Houston Independent School District

080 Rice School

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: October 7, 2022

Demographics

Demographics Summary

The Rice School, is a Magnet for Science, Technology, Engineering, Math, and Spanish serving Grades K-8. We are comprised of 1,090 Magnet students this year. There are 645 elementary students in Grades K-5 and 445 middle school students in Grades 6-8. All of our students are admitted on a Magnet transfer; therefore, we have no zoned attendance. All students must submit an application, and selection is completed through a lottery process held at HISD headquarters. Mirroring the diverse population of Houston, over ninety percent of our students are either Hispanic (48%) or African American (47%). We have approximately 68% of our students who are economically disadvantaged. Special education students are comprised of about 6% of our students, while English language learners account for 17%. The Gifted and Talented population for our elementary is 15% and middle school is 31%. Parents, students, teachers and staff agree that The Rice School/La Escuela Rice offers a unique opportunity to grow in a community of diverse learners.

Demographics Strengths

The 2022 STAAR scores for fourth, fifth, sixth, and seventh grades reflect opportunities for growth in Math. Fourth grade math increased to 70% approaches from 56%. There is room for growth in fifth grade math which scored 79%, sixth grade at 71%, and seventh grade at 68% approaches. Third grade spanish scores decreased in Math (65%) and Reading (61%). Grade 4 Reading scores increased 82% for all students with Economically Disadvantaged reflecting 76%; and SPED 57%. Our Special Education team will work closely with our general education teachers to provide in-class support and improve academic growth for our students identified in need of Special Education services. While these percentages reflect Approaches Levels, the goal is to continue to move all students to the levels of Meets and Masters. The **Texas Education Agency 2022 Accountability Ratings Overall** reflect an **"A" Rating at 91% for The Rice School**. **Student Achievement** overall is an **82%. STAAR Performance** is an **82%.** Our **School Progress Overall** rating is a **92% Scaled Score.** Our **Academic Growth is 92%.** The **Relative Performance (Economically Disadvantaged 69.6%)** is **86%.** Our **Closing the Gaps Scaled Score is 90%. The Rice School** received **five Distinction Designations in ELA/Reading, Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps.**

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: The pandemic brought uncertainty at every turn creating anxiety, loss of instructional time, and gaps in learning. **Root Cause:** Students, teachers, and staff were absent due to the Covid pandemic these last two years.

Priority Problems of Practice

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- 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
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level on STAAR will increase by 3 percentage points from 81% in Spring 2022 to 84% in Spring 2023.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: To improve 3rd Grade Reading from 81% approaches in the Spring 2022 to 84% or higher in the Spring 2023.

Evaluation Data Sources: STAAR Data, Formative Assessments, Benchmark data

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Use research-based programs, Imagine Learning and Read Naturally, to increase reading comprehension for Tier 2 and Tier 3 students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase reading comprehension **Staff Responsible for Monitoring:** Principal, Administrators, Classroom Teachers, Hourly interventionists, Certified Retired Hourly Teachers **Action Steps:** Assign certified, retired hourly teachers to support classroom teachers and tutor Tier 2 and Tier 3 students in reading. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Retired, certified hourly teachers - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $7,000				

Strategy 2 Details	Reviews			
Strategy 2: Schedule Tier III students for Reading Lab pullout sessions for 40 minutes each day, reading intervention.	Formative			Summative
Strategy's Expected Result/Impact: Increase reading comprehension	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Administrators, Classroom Teachers, Hourly interventionists, Certified Retired Hourly Teachers				
Action Steps: Assign certified, retired hourly teachers to support classroom teachers and tutor Tier 3 students in reading.				
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Hourly Interventionists - - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $10,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Measurable Objective 2: The student group "All Students" for third grade will meet the achievement target of 84% on STAAR Reading in Spring 2023.

Evaluation Data Sources: STAAR Reading data, Formative Assessments, Benchmark data

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teams will engage in a systematic process for planning/assessing instruction, and interventions to be implemented.	Formative			Summative
Strategy's Expected Result/Impact: Students will receive equitable, quality instruction aligned to the reading	Nov	Jan	Mar	June

TEKS.
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Classroom Teachers
Action Steps: Team meetings and PLCs to be held to determine targeted TEKS, and blueprint for STAAR reading for third grade.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
 - **Targeted Support Strategy - Additional Targeted Support Strategy**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Measurable Objective 3: The student groups for Special Education, Economically Disadvantaged, and EL in third grade will meet the progress target of 40% improvement on the STAAR Reading assessment.

Evaluation Data Sources: STAAR reading data, Benchmark data, Snapshot data

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use literacy assessments such as Running Records to identify specific and differentiated reading. Goals for individual students will be addressed during reading conferences and interventions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive instruction targeted to their individual needs.	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Classroom Teachers

Action Steps: Teachers identify individual student goals, implement running records, hold individual reading conferences, and interventions.

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
- **Targeted Support Strategy - Additional Targeted Support Strategy**

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 2: The percent of students reading and writing at/above grade level as measured by the Meets Grade Level standard on STAAR for Grades 3-8 shall increase by three percentage points.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: To improve 4th Grade reading by 3 percentage points each year as measured by the grade level standard on STAAR.

Evaluation Data Sources: STAAR data, Benchmark data, District/Teacher snapshots

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Tier II and Tier III students in Grades 3-8 will receive reading interventions 60 minutes (Tier II) and 90 minutes (Tier III) each week.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase reading comprehension				
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Classroom Teachers, Hourly interventionists, Certified Hourly Retired Teachers				
Action Steps: Assign teachers, hourly lecturers, and certified hourly retired teachers to support classroom teachers				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy** - **Additional Targeted Support Strategy**				
Funding Sources: Hourly and Certified Hourly teachers - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $7,000				

Strategy 2 Details	Reviews			
Strategy 2: All teachers will effectively plan and implement balanced literacy, explicit foundational literacy instruction, and integrated writing.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will demonstrate effective practices during coaching and observations resulting in student mastery of learning objectives. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Classroom Teachers **Action Steps:** Teachers will engage in professional development with a focus on planning, and using district planning guides. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college				
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✕ **Discontinue**				

Measurable Objective 2: To improve 5th Grade reading by 3 percentage points each year as measured by the grade level standard on STAAR.

Evaluation Data Sources: STAAR Data, Benchmark Data, Teacher/District Snapshots

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teams will engage in a systematic process for planning, assessing, and implementing interventions for students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will receive equitable, quality instruction aligned to the reading TEKS. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Classroom Teachers **Action Steps:** Teachers will engage in team meetings and PLCs to discuss reading TEKS and differentiation for students. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy**				
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✕ **Discontinue**				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: Math - The percent of students performing mathematically at/above grade level as measured by the Meets Grade Level standard on STAAR for Grades 3-8 shall increase three percentage points.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: To improve third grade (81%) and fourth (70%) grade math scores by three percentage points or greater in Spring 2023.

Evaluation Data Sources: STAAR data, Benchmark data, Teacher/District snapshots

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Use tiered assignments in Imagine Math to differentiate for Grades 3 and 4 students at Tier II & III levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase performance in mathematics at Grade 3 and 4	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Classroom Teachers, Hourly interventionists, Certified Retired Hourly Teachers **Action Steps:** Assign certified, retired hourly teachers to support classroom teachers and tutor Tier II & III students in mathematics. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Certified hourly interventionists - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $7,000				

Strategy 2 Details	Reviews			
Strategy 2: Build the Master Schedule with the double-block for mathematics and math interventions to provide Tier II & III students with in-school, accelerated instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased intervention and accelerated learning instruction will afford teachers the capability to implement small group instruction to address deficiencies. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Certified Hourly, Retired Teachers, Classroom Teachers **Action Steps:** Professional development for supporting effective small groups. Monitoring implementations during interventions. Review Ren360 data. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Certified Hourly interventionists - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $7,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 2: To improve sixth grade (71%) and seventh (68%) grade math scores by three percentage points or greater in Spring 2023.

Evaluation Data Sources: STAAR Data, Benchmark Data, Teacher/District Snapshots

Strategy 1 Details	Reviews			
Strategy 1: Use tiered assignments in Imagine Math to differentiate for Grades 6 and 7 students at Tier II & III levels.	Formative			Summative
Strategy's Expected Result/Impact: Increase performance in mathematics at Grades 6 and 7	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Classroom Teachers, Hourly Interventionists **Action Steps:** Assign certified, retired hourly teachers to support classroom teachers and tutor Tier II & III students in mathematics. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Certified, Hourly Teachers - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $7,000				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Build the Master Schedule with the double-block for mathematics and math interventions to provide Tier II & III students with in-school, accelerated instruction.	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased intervention and accelerated learning instruction will afford teachers the capability to implement small group instruction to address deficiencies.
 	
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Certified Hourly, Retired Teachers, Classroom Teachers
 	
    Action Steps: Professional development for supporting effective small groups. Monitoring implementations during interventions. Review Ren360 data.
 	
Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
 - **Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The percentage of graduates that meet the criteria for CCMR will increase from 70% to 82% by Spring 2024.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: To improve third grade reading by three percentage points or more by Spring 2023.

Evaluation Data Sources: STAAR Data, Benchmark Data, Teacher/District Snapshots

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Use research-based program, Imagine Literacy, to increase comprehension skills for Tier II and Tier III students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase reading comprehension **Staff Responsible for Monitoring:** Principal, Administrators, Classroom Teachers, Hourly Interventionists, Certified Hourly Teachers **Action Steps:** Assign certified, retired hourly teachers to support classroom teachers and tutor Tier II & III students in reading. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy** - **Additional Targeted Support Strategy**	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Increase student reading levels by implementing small groups and reading conferences daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student reading comprehension	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Administrators, Classroom Teachers, Hourly interventionists				
Action Steps: Identify student reading levels. Create schedules for small groups. Identify intervention students. Assess using Ren360 data. Designate supports. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: The students receiving special education services in reading for the 2022-2023 school year will demonstrate three percentage points increase on the STAAR 3-8 reading assessment in Spring 2023.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: 80% of our special needs students will attain Meets Grade Level Standard on the STAAR 3-8 reading assessment.

Evaluation Data Sources: STAAR Data, Benchmark Data, Teacher/District snapshots

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Identify special needs students to attend reading interventions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase STAAR reading results	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Special Education Teachers, Classroom Teachers, Administrators				
Action Steps: Special Education Teachers and Classroom Teachers meet to identify students who need support in reading interventions.				
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Increase student reading levels by implementing small groups and reading conferences weekly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student reading comprehension and number of students reading at or above grade level.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Administrators, Special Education Teachers, Classroom Teachers, Hourly Interventionists				
Action Steps: Identify reading levels for intervention students. Assess using Ren360 data. Designate supports for all SPED and EL students.				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Measurable Objective 2: To close the gaps for students identified as Special Education, Economically Disadvantaged, or EL in 3rd and 4th Grade reading by three percentage points.

Evaluation Data Sources: STAAR Data, Benchmark Data, Teacher/District Snapshots

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use literacy assessments such as Running Records and Ren360 to identify specific, differentiated goals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive instruction targeted to their individual needs.	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Principal, Administrators, Special Education Teachers, Classroom Teachers

Action Steps: Teachers will engage in team meetings and PLCs to discuss reading TEKS and differentiation for each student.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
 - **Targeted Support Strategy - Additional Targeted Support Strategy**

0% No Progress   100% Accomplished   ⟶ Continue/Modify   ✗ Discontinue

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Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: To increase student attendance annually at/above 98%.

Evaluation Data Sources: HISD Connect, Power Teacher Pro, Attendance records

Strategy 1 Details	Reviews			
Strategy 1: Weekly attendance reviewed, parents contacted after three or more absences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce number of absences	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Administrators, Principal				
Action Steps: During PLCs discuss excused and unexcused absences. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: To provide a safe and orderly school environment conducive to learning for all students.

Evaluation Data Sources: Discipline referrals for Grades K-8

Strategy 1 Details	Reviews			
Strategy 1: Maintain a discipline committee to assess needs and monitor plans for a safe, organized learning environment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A safe and effective learning environment	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Supervisors, Team Leaders, Classroom Teachers, Staff **Action Steps:** PLC meetings to monitor and discuss discipline issues. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of our students in Grades K-8 will participate in activities that promote a safe school environment.

Evaluation Data Sources: Discipline files

Strategy 1 Details	Reviews			
Strategy 1: Teachers, School Counselor, and Administrators will conduct meetings with students to promote a culture of kindness and caring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Fewer discipline referrals **Staff Responsible for Monitoring:** Administrators, School Counselor, Teachers **Action Steps:** Equip students with tools to resolve conflict with peers. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy**	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: In 2022-2023 school year, students identified with special needs will demonstrate a 3% points increase in STAAR Reading and Math.

Evaluation Data Sources: STAAR Data, Benchmark data

Strategy 1 Details	Reviews			
Strategy 1: Identify special needs students who will attend interventions for reading and math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase STAAR reading and math results	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Special Education Teachers, Administrators				
Action Steps: Special Education Teachers meet with general education teachers to identify those students in need of tutorials. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: To close the learning gaps for students identified as EL, Economically Disadvantaged, Dyslexia, and At-Risk in Grades 3-8 reading by three percentage points each year as measured by the grade level standard on STAAR.

Evaluation Data Sources: STAAR data, Benchmark data, District data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use literacy assessments such as running records and Ren360 to identify specific, differentiated reading goals for individual students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will receive instruction targeted to their individual needs. **Staff Responsible for Monitoring:** Principal, Administrators, Special Education Teachers, Classroom Teachers **Action Steps:** Teachers will participate in team meetings and PLCs to discuss reading TEKS and differentiation for students. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: At least 90% of our parents will attend Meet the Teacher, Open House, and Parent/Teacher Conferences to support student learning.

Evaluation Data Sources: Sign-in sheets to parental involvement events in person and/or virtual

Strategy 1 Details		Reviews		
Strategy 1: The school will host in-person Meet The Teacher, Open House, and Parent/Teacher Conferences.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Strong partnerships and supportive culture between parents, teachers, and school community.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Counselors, and Administrators				
Action Steps: Host parent and teacher events.				
Title I: 2.4, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Immunization Monitoring, data entry, and state reporting requirements will be completed by a certified school nurse on or before October 21, 2022.

Evaluation Data Sources: Immunization data entry, state reporting for all students

Strategy 1 Details	Reviews			
Strategy 1: School Nurse and Team will notify parents regarding immunization records and have 100% compliance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% immunizations completed	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Nurse and Team, Principal				
Action Steps: Contact parents via phone and email				
Title I: 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: Vision Screening at Grades K, 1, 3, 5, 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by school nurse; estimated number of students to be screened

Strategy 1 Details	Reviews			
Strategy 1: School nurse and team will conduct vision screening for Grades K, 1, 3, 5, and 7.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Complete vision screening before December 10, 2022.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Nurse and Team, Principal				
Action Steps: Conduct Vision Screening for designated grade levels.				
Title I: 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 3: Hearing Screening at Grades K, 1, 3, 5, and 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

    Evaluation Data Sources: Data entry, referral forms, state report completed/submitted by school nurse. Estimated number of students to be screened.

Strategy 1 Details	Reviews			
Strategy 1: School nurse and team will conduct hearing screening for Grades K, 1, 3, 5, 7.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Complete hearing screening before December 10, 2022.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School nurse and team, Principal				
Action Steps: Conduct hearing screening for designated grade levels				
Title I: 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 4: Type 2 Diabetes Screening at Grades 1, 3, 5, 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

    Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by school nurse. Estimated number of students to be screened.

Strategy 1 Details	Reviews			
Strategy 1: School Nurse and team will conduct Type 2 Diabetes screening for specified grade levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify students with Type 2 Diabetes	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Nurse and Team, Principal				
Action Steps: Conduct Type 2 Diabetes screening for specified grade levels. **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Measurable Objective 5: Spinal Screening at Grades 6 will be completed by a certified school nurse or screener on or before February 2, 2023.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by school nurse.

Strategy 1 Details	Reviews			
Strategy 1: School Nurse and Team will conduct spinal screening for Grade 6 students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify students with spinal problems.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School nurse and team, Principal				
Action Steps: Conduct Spinal Screening for Grade 6 students. **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Measurable Objective 6: Medication Administration including but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the 2022-2023 school year.

Evaluation Data Sources: School nurse, screener, or Health Wellness Team

Strategy 1 Details	Reviews			
Strategy 1: School nurse and team will administer medication as needed for emergency care of students with diabetes, seizures, and life threatening anaphylaxis.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Administer medication during emergency situations
 	
    Staff Responsible for Monitoring: School Nurse and Team, Principal
 	
    Action Steps: Review emergency procedures for administering medication
 	
    Title I:
2.4, 2.5, 2.6
  - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
  - **Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Measurable Objective 7: AED (Automated External Defibrillator) Monthly Maintenance Checks will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

    Evaluation Data Sources: Person responsible who is certified in CPR/AED (School Nurse)

Strategy 1 Details	Reviews			
Strategy 1: Monthly maintenance checks will be conducted for all AEDs and report submitted to Health and Medical Services.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: AED (Automated External Defibrillator) will be in working condition in the event of an emergency and is needed.
 	
    Staff Responsible for Monitoring: School Nurse and Team, Principal
 	
    Action Steps: Conduct maintenance checks monthly
 	
    Title I:
2.4, 2.5, 2.6
  - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
  - **Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: 100% of Students in Grades K-8 will participate in the Coordinated Health Program and increase physical activity by 10% in 2022-2023.

Evaluation Data Sources: Physical Fitness Assessment

Strategy 1 Details	Reviews			
Strategy 1: In 2022-2023, all eligible students in Grades K-8 will be assessed in six components of the assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase physical activity for students in Grades K-8	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Physical Education Teachers, Administrators, Principal				
Action Steps: Physical Education Teachers conduct assessments of each student and promote physical activity. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 080 Rice School

Total SCE Funds: $62,635.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

These funds for hourly tutors, substitute teachers, and reading materials will support our at-risk students during accelerated learning opportunities and interventions.

Title I Personnel

Name	Position	Program	FTE
Betty Rasmus	Teacher, Intervention, Reading, Hourly		
Frances Miller	Teacher, Intervention Math, Hourly		

Campus Funding Summary

2110000000 - Title 1 Basic Programs						

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Retired, certified hourly teachers	6100 - Payroll	$7,000.00
1	1	1	2	Hourly Interventionists -	6100 - Payroll	$10,000.00
1	2	1	1	Hourly and Certified Hourly teachers	6100 - Payroll	$7,000.00
2	1	1	1	Certified hourly interventionists	6100 - Payroll	$7,000.00
2	1	1	2	Certified Hourly interventionists	6100 - Payroll	$7,000.00
2	1	2	1	Certified, Hourly Teachers	6100 - Payroll	$7,000.00
					Sub-Total	$45,000.00

Addendums