

Birdville Independent School District

Richland High School

2021-2022 Campus Improvement Plan

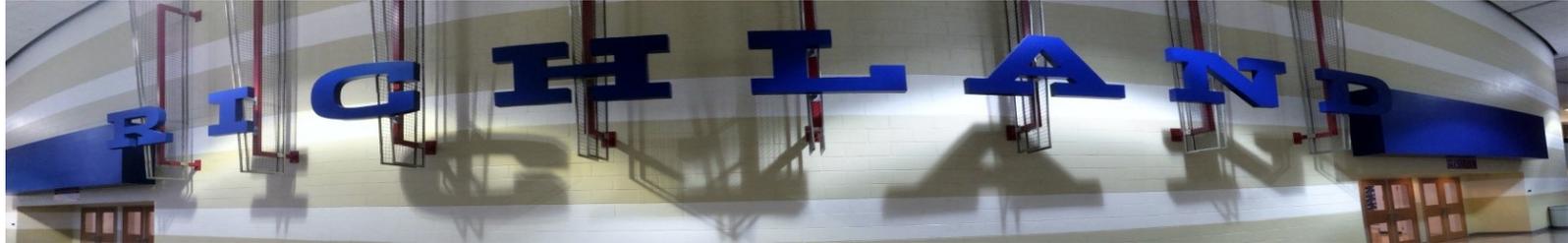


Table of Contents

Comprehensive Needs Assessment	3
Needs Assessment Overview	3
Demographics	3
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
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.	13
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	20
Goal 3: All students and staff will learn and work in a safe and responsive environment.	22
State Compensatory	25
Budget for Richland High School	26
Personnel for Richland High School	26
Campus Funding Summary	26
Addendums	27

Comprehensive Needs Assessment

Needs Assessment Overview

Due to Covid-19 shutdown, many students and families are struggling with how to best navigate school. At the start of the 2020-2021 school year, we had 60% of students face-to-face and 40% online.

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 35% of our student population and that increase brings additional students classified as LEP.

The percentage of our students classified as economically disadvantaged has grown to 46%.

Our At-Risk percentage has risen to 39%.

10% of our population is classified as SPED.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%**. In 2018-2019 Richland High School did not meet the target with a TELPAS progress rate of **32%**. In 2020-2021 Richland High School did not meet the target with a TELPAS progress rate of **33%**. In comparing the progress rate from 2019 and 2021, Richland demonstrated a **1% point increase** in students' English Language Proficiency Status.

Demographics Strengths

The percentage of students classified as GT is 11.3%

CTE participation is at 72.7%

CCMR Recognition due to PSAT and Dual Credit enrollment and the number of students that complete the TSAI on campus.

We have increased to two Crisis Counselors.

We have increased diversity of teachers to 19.6%

Our student to teacher ratio is 15.6 to 1

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase in LEP, SPED, and newcomer populations require additional supports for students who are struggling with language and knowledge acquisition simultaneously. **Root Cause:** Lack of designated staff to address language acquisition and lack of training for teachers to address knowledge acquisition obstacles in the classroom.

Problem Statement 2: Continuing changes in demographics have resulted in increases in the percentage of student population that needs additional support in language acquisition and additional support in academics. **Root Cause:** Lower levels of reading skills and math skills in the general population seem to be connected to lower exposure to early reading and learning associated with lower socio-economic population.

Problem Statement 3: The increase of the percentage of students who are identified as At-Risk has increase based on absenteeism, course failures, and STAAR failures and is strongly connected to effects of COVID related effects on populations and inconsistent instructional delivery. **Root Cause:** Inconsistent instructional delivery for all populations during 18+ months of COVID.

Student Learning

Student Learning Summary

Many aspects of student performance indicate the pandemic had a profound effect on student performance during the 2020-2021 School year.

- Increased number of students failed one or more courses resulting in a loss of credit
- Decreased number of students in "Approaches" "Meets" and "Masters" category for STAAR in tested areas
- Increased number of students were not eligible for participation in UIL at progress reporting time throughout the school year for 2020-2021
- Increased attendance issues due to varied platforms and lack of continuity for direct instruction
- Increased number of qualifying scores on AP exams

All state and national tests were given in to students that were both in person learners and on line learners.

For the 2021-2022 school year, the campus will use campus, district, and state tests to help identify areas of need and gaps that exist due to 18+ months of inconsistent classroom practices that were necessary to achieve in person and on line learning simultaneously.

Student Learning Strengths

Campus wide implementation of Character Strong Curriculum allowed for more connections for students social emotional health, safety and well being. Teachers adapted instructional methods for reaching many students in various formats for the 2020-2021 school year while focusing on the health and well being of RHS community.

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
- Literacy strategies for every content
- PLC process

School Processes & Programs

School Processes & Programs Summary

2021 Current STAAR Data indicates our incoming freshman have many gaps in learning 8th grade material needed for success in 9th grade courses. This same trend is true for each co-hort of students.

Tier 1 instruction needs to be strengthened. Re-Calibration of Best Tier 1 Practices that include: Workshop Model, PDSA, Student Centered Goals and Goal tracking, and literacy strategies across contents.

All PLC work and professional learning will focus on these re-calibration practices.

Our campus exhibits confidence in our community as referenced by campus surveys.

Character Strong focuses on Social Emotional Needs of students and is a campus wide focus.

School Processes & Programs Strengths

AP program options remain a strong offering at RHS with increased success with qualifying scores for the 2020-2021 school year.

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.

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

Every month we recognized "Spirit of the Royal Nation" and recognize students based on: kindness, empathy, leadership, courage, acceptance, and honor.

We also recognize teachers with the following Royal Roaming Awards monthly recognition nominated by peers:

- Circle of Life (mentored others)

- This Land (improved our community)
- Hakuna Matata (exhibited grace under pressure)
- I just can't wait to be King! (shown leadership)

2021 Graduation Rate is 98.1 % 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: Students in all cohorts have learning gaps due to inconsistent instructional practices during COVID. **Root Cause:** Instructional focus shifted from best practices to meeting the needs of students in various platforms creating gaps in foundational understanding of content.

Problem Statement 2: The instructional progress of using best practices slowed down over 2020-2021 due to a perceived holding pattern of expectations. **Root Cause:** The target changed multiple times.

Perceptions

Perceptions Summary

The mascot change during the 2020-2021 school year allowed for a unification of school spirit. Community and student input was designed into every aspect of the process from choosing the mascot to naming the mascot. The mascot change has had a positive impact on students and staff. The inclusive process allowed for a fresh start and for our students to create the narrative for Rocky the Royal.

Richland High School offers a variety of course options that coincide with offering multiple endorsements by many students. Students have access to Career and Technology resources and classes each period of the day.

Our campus is well maintained. Student survey information gives us areas to focus on for growth

- 48% of students "like" school
- 61% of students feel classrooms/lab/gyms/fields at school are in good quality
- 70% of students say the rules for behavior are clear

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

Social media is used to communicate school news and accomplishments.

Perceptions Strengths

Our new mascot allows for intentional focus on the family as members of a Lion Pride are many and each contribute to the health of our school community. The student centered approach allowed for the voice of our students excitement for this new era of Richland High School to be the roar that was heard. Our students and staff embrace this new Royal Tradition and promote our the legacy of our school.

The new branding has not caused any major disruption and there have been zero office referrals concerning controversy of the new mascot versus old.

Richland High School offers a variety of course options that coincide with offering multiple endorsements by many students. Students have access to Career

and Technology resources and classes each period of the day.

Our campus is well maintained. Survey results from students and parents indicate a safe and welcoming environment.

Results from Surveys Conducted:

- 83% of students "know an adult at school who I can talk to if I need help"
- 83% of students are involved in clubs, organizations, teams, or groups at school
- 83% of students say they are skilled in technology used at school

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: Teachers qualitative data indicate a greater array of non education issues inhibiting classroom performance. The data show an increased need for SEL programming to address these concerns. **Root Cause:** Students face increasing pressures from social media which contributes to increases in anxiety, bullying and suicide rates.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus department and/or faculty meeting discussions and 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: All students will make at least one year's progress in reading between the beginning and end of year.

Evaluation Data Sources: Secondary: Lexile levels from Renaissance Reading Screener

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the literacy plan through established priorities for system-wide literacy practices.</p> <p>Actions: a) Use PG-SLO tasks to implement district reading and writing strategies.</p> <p>b) Guide the instruction of teachers through lunch and learns and additional on-site training during the professional work day.</p> <p>c) Use the PLCs to collaborate and discuss results that were successful for additional implementation as well as those that need improvement and redesign.</p> <p>d) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation.</p> <p>Staff Responsible for Monitoring: Assistant Principals Academic Dean Principal Department Chairs Literacy Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Build capacity to implement the district recalibration focus on Tier 1 instruction.</p> <p>Actions: a. Provide professional development on recalibration of Tier 1 instruction</p> <p>b. PG-SLO goals aligned with both campus and district recalibration plan.</p> <p>c. Monitor implementation of strategies utilizing walk-throughs and teacher provided artifacts as supporting documentation.</p> <p>d. Provide timely and meaningful feedback to teachers and additional intervention training as needed.</p> <p>Staff Responsible for Monitoring: Assistant Principals Academic Dean Principal Department Chairs Literacy Committee</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Align processes that encourage and facilitate personalized learning for students.</p> <p>Actions: A. Utilize Canvas and Aware to its fullest capacity. B. Use of IEP, 504, and ESL accommodations to individualize instruction. C. RtI Tier 3 additional services are provided through reading classes and Edgenuity. E. Monitor, support and provide feedback to support campus implementation of personalized learning. F. Student data collection in classrooms (online or paper) G. Monitor Accelerated Instruction Tutorials and progress</p> <p>Staff Responsible for Monitoring: Assistant Principals Academic Dean Principal Department Chairs</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Identify GT students to provide opportunities for rigorous learning beyond advanced coursework.</p> <p>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.</p> <p>b) Offer SAT/ACT Preparation course.</p> <p>c) Use Lexile levels to guide assignments for individualized instruction.</p> <p>d) Develop an AP course recruitment program by reaching out to students identified as potentially successful AP students by College Board with personalized and targeted teacher invitations and promotion.</p> <p>Staff Responsible for Monitoring: Tracey Besgrove Amy DeWeese Jennifer Cruze</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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, PBMAS, and district CBA assessments.

Evaluation Data Sources: STAAR, PBMAS, and CBA results

Strategy 1 Details	Reviews			
<p>Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments.</p> <p>Actions: a. Align special education instructional practices to the literacy plan and Tier I priorities.</p> <p>b. Increase opportunities for collaboration between general education and special education teachers.</p> <p>c. Train all teachers on effective strategies to use with students receiving special education services.</p> <p>d. Require special education representation on LOL teams.</p> <p>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.</p> <p>f. Increase the number of students in special education taking CTE offerings that include industry based certifications.</p> <p>Staff Responsible for Monitoring: Derek Hinton Denise Jones Counselors Dee Pollack</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a collaborative process that requires general education and special education teachers to monitor student progress on a regular and consistent basis.</p> <p>Actions: a. Use of Aware Monitoring lists for all Special Education students and their case managers.</p> <p>b. Fifth Period Royal Time teacher will also serve as a progress monitor and will communicate with the teacher of record.</p> <p>Staff Responsible for Monitoring: Derek Hinton Special Education Department Chair - Denise Jones Gen ed teachers and Special Ed teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and implement system-wide instructional practices appropriate for ELs to increase TELPAS progress rate by 3 % on English Language Proficiency Status.</p> <p>Actions: a. Improve communication between new-comer program teacher and EA with sheltered teachers.</p> <p>b. Use of IXL for sheltered students in Math and ELAR.</p> <p>c. Training in SIOP and ESL Certification allowing for collaboration with district leadership on curriculum and resources.</p> <p>d. Creation of ESL files to collect and maintain data on ESL students and parental contact outside of the LPAC.</p> <p>e. Provide quality training for all instructional staff to engage and support English learners</p> <p>f. Monitor language proficiency and academic performance data to identify where additional support is needed.</p> <p>g. Communicate TELPAS testing schedule and writing window to teachers with clear instructions and deadlines.</p> <p>h. Clarify appropriate writing samples to be collected in all subjects</p> <p>i. TELPAS testing occurs over the window and allows for completion of all parts of TELPAS</p> <p>Staff Responsible for Monitoring: Tracey Besgrove ESL Teacher Gen ed teachers of EL students</p> <p>Funding Sources: ESL Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Evaluate current RtI processes and make adjustments in order to achieve system coherency</p> <p>Actions: a) Conduct a study to determine current campus RtI practice and implementation of the campus academic RtI plan with a strategy to assist online learners.</p> <p>b) Identify gaps in the implementation of the campus academic RtI plan.</p> <p>c) Develop a corrective action plan for the campus. ie: online tutorials for struggling learners.</p> <p>d) Revise and edit components of the campus academic RtI plan as identified in the gap analysis.</p> <p>e) Periodically review campus RtI intervention to ensure compliance with the campus academic RtI plan.</p> <p>Staff Responsible for Monitoring: Jennifer Muirhead Amy DeWeese Tracey Besgrove Jennifer Cruze</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - \$79,338</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>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.</p> <p>Actions: a. Aggregate walk-through data and work with department chairs to disseminate information to teachers.</p> <p>b. Use the PG-SLO process to model and demonstrate effective use of PDSA.</p> <p>c. Identify and/or generate model classrooms as a living teacher resource exemplifying effective use of the continuous improvement model and response to data.</p> <p>d. Collect evidence and artifacts from classroom walk-throughs regarding successful use of continuous improvement in improving student outcomes and PG-SLO goals.</p> <p>Staff Responsible for Monitoring: Assistant Principals Academic Dean Instructional Coach Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Engage parents and community in the educational process.</p> <p>Actions: a. Improved and expanded surveys of parents to assist in the educational process. b. Counselors visits and parent nights d. Utilize Royal Time during 5th period to contact parents regarding grades, attendance and progress. e. Use of Remind and social media to improve communication with parents f. Work with PTSA to increase parental involvement g. Continue alumni programs such as distinguished alumni and Hall of Fame to increase affiliation and involvement</p> <p>Staff Responsible for Monitoring: Jennifer Cruze Assistant Principals Darlene Tate Shelley Marshall Amy Strickland</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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	Reviews			
<p>Strategy 1: Identify and deploy district-approved programs that teach social-emotional skills</p> <p>Actions: a. Implement Character Strong during Royal Time b. Continue Hope Squad with curriculum focusing on peer intervention c. Character Strong Lessons and Curriculum throughout the school during Royal Time</p> <p>Staff Responsible for Monitoring: Principal Darlene Tate Shelley Marshall All Teachers Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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	Reviews			
<p>Strategy 1: Utilize the district behavioral RtI plan</p> <p>Actions: a) Behavioral RtI committee including stakeholders from parents, teachers, administrators.</p> <p>b) Provide training on the district behavior RtI plan.</p> <p>c) Identify needed support systems.</p> <p>d) Provide a menu of options of Restorative Discipline systems for campus implementation.</p> <p>e) Utilize Restorative Discipline systems at Richland High School.</p> <p>Staff Responsible for Monitoring: Assistant Principals Counseling Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the behavioral RtI plan with fidelity.</p> <p>Actions: a) Offer a variety of options that reduces the amount of time the student is not in class.</p> <p>b) Using counseling strategies and discussing with teachers about different options they can use to keep students on task and motivated.</p> <p>c) Train campus leaders to implement the behavior RtI plan.</p> <p>d) Evaluate the implementation of the behavior RtI plan.</p> <p>e) Monitor the assignment of students to DAEP and their subsequent behavioral progress.</p> <p>f) Continued implementation of Behavioral RtI.</p> <p>Staff Responsible for Monitoring: Assistant Principals Counseling Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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	Reviews			
<p>Strategy 1: Develop an implement a campus-wide program to incentivize student and staff attendance.</p> <p>Actions: a) Promote attendance through competition and rewards.</p> <p>b) Coordination with a student support specialists to work with students on an individual basis to determine root cause.</p> <p>Staff Responsible for Monitoring: Assistant Principals Attendance Clerks Graduation Coach Truancy Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and deploy continuous improvement processes in classroom instruction.</p> <p>Actions: a) Use of PG-SLO tasks, data collection and collaborative discussions to foster the improvement cycle.</p> <p>b) Use of CBA Data Protocols, Interim Assessments within PLCs to assess and improve instruction specific to TEKS and student learning needs.</p> <p>c) Administration team has created a system to collect data and reflect upon the process for safety initiative, monitoring literacy, and improving professional development. The team meets periodically to use the PDSA cycle for course correction.</p> <p>Staff Responsible for Monitoring: Assistant Principals PLC's Department Chairs Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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	Reviews			
<p>Strategy 1: Foster a culture of continuous improvement across the campus to improve student achievement and increase student and staff well being.</p> <p>Actions: a) Using survey data, the administration will demonstrate responsive action to teacher concerns in a timely manner. The administration will utilize continuous improvement strategies and model these to the staff during professional development and lunch and learns. b) Utilize Character Strong to improve teacher relationships and increase morale. c) Utilize student survey data to direct SEL programming through the classroom and Royal Time. Monitor Royal Time to ensure fidelity by all teachers. d) Utilize the PG-SLO system to create a feedback loop for teachers to monitor and assess instruction and improve student performance. e) Encourage all staff members to join PTA</p> <p>Staff Responsible for Monitoring: Principal Asst Principals Department Chairs</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

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	Reviews			
<p>Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p>Actions: a) Continue with COVID safety protocols that include: 225 hand - sanitizers, classroom and bathroom sanitation with backpack sanitizer.</p> <p>b) Implement district provided safety resources including security guards, additional cameras in cafeteria and hallways</p> <p>c) Use of Navigate 360 for all safety drills</p> <p>d) Conduct safety drills each month and document</p> <p>e) School Safety Committee will meet each month</p> <p>d) Variety of student clubs and organizations to be inclusive of all students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counseling Staff All Faculty All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

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	Reviews			
<p>Strategy 1: Deliver current and accurate information regarding college readiness.</p> <p>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).</p> <p>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.</p> <p>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 Zoom</p> <p>Staff Responsible for Monitoring: Counselors Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and maintain a campus-wide coordinated health program.</p> <p>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.</p> <p>b) Provide SEL support for all learners</p> <p>c) Implement Life Lines Suicide prevention curriculum</p> <p>Staff Responsible for Monitoring: Principal Crisis Counselor Nurses</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Richland High School

Total SCE Funds:

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

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Personnel for Richland High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Darlene Tate	Student Assistance Counselor	1
Jenai Alvarez	Graduation Coach	1
Jennifer Linebaugh	Reading Interventionist	1
Shelley Marshall	Student Assistance Counselor	1
Stacey Hayley	Bilingual/ ESL EA	1
Yvette Rieser	ESL Teacher	1

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention Personnel		\$0.00
1	2	3	ESL Personnel		\$0.00
1	2	4	Intervention Personnel		\$0.00
Sub-Total					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	ESSER Tutors		\$79,338.00
Sub-Total					\$79,338.00
Grand Total					\$79,338.00

Addendums