

Birdville Independent School District

Richland High School

2023-2024 Improvement Plan

Accountability Rating: C

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies



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



Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
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.	14
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	23
Goal 3: All students and staff will learn and work in a safe and responsive environment.	26
State Compensatory	29
Budget for Richland High School	30
Personnel for Richland High School	30
Campus Funding Summary	30

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 LEP.

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

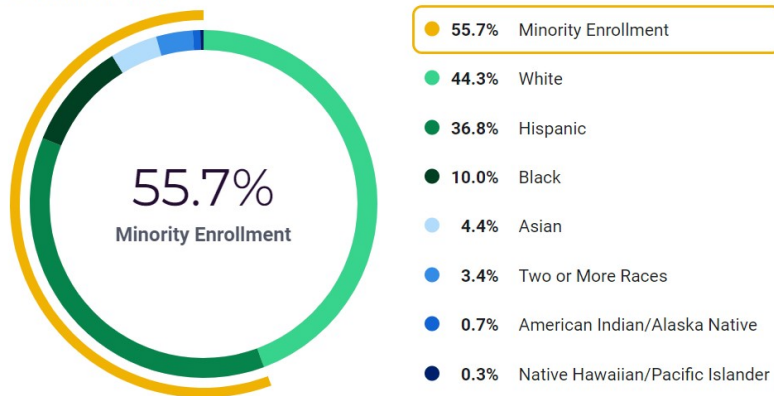
Our At-Risk percentage has risen to 39%.

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.

Student Diversity



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 BISD, based on our demographic makeup, it is evident that RHS represents the overall BISD community. This allows our teachers and students to experience deeper conversations presented in 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:** Shift in demographics.

Student Learning

Student Learning Summary

Much attention was given to EOC scores during the 22-23 school year. RHS was trending in the wrong direction in regards to "meets" and "approaches". The results from the 22-23 state testing indicated that our efforts paid off as we saw increases across the board in approaches even in a year when testing scores were predicted to go down based on the new exams.

The 23-24 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 regards 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.

	A	B	C	D	E	F	G	H	I	J
	EOC Comparison									
Approaches										
Subject	22 State	22 RHS	22 BHS	22 HHS	23 State	23 RHS	23 BHS	23 HHS		
Algebra 1	74.00%	77.34%	86.31%	78.76%	78%	81.20%	76.30%	71.10%		
English 1	63.00%	68.06%	74.87%	62.42%	71%	77.60%	80.10%	71.40%		
English 2	71.00%	79.33%	82.91%	71.85%	74%	79.76%	79.73%	73.92%		
Biology	82.00%	85.02%	91.72%	84.16%	89%	93.13%	94.40%	89.43%		
US History	89.00%	96.46%	95.80%	89.40%	95%	96.60%	97.96%	96.04%		
Meets										
Subject	22 State	22 RHS	22 BHS	22 HHS	23 State	23 RHS	23 BHS	23 HHS		
Algebra 1	45.00%	40.47%	60.65%	47.80%	45%	37.60%	37.40%	32.06%		
English 1	54.00%	52.88%	60.32%	46.22%	54%	64.16%	68.71%	52.76%		
English 2	56.00%	66.39%	72.15%	55.87%	56%	61.39%	67.63%	53.54%		
Biology	57.00%	64.61%	79.68%	61.53%	57%	65.46%	73.65%	58.57%		
US History	71.00%	85.14%	86.50%	67.69%	71%	82.71%	86.39%	73.06%		
Masters										
Subject	22 State	22 RHS	22 BHS	22 HHS	23 State	23 RHS	23 BHS	23 HHS		
Algebra 1	24.00%	23.20%	46.20%	25.90%	24%	9.66%	12.73%	10.79%		
English 1	14.00%	9.77%	15.62%	8.50%	14%	17.03%	25.33%	10.82%		
English 2	9.00%	9.81%	17.09%	7.21%	9%	8.33%	14.14%	6.08%		
Biology	22.00%	31.46%	44.38%	25.60%	22%	28.03%	38.09%	22.11%		
US History	39.00%	60.61%	63.50%	41.20%	39%	52.08%	57.14%	37.88%		

AP 2023 DATA Year Comparisons

File Edit View Insert Format Data Tools Extensions Help

100% 123 Default... 10

AP Data Comparison

	A	B	C	D	E	F	G	H
1	AP Data Comparison							
2	Subject	22 RHS	23 RHS	22 State	23 State	22 Global	23 Global	
3	2-D Art*	2	3.43	3.31	3.2	3.43	3.36	
4	Biology	3.63	3	2.81	2.6	3.11	3.04	
5	Calc AB	3.97	3.71	2.55	2.6	2.91	2.98	
6	Calc BC	4.88	4.69	3.5	3.46	3.68	3.71	
7	Chemistry*	2.05	2.57	2.49	3	2.73	3.22	
8	Computer Science A*	3.33	3.43	3.03	2.97	3.2	3.18	
9	Computer Science Principles*	2.67	3.37	2.69	2.62	2.91	2.91	
10	Drawing	3.1	3	3.41	3.3	3.55	3.47	
11	English Lang and Comp*	2.77	2.93	2.49	2.52	2.73	2.8	
12	English Lit and Comp*	3.33	3.52	3.03	2.97	3.2	3.26	
13	Environmental Science	3.58	3.58	2.67	2.59	2.77	2.76	
14	Human Geography*	2.57	3.02	2.37	2.38	2.7	2.73	
15	Macroeconomics*	1.72	2.27	2.19	2.53	2.72	3	
16	Music Aural	3.5	3.29	2.98	2.94	3.02	3.02	
17	Music Non-Aural*	2	3.57	2.97	2.94	3.02	3.01	
18	Music Theory	-	3.43	-	2.93	-	3.01	
19	Physics 1	2.83	2.67	2.02	2.1	2.47	2.51	
20	Physics C: Electricity and Magnetism*	2.6	3.4	3.24	3.15	3.43	3.35	
21	Physics C: Mechanics	3.2	3	3.36	3.25	3.41	3.34	
22	Psychology*	2.24	3.38	2.67	2.6	2.86	2.86	
23	Spanish Lang and Culture*	2.64	2.77	3.37	3.42	3.54	3.59	
24	Spanish Lit and Culture	2.36	2.36	2.67	2.71	2.91	2.94	
25	Statistics*	3.77	4.2	2.67	2.61	2.89	2.86	
26	US Government and Politics*	3.02	3.08	2.28	2.29	2.58	2.61	
27	US History	3.65	3.43	2.29	2.27	2.57	2.53	
28	World History: Modern*	3.92	3.96	2.62	2.69	2.96	3.03	
29								
30								

Student Learning Strengths

Strong systems and processes regarding classroom expectations were put in place during the 22-23 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
- 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 22-23 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.

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 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

AP program options remain a strong offering at RHS with increased success with qualifying scores for the 2022-23 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.

2023 Graduation Rate is 98% and all measurable domains were met in Domain III for STAAR Accountability measures.

Teacher and Student safety surveys are administered.

Perceptions

Perceptions Summary

The 22-23 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 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.

I believe 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 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.

Priority Problem Statements

Problem Statement 2: 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 2: Shift in demographics.

Problem Statement 2 Areas: Demographics

Problem Statement 3: While test scores and student performance greatly increased during the 22-23 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 3: Lack of process and systems.

Problem Statement 3 Areas: Student Learning

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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: 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			
Strategy 1: Implement the literacy plan through established priorities for system-wide literacy practices. Actions: a) Use PG-SLO (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. Staff Responsible for Monitoring: Assistant Principals Academic Dean Principal Department Chairs Literacy Committee Funding Sources: Academic Dean - 199 - General Funds: SCE	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. 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.</p> <p>b. Create focused department chair/admin walkthroughs to ensure fidelity.</p> <p>c. Create teacher walk-through system where teachers observe each other once a quarter. This will be organized by departments.</p> <p>d. Monitor implementation of strategies utilizing walk-throughs and teacher provided artifacts as supporting documentation.</p> <p>e. Create monthly focus on tier one initiatives starting in September.</p> <p>f. Create common classroom expectations/procedures.</p> <p>g. Create system where non-tested subjects have at least one planning period once a quarter to use for instructional planning/practices with their team.</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			
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. 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 (AI) Tutorials and progress H. Create digital data folders for students for each core class. I. Track student data through the use of teacher data binders with the goal of having two years of data by the end of 23-24. (Started in 22-23) Staff Responsible for Monitoring: Assistant Principals Academic Dean Principal Department Chairs Funding Sources: Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - \$79,338	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
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 hard push for UIL Academic contest. d) Develop an AP (Advanced Placement) 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. e.) Identify current 8th graders to recruit for AP track during registration in January. Staff Responsible for Monitoring: Tracey Besgrove Amy DeWeese Katie Kern Counselors both High School and Middle Ramonda Fields	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Increase overall AP (Advanced Placement) Test scores with the goal of increase the number of students who make a 3 or higher on each test by 4%. Actions: A. Train staff of the use and implementation of AP classroom. With the goal of have all students and teachers enrolled by September 29. B. Focus on data from prior years by sharing with all teachers yearly breakdown. C. Create 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		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>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			
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 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 Denise Jones Counselors Dee Pollack	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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: Tracey Besgrove Special Education Department Chair - Denise Jones Gen ed teachers and Special Ed teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and implement system-wide instructional practices appropriate for EBs 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>Problem Statements: Demographics 1</p> <p>Funding Sources: ESL Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
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: Tracey Besgrove Dr. Frankie Norris Amy DeWeese Katie Kern Funding Sources: Intervention Staff - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
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 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 successful use 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 Coach Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Engage parents and community in the educational process. Actions: a. Continue to use campus wide communication system through weekly newsletter. b.Continue campus wide communication system for teacher developed progress reports in each subject area. c.) Send weekly letter to all parents who are currently failing with tips and resources to help them be successful. d) Increase social media presence by 10% with goal of at least 20 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-fine arts leaders, tennis, XC, Staff Responsible for Monitoring: Katie Kern Principal Assistant Principals Shelley Marshall	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 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: Shift in demographics.

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			
Strategy 1: Identify and deploy district-approved programs that teach social-emotional skills 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 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	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>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 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			
Strategy 1: Utilize the district behavioral RtI plan Actions: a) Behavioral RtI committee including stakeholders from parents, teachers, administrators. b) Provide training on the district behavior RtI plan. c) Create and implement system to clearly communicate campus/classroom procedures to students during the first two weeks of school. d) Push assistant principals into classrooms for due process meetings instead of school wide assemblies. e) Provide a menu of options of Restorative Discipline systems for campus implementation. f) Utilize Restorative Discipline systems at Richland High School. Staff Responsible for Monitoring: Assistant Principals Counseling Staff Funding Sources: Crisis Intervention Counselors - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
	Formative			Summative
	Nov	Jan	Mar	June
<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. This includes prizes, prom tickets, etc.</p> <p>b) Coordination with a student support specialists to work with students on an individual basis to determine root cause.</p> <p>c) Use and monitor RAWWEE weekly starting on week 2 to identify those students who are heading down the road to truancy.</p> <p>c.) Continue Principal's Advisory Council consisting of students from each grade level and background to explore problems and solutions , including attendance, here at RHS.</p> <p>e.) Communicate with parents and students to importance of attendance through weekly newsletters/videos.</p> <p>f) Send hard copy letters home by mail in addition to emails and text for students who are truant.</p> <p>Staff Responsible for Monitoring: Assistant Principals Attendance Clerks Graduation Coach Truancy Officer</p> <p>Funding Sources: Attendance Officer - 199 - General Funds: SCE</p>				

Strategy 2 Details	Reviews			
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 CBA 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/CBA/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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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			
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 includes a campus wide intentional rollout of those expectations. b) Utilize Character Strong to improve teacher relationships and increase morale. c) Continue campus wide student incentive program to recognize those students who are exhibiting traits we desire at RHS. Staff Responsible for Monitoring: Principal Asst Principals Department Chairs Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: While test scores and student performance greatly increased during the 22-23 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.

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			
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, additional cameras in cafeteria and hallways c) Use of Navigate 360 for all safety drills d) Conduct safety drills each month and document e) 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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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			
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 d) Continue Safety Committee meetings per district plan. e) Review and report claim information per the district plan f) Perform campus/building safety walk throughs as required by 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	Formative			Summative
	Nov	Jan	Mar	June
<div>  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 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: College Readiness Data and Health Surveys

Strategy 1 Details	Reviews			
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 Zoom 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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 HOPE SQUAD on campus. Staff Responsible for Monitoring: Principal Crisis Counselor Nurses	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Richland High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 9.286

Brief Description of SCE Services and/or Programs

--

Personnel for Richland High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexandra Crow	Bilingual/ESL EA	1
Daniel Henderson	Teacher HS	0.67
Henry Willis	Teacher HS	0.167
Jackson Boyd	Teacher HS	0.3
Jenai Alvarez	Graduation Coach	1
Jesse Upchurch	Reading Intervention	0.11
Jesse Upchurch	Reading Intervention	0.539
Joanna Crow	Bilingual/ ESL EA	1
Katherine Kern	HS Academic Dean	1
Kristen Prange	Reading Interventionist	0.5
Macie Ridgely	Student Assistance Counselor	1
Shelley Marshall	Student Assistance Counselor	1
Yvette Rieser	ESL Teacher	1

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Dean		\$0.00
1	1	3	Intervention Personnel		\$0.00
1	2	3	ESL Personnel		\$0.00
1	2	4	Intervention Staff		\$0.00
1	4	1	Crisis Intervention Counselors		\$0.00
2	1	1	Attendance Officer		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$635,709.00
+/- Difference					\$635,709.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESSER Tutors		\$79,338.00
Sub-Total					\$79,338.00
Budgeted Fund Source Amount					\$79,338.00
+/- Difference					\$0.00
Grand Total Budgeted					\$715,047.00
Grand Total Spent					\$79,338.00
+/- Difference					\$635,709.00