the state accountability system by 5 points over 2015. (Campus in 2015 = 26)

Summative Evaluation: Index 2 performance in 2016 and 2017:






Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) 1. Create synergistic systems to provide specialized support to enhance student performance of targeted sub-pops: SPED and LEP in all subjects, Males in English 1 and Algebra 1, Econ Disadvantaged in English 1 and 2, AA in English 1, and all retesters.</p>	Department Liaisons for Core Courses (Michael Gerard, Mark McCanlies, Patricia Baumann) PLC leaders, Leaders of Learners SPED case workers, SPED teachers Core content teachers	(A) Schedule course to remediate basic math skills and reinforce Algebra (Accelerated Instruction) learning for students who did not meet requirements of SSI in Math. (B) Cluster students who did not meet requirements of SSI in Reading and provide reading course for those with the greatest deficits. (C) Provide SIOP training for all teachers new to RHS, and refresher training for returning teachers. (D) Cluster retesters for ELA I or II in classes to focus on remediation while meeting the TEKS for current level. (E) Create individualized remediation programs for all retesters who are not repeating the course to be administered by current subject area teachers. (F) Develop individual data folders for retesters with targeted SEs to allow student to self-monitor				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Design a system of classroom continuous improvement and pilot use with targeted populations</p>	Department Liaisons for Core Courses (Michael Gerard, Mark McCanlies, Patricia Baumann) PLC leaders, Leaders of Learners Core content teachers	(A) Use reading and math screeners to help identify students in need of assistance and use results to develop personalized learning plans to improve math and reading skills. (B) Content area teachers will monitor student work in Odyssey, provide tutorials for areas of need, and teach students to track and self-assess progress.				

<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Design a system of classroom continuous improvement and pilot use with targeted populations</p>	<p>Department Liaisons for Core Courses (Michael Gerard, Mark McCanlies, Patricia Baumann)</p> <p>PLC leaders, Leaders of Learners</p> <p>Core content teachers</p>	<p>(A) Use reading and math screeners to help identify students in need of assistance and use results to develop personalized learning plans to improve math and reading skills.</p> <p>(B) Content area teachers will monitor student work in Odyssey, provide tutorials for areas of need, and teach students to track and self-assess progress.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 3: Increase performance on Index 3 (Closing Performance Gaps) of the state accountability system by 5 points over 2015. (Campus in 2015 = 48)






Summative Evaluation: Index 3 performance in 2016 and 2017:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) 1) 1. Create synergistic systems to provide specialized support to enhance student performance of targeted sub-pops: SPED and LEP in all subjects, Males in English 1 and Algebra, Econ Disadvantaged in English 1 and 2, AA in English 1, and all retesters.</p>	<p>Department Liaisons for Core Courses (Michael Gerard, Mark McCanlies, Patricia Baumann)</p> <p>PLC leaders, Leaders of Learners</p> <p>SPED case workers, SPED teachers</p> <p>Core content teachers</p>	<p>(A) Schedule course to remediate basic math skills and reinforce Algebra (Accelerated Instruction) learning for students who did not meet requirements of SSI in Math.</p> <p>(B) Cluster students who did not meet requirements of SSI in Reading and provide reading course for those with the greatest deficits.</p> <p>(C) Provide SIOP training for all teachers new to RHS, and refresher training for returning teachers.</p> <p>(D) Cluster retesters for ELA I or II in classes to focus on remediation while meeting the TEKS for current level.</p> <p>(E) Create individualized remediation programs for all retesters who are not repeating the course to be administered by current subject area teachers.</p> <p>(F) Develop individual data folders for retesters with targeted SEs to allow student to self-monitor</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 4: Increase performance on Index 4 (Postsecondary Readiness) of the state accountability system by 3 points over 2015. (Campus in 2015 = 80)

Summative Evaluation: Index 4 performance in 2016 and 2017:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Provide instruction to improve SAT and ACT score averages for campus.</p>	<p>Course teachers (Patrick Kelley and Michael Schille)</p> <p>AA Liaison - Mike Gerard</p>	Offer SAT prep course to increase average student scores.				
<p>Critical Success Factors CSF 1</p> <p>2) Increase number of students taking AP and dual credit courses and increase the number of successfully earning credits.</p>	<p>AA Liaison - Mike Gerard Academic Dean - Patricia Baumann Counselors (Susie Rankin, Eva Trevino, Margaret Jackson, David Arthurs, Beverly Morgan) AP Instructors</p>	<p>(A) Increase number of courses available and student awareness of opportunities. (B) Counselors recruit students who have not self-selected AP course but who show the aptitude on the College Board AP Potential Roster. (C) AP teachers will develop individual plans to address growth opportunities identified by the AP Instructional Planning Guide.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Strategically guide staff to broaden implementation of the rigor and relevance framework in their classrooms.</p>	<p>Principal (Carla Rix) Assistant Principals (Adele Kennedy, Mark McCanlies, Derek Hinton, Mike Gerard) Academic Dean (Patricia Baumann) Department Chairs</p>	<p>(A) Provide refresher instruction on rigor and relevance framework. (B) Identify in year-opening staff development as major focus for campus improvement for the year using literacy instruction as the primary vehicle. (C) Use T-TESS conversations to explore and reinforce student work that meets the rigor and relevance of the standards.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 1: By the end of the 2016-2017 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

Summative Evaluation: Campus survey data

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 2 CSF 3 CSF 5 CSF 6</p> <p>1) Design and implement a plan to infuse Community of Respect Everywhere (CORE) values into all elements of the school culture.</p>	<p>Principal - Carla Rix APs - Kennedy, McCanlies, Hinton, Gerard Counselors - Tate, Rankin, Trevino, Jackson, Morgan, Arthurs classroom teachers student committee leaders</p>	<p>(A) Create a student-led committee that develops lessons, presentations, and activities that promote CORE values schoolwide, including presentations on suicide prevention and bullying warning signs, resources, and strategies. (B) Open school with presentation from Diversity Lounge for students. (C) Collect data through surveys that will be used to monitor implementation and determine impact of CORE. (D) Ensure district alignments of CORE to curriculum and the Portrait of Graduate are reflected in instruction and student body presentations. (E) Provide teachers with district-developed rubrics that can be used to help teachers and students understand and progress monitor behavior. (G) Facilitate the district's Digital Citizenship and Safety program at each campus. (H) Provide a screening of Screenagers for parents during registration or open house. (I) Work with all staff to create opportunities to envision the face of each student on the Portrait of a Graduate and discuss the CORE values. (J) Actively promote and monitor the incorporation of CORE values into curricular student discussions and writing assignments. (K) All classrooms will include CORE values goal as a component of classroom missions statements and will monitor progress. (L) Continuation of House system modelling CORE values and service in a fun and competitive environment.</p>				






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 2: By the end of the 2016-2017 school year, Richland High School will establish goals for student participation in community service projects.

Summative Evaluation: Campus survey data






Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide and promote opportunities for students to authentically learn and practice civic responsibility.	Counselor - Darlene Tate APs - Hinton, Kennedy Social Studies Department - Mike Raymond, Kelvin Dilks, and all other social studies teachers	(A) Develop and offer project-based learning that will develop a sense of civic responsibility, including voter registration and draft registration drives for eligible students. (B) Implement authentic learning activities in the social studies content for students to learn and have a greater appreciation for historical relevance of civic responsibility, including during debates and elections, Constitution Day, and Sept. 11th observations. (C) Utilize district-developed opportunities for students to display civic responsibility through project-based learning.				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>2) Integrate and administer programs to provide children the opportunity to develop their talents, passions and strengths beyond the core curriculum.</p>	<p>Derek Hinton Counselors - Tate, Rankin, Trevino, Arthurs, Morgan, Jackson Hagar and CTE teachers Health and PE teachers</p>	<p>(A) Administer programs that provide students with opportunities to identify and develop their strengths in ways that enhance their thinking about engagement in the fabric of learning and discovery of one's talents and interests.</p> <p>(B) Emphasize opportunities in classrooms and during programs for students to demonstrate their understanding and personal integration of social, physical, and emotional wellness.</p> <p>(C) Increase opportunities on campus for students to exercise leadership and make connections between school activities and the development of leadership skills.</p> <p>(D) Facilitate student documentation of activities outside the classroom that align to the Portrait of a Graduate and enhance their marketability by creating a system of retaining service data in student folders.</p> <p>(F) Promote technological means for students to pursue talents and strengths, such as Makerstation in the library and Hour of Code.</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 3: All students will participate in school and community activities, including co- and extra-curricular, that extend their learning and enhance leadership development.






Summative Evaluation: Annual review of student participation, Spring 2016

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Increase student awareness of co- and extra-curricular activities available.</p>	AP - McCanlies Counselors - Trevino, Rankin, Jackson, Arthurs, Morgan, Tate	(A) Freshman students will be exposed to a variety of activities through Rebel Roundup and Fish Camp and will be encouraged to participate in some extracurricular activity. (B) Counselors will discuss outside activities and opportunities for participation when holding conferences with students.				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Monitor participation and maintain list of students not participating for distribution to counseling staff.</p>	AP - Gerard Counselors - Trevino, Jackson, Arthurs, Ranking, Morgan, Tate	(A) Organization and team sponsors will complete participation spreadsheet at the beginning of the year, at mid-year, and at the end of the year. Data will be used to inform necessary adults and provide background for counseling opportunities.				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: Reduce the number of recommendations or increase the number of commendations identified in district-wide safety audit as compared to prior audit results.


Summative Evaluation: Annual safety audit:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Assist with school safety audit for our campus.</p>	<p>Principal - Carla Rix AP - Kennedy Lead Custodian - Marvin Hodge</p>	<p>(A) Complete district audits. (B) Implement results of district audit in a timely manner.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: Reduce the amount of time students are removed from the regular classroom due to disciplinary placements.






Summative Evaluation: Annual Report of Disciplinary Incidents:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Apply district plan for campus behavioral RtI program.	APs - Kennedy, Gerard, McCanlies, Hinton Counselors - Tate, Rankin, Morgan, Jackson, Trevino, Arthurs	(A) Attend training for implementation of the behavior RtI plan. (B) Adjust campus discipline management programs to be consistent with the requirements of the district RtI plan. (F) Monitor the subsequent behavioral and academic progress of students not assigned to DAEP.				
						

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

Performance Objective 3: Increase the percentage of students and staff who report feeling safe at school.


Summative Evaluation: Safety survey:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Deepen the sense of community and belonging among all stakeholders of Richland High School.</p>	<p>Principal - Carla Rix APs - Hinton, Kennedy, McCanlies, Gerard Academic Dean - Baumann Counselors - Morgan, Arthurs, Jackson, Trevino, Tate, Rankin office personnel instructional and support staff</p>	<p>(A) Train office personnel in the basics of The Gold Standards of the Ritz-Carlton Hotel Company. (B) Gather parent input and use information to guide a plan to address parent needs for school year. (C) Faculty, staff, and students will collaboratively create mission statements for the school and classrooms, respectively, to provide a common sense of purpose and to align all campus efforts. (D) Implement Goal 2, Objectives 1-3.</p>				
<p>2) Complete responses to campus safety review at the end of last year to increase physical safety of the campus.</p>	<p>AP - Kennedy SRO - Weaver Nurse - Tucker All staff</p>	<p>(A) New cameras added for monitoring. (B) Rifle added on campus for SRO. (C) Implement district improvements in system to monitor safety drills. (D) Training for staff provided for emergency response held early in the year. (E) Continue to debrief after each drill and address issues immediately.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 4: Reduce the number of accidents resulting in workers' compensation claims and lost work days each year.


Summative Evaluation: Quarterly review of workers' compensation program

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Enact district safety program.	AP - Kennedy Nurse - Tucker SRO - Weaver Lead Custodian - Hodge	(A) monitor implementation of district safety program.				
						

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

Performance Objective 5: The campus will meet all requirements for improvement planning.

Summative Evaluation: 2016-2017 District Improvement Plan:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Monitor and report results on a timely basis, and complete all formative reviews.	Principal - Rix APs - Gerard, Kennedy Academic Dean - Baumann	(A) Accurately complete all formative reviews on time.				
						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Refine implementation of Tier I priorities within each content area.
1	1	2	Implement a campus-wide approach to embed literacy instruction in all content areas, including reading of above grade-level resources and writing for a variety of audiences and purposes.
1	1	3	Develop and implement progress-monitoring systems to track the progress of and sub-pops through formative and summative assessments, and to share most effective differentiation practices among teachers to address the needs of individual learners.
1	1	4	Create synergistic systems to provide specialized support to enhance student performance of targeted sub-pops: SPED and LEP in all subjects, Males in English 1 and Algebra, Econ Disadvantaged in English 1 and 2, AA in English 1, and all retesters.
1	2	1	1. Create synergistic systems to provide specialized support to enhance student performance of targeted sub-pops: SPED and LEP in all subjects, Males in English 1 and Algebra 1, Econ Disadvantaged in English 1 and 2, AA in English 1, and all retesters.
1	2	2	Design a system of classroom continuous improvement and pilot use with targeted populations
1	2	3	Design a system of classroom continuous improvement and pilot use with targeted populations
1	3	1	1) 1. Create synergistic systems to provide specialized support to enhance student performance of targeted sub-pops: SPED and LEP in all subjects, Males in English 1 and Algebra, Econ Disadvantaged in English 1 and 2, AA in English 1, and all retesters.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Refine implementation of Tier I priorities within each content area.
1	1	2	Implement a campus-wide approach to embed literacy instruction in all content areas, including reading of above grade-level resources and writing for a variety of audiences and purposes.
1	1	3	Develop and implement progress-monitoring systems to track the progress of and sub-pops through formative and summative assessments, and to share most effective differentiation practices among teachers to address the needs of individual learners.
1	1	4	Create synergistic systems to provide specialized support to enhance student performance of targeted sub-pops: SPED and LEP in all subjects, Males in English 1 and Algebra, Econ Disadvantaged in English 1 and 2, AA in English 1, and all retesters.
1	2	2	Design a system of classroom continuous improvement and pilot use with targeted populations
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