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## **Plano Independent School District Campus Improvement Plan**

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### **Rice Middle School**

**8500 Gifford Drive**

**Plano, TX 75025**

**2018-2019**

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## **Vision and Mission Statements for District and Campus**

### **Plano ISD Vision Statement**

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

### **Plano ISD Mission Statement**

The mission of the Plano Independent School District is to provide an excellent education for each student.

### **District Goals**

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

### **Campus Mission Statement**

Rice Middle School is an accepting, nurturing, safe community where students are given the freedom to learn and grow as responsible individuals.

## Campus Information

### Administration Team

**Principal,** Chris Glasscock

**Assistant Principal,** Sara McCutchen

**Assistant Principal,** Kendyl Zimmerman

### About Us

C.M. Rice Middle School is a top-rated public middle school located in Plano, TX. We have just under 1,100 students in grades 6-8 with a student-teacher ratio of 17 to 1. We have top-rated Band, Orchestra and Choir programs in the State, and currently have on staff the Plano ISD Secondary Teacher of the Year (2017-18) and one of three Texas Instruments Innovations in STEM Teaching Award winners.

### Campus Status

X Non-Title I Campus

Title I School-wide Campus

### Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/30/2018 03:45 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/05/2019 03:45 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/20/2019 03:45 pm

## State Goals and Objectives

### The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

### TEA Strategic Priorities

Goal #1 - **Recruit, support, and retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: [http://tea.texas.gov/About\\_TEA/Welcome\\_and\\_Overview/TEA\\_Strategic\\_Plan/](http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/)

### Site-Based Improvement Committee Members

| Committee Member Name  | Role                              | 1st Year on SBIC | Meeting 1 Attendance | Meeting 2 Attendance | Meeting 3 Attendance |
|------------------------|-----------------------------------|------------------|----------------------|----------------------|----------------------|
| Sara McCutchen         | Faculty Member                    | 2013             | X                    | X                    | X                    |
| Kendyl Zimmerman       | Faculty Member                    | 2011             |                      |                      |                      |
| Jennifer Penny         | Faculty Member                    | 2012             |                      |                      |                      |
| Joirdan Cole           | Faculty Member                    | 2016             | X                    | X                    | X                    |
| Margareta Coveney      | Faculty Member                    | 2013             | X                    | X                    | X                    |
| Elizabeth Nipper       | Faculty Member, Special Ed        | 2018             | X                    | X                    | X                    |
| Chris Glasscock        | Principal                         | 2006             | X                    | X                    | X                    |
| Aretha Lee             | District Professional             | 2017             | X                    |                      | X                    |
| Jan Henderson          | Campus Professional, Non-teaching | 2013             | X                    | X                    | X                    |
| Jennifer Brown         | Support Staff Member              | 2017             | X                    | X                    |                      |
| Patricia Busch-Kennedy | Parent-Selected by PTA            | 2015             |                      | X                    | X                    |
| Kaci Nhem              | Parent-Selected by Principal      | 2018             | X                    |                      |                      |
| Chrissie Boyette       | Parent                            | 2016             |                      |                      |                      |
| Nidhi Mehotra          | Parent                            | 2017             | X                    | X                    |                      |
| Janani Iyer            | Parent                            | 2016             |                      |                      |                      |
| Bharti Mishra          | Parent                            | 2017             | X                    | X                    |                      |
| Seema Gupta            | Community Member                  | 2016             | X                    | X                    |                      |
| Pranav Gupta           | Community Member                  | 2018             | X                    |                      |                      |
| Korey Koop             | Business Representative           | 2017             | X                    | X                    | X                    |
| Todd Boone             | Business Representative           | 2013             | X                    | X                    | X                    |
| Keith Evetts           | District Professional             | 2015             | X                    | X                    |                      |

| <b>Committee Member Name</b> | <b>Role</b>                       | <b>1st Year on SBIC</b> | <b>Meeting 1<br/>Attendance</b> | <b>Meeting 2<br/>Attendance</b> | <b>Meeting 3<br/>Attendance</b> |
|------------------------------|-----------------------------------|-------------------------|---------------------------------|---------------------------------|---------------------------------|
| Steve Gutierrez              | Faculty Member                    | 2014                    | X                               | X                               | X                               |
| Denise Foster                | Parent                            | 2017                    | X                               | X                               | X                               |
| Rocio Martinez-Mendoza       | Faculty Member                    | 2018                    | X                               | X                               | X                               |
| Alpa Arora                   | Parent                            | 2018                    |                                 |                                 |                                 |
| Sarena Edwards               | Campus Professional, Non-teaching | 2015                    |                                 |                                 |                                 |
| Sarita Ventkatraman          | Parent                            | 2018                    |                                 | X                               |                                 |
| Alex Johnson                 | Business Representative           | 2018                    | X                               |                                 | X                               |

## State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

### SCE Program Funding

|                  |             |   |
|------------------|-------------|---|
| <b>SCE Total</b> | \$71,221.02 | State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff. |
|------------------|-------------|---|



## Comprehensive Needs Assessment Summary

| Area Reviewed                                  | Summary of Strengths<br>What were the identified strengths?  | Summary of Needs<br>What were the identified needs?   | Priorities<br>What are the priorities for the campus, including how federal and state program funds will be used?  |
|--|--|---|--|
| <b>Demographics</b>                            | Strengths at Rice include low mobility rates and a high socio-economic (SES) population.   | Staffing at Rice does not mirror demographics of student population.  |  |
| <b>Student Achievement</b>                     | Strengths at Rice include high academic scores (state and local assessments, grades) for on-level and GT students.   | At Rice, needs include targeting students who have modified curriculum and intervening early, providing high performers with opportunities to continue to grow, growing all special populations, and greater support for 6th grade ELAR classes.                        | Priorities include identifying lower performing subpopulation (ELLs, Special Education, low SES) students for and providing pre-intervention.  |
| <b>School Culture and Climate</b>              | Rice provides a safe learning environment, a safe physical environment, has a high attendance rate, and a high level of extracurricular involvement by students.   | At Rice, needs include challenging higher performers, providing students opportunities to take risks in learning, and an increased use of technology in the classroom to support learning.  |  |
| <b>Staff Quality/ Professional Development</b> | At Rice, 43% of staff have masters degrees and 46% of staff have 11 or more years of teaching experience. In terms of T-TESS (evaluation system) scoring, lessons presented by teachers at Rice are solid:<br>T-TESS Domain 1: Planning -- 70% accomplished<br>T-TESS Domain 1: Data/Assessment -- 90% proficient/accomplished | At Rice, needs include providing opportunities for teachers to have more formal roles in decision-making process regarding school initiatives and optimal school functioning, as well as providing transparency when teacher input was used to make specific decisions. | Priorities include increasing participation in and documentation for decision-making process and provide to staff, and increasing transparency regarding opinion data from teachers and staff. |

| Area Reviewed                              | Summary of Strengths<br>What were the identified strengths?  | Summary of Needs<br>What were the identified needs?   | Priorities<br>What are the priorities for the campus, including how federal and state program funds will be used?   |
|--|--|---|---|
|  | <p>T-TESS Domain 3: Learning Environment -- 80% accomplished/distinguished</p> <p>T-TESS Domain 4: Goal Setting -- 70% accomplished</p> <p>T-TESS Domain 4: Professional Demeanor/Ethics -- 80% accomplished</p>                                       |   |   |
| <b>Curriculum, Instruction, Assessment</b> | <p>Strengths at Rice include the utilization of, adherence to, and mutual accountability to TEKS and PISD curriculum, item analysis use for assessments, and the use of Edugence and other data sources to guide instruction.</p>                      | <p>At Rice, needs include creating and implementing targeted, small-group intervention, and an increase in the use of technology in the classroom to support learning.</p>  | <p>Priorities include Implementation of targeted interventions before assessments are given and devising the best use of technology in the classroom to support learning.</p>   |
| <b>Family and Community Involvement</b>    | <p>Rice is a safe and orderly place. Teachers know most procedures that are in place, and there is a high level of involvement of family and community.</p>  | <p>At Rice, needs include collecting data and information from teachers on a consistent basis, and providing real-world educational programming for all students.</p>   | <p>Priorities include sharing more information about Rice through campus website and other social media outlets.</p>  |
| <b>School Context and Organization</b>     | <p>Students feel safe at Rice. Parents feel pleased with leadership's communication. Common planning periods are provided to promote teaming and the PLC process. Campus administrators frequently solicit parent, staff, and student involvement.</p> | <p>At Rice, the campus is dedicated to helping parents understand the need for and use of various technology, providing opportunities for staff to participate in a supportive and collaborative way, and holding each other accountable (for all, by all).</p> | <p>Priorities include creating more opportunities for staff to participate in a supportive and collaborative way, and providing a structured way to encourage more parent and student involvement in the decision-making process.</p> |
| <b>Technology</b>                          | <p>Most students at Rice have access to and use of cell phones/tablets. The campus has a high availability of campus computers and tablets (one to</p>   | <p>At Rice, needs include providing one-to-one computer access (take them home), increasing PD and instructions in support and use of technology at</p>   | <p>Priority needs include supporting a District roll out of one-to-one computer access (take them home), and creating procedures for streamlined</p>  |

| Area Reviewed | Summary of Strengths<br>What were the identified strengths?   | Summary of Needs<br>What were the identified needs?  | Priorities<br>What are the priorities for the campus, including how federal and state program funds will be used? |
|---------------|---|--|---|
|               | web). Teachers demonstrate an integrated use of Google apps. Many staff members use social media (for tips, promoting campus events and celebrations). Finally, students and staff have the ability to provide input anonymously (surveys, tip line). | school, educating students on responsible use and digital citizenship, increasing teacher awareness of using technology in lieu of paper (waste), increasing tech-based extracurricular activities, and providing virtual parent technology courses/classes. | accountability for student misuse of technology.  |

### Critical Action #1

|                                |  |
|--------------------------------|--|
| <b>Problem Statement</b>       | The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices).   |
| <b>Root Cause and Strategy</b> | (a) We will address the need for collective input by ensuring there are times and opportunities to establish and follow norms and agendas, clarify procedures and their rationale, and to share experiences.<br>(b) We will address the need for staff empowerment in overall school decision-making by personalizing feedback, checking in on one another, and providing opportunities for all staff members to have a voice. |
| <b>Goal</b>                    | Implement the Collaborative Teams that Transform PLC process (policies and practices) to gain consistency in and among collaborative teams across campus.  |
| <b>Project Lead</b>            | Campus Administrators  |
| <b>Staff, Title I Staff</b>    | All teachers, paraprofessionals, counselors, support staff on campus   |
| <b>Materials and Resources</b> | Collaborative team norms, agendas; books: Collaborative Teams that Transform Schools, A Handbook for High Reliability Schools, Leading a High Reliability School, Learning by Doing-A Handbook for PLCs at Work  |

| Action Step(s)  | Resource Description | Type | Amount | Implementation Timelines  | Implementation Evidence   | Outcome   | Monitoring Short Term   | Monitoring Intermediate   | Monitoring Long Term   | Title I Schoolwide Components (Code by #) |
|---|----------------------|------|--------|---|---|---|---|---|--|---|
| <p>Root Cause (a) Activities: Collective Input</p> <p>1. Administrative team will provide campus Leadership Team training on the PLC process and collaborative teaming.</p> <p>2. Grade level team leaders and department chairs will train smaller groups on the PLC process and collaborative teaming.</p> <p>3. Grade level teams, grade level subject teams, and departmental teams will establish norms and create agenda skeletons to be utilized</p> |                      |      |        | <p>Leadership team will be trained at the Leadership Retreat on July 31, 2018. Grade level teams and departments will collaborate during teacher in-service, between August 2 and 10, 2018.</p> <p>Grade level department meetings occur weekly. Grade level meetings occur twice each month.</p> <p>Department</p> | <p>Collaborative team agendas</p> <p>Team norms</p> <p>Calendar invites (Outlook)</p> | <p>Increase in participation (ideas, suggestions, concerns, questions) by all staff members, with issues addressed efficiently and transparently by campus leadership team and/or administration.</p> | <p>Some Progress</p> <p>Quick data survey provided to all staff members at Rice in October. The survey received 39 responses to 4 questions. Overall, results were positive, with only one question receiving one negative response. There were a few areas that still require improvement, but staff indicated we are on the right</p> | <p>Significant Progress</p> <p>A quick data survey was created by the Rice Leadership team at the Nov. 1, 2018 meeting. The survey was created and QR code business cards and a Chromebook have been placed in the front office for parents to complete. Results were shared at the Dec. leadership meeting. Overall, parents feel Rice</p> | <p>Significant Progress</p> <p>A quick data survey was created by campus administrators for staff to reflect on the collaborative teaming process for the school year. This survey was given in late February and analyzed by the Leadership Team at the April meeting. Overall, the staff felt that the collaborative teaming process</p> |   |

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| Action Step(s)   | Resource Description | Type | Amount | Implementation Timelines  | Implementation Evidence | Outcome | Monitoring Short Term   | Monitoring Intermediate  | Monitoring Long Term   | Title I Schoolwide Components (Code by #) |
|--|----------------------|------|--------|---|-------------------------|---------|---|--|--|---|
| <p>during collaborative team meetings, focused on learning, collaboration, and results.</p> <p>* Agenda items may include communication of student expectations, teacher concerns, and clarification of procedures.</p> <p>3. Campus administrators will attend grade level and departmental planning meetings as co-collaborators.</p> <p>4. Campus leadership team will collect quick data on procedural topics and address transparently and efficiently.</p> |                      |      |        | <p>meetings occur monthly. Dates are determined by team leaders and collaborative team is notified.</p> <p>The Leadership meets monthly and will establish the monthly quick data to be solicited, reviewed, and shared with staff.</p> |                         |         | <p>track. Mrs. Penny also took some quick data on the Rice culture and climate (staff responses). These results were shared with and analyzed by the Rice LS team. Leadership team reviewed the results of both surveys on 10/4/18 and decided that department heads would revisit/collaborate on relearning plans and retakes with their team, and grade level team leaders would review basic student rules and procedures with their team, then report back.</p> | <p>MS is a safe and orderly place. They appreciate the varied ways of receiving information from the school (social media, Remind, website, etc.). Many parents were still unsure about social-emotional learning and if they needed more information pertaining to SEL. The ones who made comments, however, felt that students interacting with one another (and not through devices) was an area of need.</p> | <p>has been more productive at the grade level content team meetings. However, all teams (grade level, departmental, grade level content) have embraced teaming and are changing the way they collaborate to ensure student learning. The survey also gave space for staff to indicate what might help going forward, and the Leadership Team will use this information for future planning.</p> <p>Mrs. Penny surveyed students on digital learning and the block lunch concept at Rice. The data showed that overall, students feel access to technology is sufficient and teachers allow and encourage use. A few students break technology usage rules, but for the most part, student learning is enhanced when technology is</p> |   |

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|---|----------------------|------|--------|---|---|---|---|---|--|---|
|   |                      |      |        |   |   |   |   |   | <p>incorporated. Students also really enjoy the block lunch concept and would like other variations (ie: no lunch, just end of the day blocked activities).</p> <p>HRS Level 1 survey results from spring 18 and spring 19 were reviewed and reflected upon at the April Leadership Team meeting. This information will be taken back to the next HRS training for administrators.</p> <p>Planning is underway for back to school training related to CDI (backwards design) along with collaborative teaming expectations and protocol.</p> |   |
| <p>Root Cause (b) Activities: Staff Empowerment</p> <p>1. Administrative team will solicit input from grade level team leaders and department chairs (based on group feedback) when making certain decisions.</p> |                      |      |        | <p>Leadership team will be trained at the Leadership Retreat on July 31, 2018. Grade level teams and departments will collaborate during teacher in-service, between August 2 and 10, 2018.</p> | <p>Collaborative team agendas<br/>Team norms<br/>Calendar invites (Outlook)</p> | <p>Increase in participation (ideas, suggestions, concerns, questions) by all staff members, with issues addressed efficiently and transparently by</p> | <p>Some Progress<br/>Quick data survey provided to all staff members at Rice in October. The survey received 39 responses to 4 questions. Overall, results were positive, with only</p> | <p>Significant Progress<br/>Leadership team uses skeleton agenda with norms included, along with school mission. This is also being used at grade level</p> | <p>Significant Progress<br/>A quick data survey was created by campus administrators for staff to reflect on the collaborative teaming process for the school year. This survey</p>  |   |

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| Action Step(s)  | Resource Description | Type | Amount | Implementation Timelines  | Implementation Evidence | Outcome  | Monitoring Short Term   | Monitoring Intermediate   | Monitoring Long Term  | Title I Schoolwide Components (Code by #) |
|---|----------------------|------|--------|---|-------------------------|--|---|---|---|---|
| <p>2. Campus leadership team will establish norms and create agenda skeletons to be utilized during collaborative team meetings, focused on learning, collaboration, and results.</p> <p>* Agenda items may include communication of student expectations, teacher concerns, and clarification of procedures.</p> <p>3. Campus leadership team will bring forth ideas, suggestions, and efforts to administrative team for personalized feedback and acknowledgment.</p> <p>4. Various staff members will be invited to participate in campus leadership team meetings.</p> |                      |      |        | <p>Grade level department meetings occur weekly. Grade level meetings occur twice each month. Department meetings occur monthly. Dates are determined by team leaders and collaborative team is notified.</p> <p>The Leadership meets monthly and will establish the monthly quick data to be solicited, reviewed, and shared with staff.</p> |                         | <p>campus leadership team and/or administration. Increase in understanding by all staff on the campus decision-making process.</p> | <p>one question receiving one negative response. There were a few areas that still require improvement, but staff indicated we are on the right track. Leadership team reviewed the results on 10/4/18 and decided that department heads would revisit/collaborate on relearning plans and retakes with their team, and grade level team leaders would review basic student rules and procedures with their team, then report back.</p> | <p>content and team meetings.</p> <p>A quick data survey was created by the Rice Leadership team at the Nov. 1, 2018 meeting. The survey was created and QR code business cards and a Chromebook have been placed in the front office for parents to complete. Results were shared with the leadership team at the Dec. meeting. (Results above.)</p> | <p>was given in late February and analyzed by the Leadership Team at the April meeting. Overall, the staff felt that the collaborative teaming process has been more productive at the grade level content team meetings. However, all teams (grade level, departmental, grade level content) have embraced teaming and are changing the way they collaborate to ensure student learning. The survey also gave space for staff to indicate what might help going forward, and the Leadership Team will use this information for future planning.</p> <p>HRS Level 1 survey results from spring 18 and spring 19 were reviewed and reflected upon at the April Leadership Team meeting. This information will be taken back to the</p> |   |

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|----------------|----------------------|------|--------|--------------------------|-------------------------|---------|-----------------------|-------------------------|---|---|
|                |                      |      |        |                          |                         |         |                       |                         | <p>next HRS training for administrators.</p> <p>Five additional staff members (aspiring leaders) were invited to and attended/participated in the April leadership meeting.</p> |   |



## Critical Action #2

|                                |   |
|--------------------------------|---|
| <b>Problem Statement</b>       | The overall percentage of special education students scoring Level II (approaches grade level) on STAAR is at or below 60% in all 5 tested subjects, compared to campus averages of 88% and above. (R: 53%, M: 60%, W: 38%, Sci: 50%, SS: 33%). |
| <b>Root Cause and Strategy</b> | We will address the need for effective interventions for special education students by ensuring that those used are research-based, focused on essential skills, reviewed frequently for effectiveness, and implemented with fidelity.          |
| <b>Goal</b>                    | Increase the percentage of special education students performing at the approaches grade level standard in all tested subjects to decrease the gap between the campus and sub-group performance averages.                                       |
| <b>Project Lead</b>            | Special Education team leader   |
| <b>Staff, Title I Staff</b>    | Campus administrators, special education teachers, Academic Specialist, general education teachers, District instructional specialists (in special education)   |
| <b>Materials and Resources</b> | District curriculum planner, District special education UDL curriculum planner, STAAR alignment documents, Texas Gateway intervention resources from TEA, APEX, Edugence  |

| Action Step(s)   | Resource Description | Type | Amount | Implementation Timelines  | Implementation Evidence  | Outcome  | Monitoring Short Term  | Monitoring Intermediate  | Monitoring Long Term   | Title I Schoolwide Components (Code by #) |
|--|----------------------|------|--------|---|--|--|--|--|--|---|
| 1.Special education team leader will review available District intervention resources with the department as part of weekly and monthly collaborative team meetings. |                      |      |        | Special education division meetings occur weekly. Department meetings occur monthly. Dates are determined by team leaders and collaborative team is notified. | Collaborative team agendas<br>Team norms<br>Calendar invites (Outlook) | Increase in knowledge of each District-approved intervention and implementation into daily or weekly lessons | Some Progress<br>Special education team leader has met with team teachers regarding interventions available for individual students (ex: Read, Write, Gold for students who need oral administration for assistance). At the Oct. Spec. Ed. Dept. team meeting, she also shared a new program called Field Guides to help support students in all core curricular areas. | Significant Progress<br>At the Nov. Spec. Ed. Dept. team meeting, Ms. Langley also shared a video for the Lead4Ward Field Guides to help support students in all core curricular areas and asked that team members review it prior to the next meeting. Ms. Langley, Ms. Richards (teacher), and Mrs. McCutchen (AP) attended a workshop on FIE to | Significant Progress<br>Throughout the school year, the Spec. Ed. team leader has shared technology resources that are available with the special education team (various iPad applications, Apex Learning, Unique Learning Systems, Learning A to Z, and Read-Write-Gold), along with intervention/curriculum professional learning opportunities available through |   |

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|--|----------------------|------|--------|---|--|---|--|--|---|---|
|  |                      |      |        |   |  |   | She has added this item (highlighting available interventions) to the monthly team meeting agenda.   | IEP and presented this information to all SpEd team teachers over three days. At the January team meeting, Ms. Langley reviewed more resources available to teachers, along with new guidelines and expectations for implementing impact statements to guide the IEP process. She also shared information about levels of support. | PISD (including all levels of ELSB, Equals, ERSB, PreREQ, and STAAR Alt 2).   |   |
| 2. Special education teachers will utilize IEP and Edugence data to identify students who historically struggle with district and state assessments and begin early interventions. *Early interventions may include pre-teaching skills, review of previously taught TEKS, IEP goals/objective review, extra practice. |                      |      |        | Special education teachers will identify students within the first 9 weeks of school (Oct. 12) and provide record with current data to special education team leader.<br><br>Special education teachers will update running record as the year progresses, interventions are tried, results are reviewed, and changes are made. | Running record of students, assessment data, interventions tried, and effectiveness of interventions | Increase in knowledge about special education students individually, chronologically, and wholistically. Interventions tried, reviewed, continued and/or changed based on results | Some Progress<br>The running record has been completed. Special ed team leader will remind teachers to update periodically with interventions and results. | Some Progress<br>The intervention Google Sheet was reviewed at the November team meeting. Teachers have begun adding intervention updates, focusing on students who have historically not met expectations on STAAR.   | Significant Progress<br>Working collaboratively with on-level reading and math teachers, special education department chair, ELA and Math department chairs, and Mrs. Henderson (academic specialist), students were identified for extra interventions (based on previous STAAR results, MAP scores, and semester exam results). Interventions included pull-out |   |

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| Action Step(s)  | Resource Description | Type | Amount | Implementation Timelines  | Implementation Evidence  | Outcome  | Monitoring Short Term   | Monitoring Intermediate   | Monitoring Long Term   | Title I Schoolwide Components (Code by #) |
|---|----------------------|------|--------|---|--|--|---|---|--|---|
|   |                      |      |        |   |  |  |   |   | (math) from elective classes and in-class reading support. Not all students identified receive special education services, but many of them do.  |   |
| 3. Special education teachers will be included and participate in grade level content and departmental collaborative team meetings to ensure modifications are aligned with the TEKS. |                      |      |        | Grade level department meetings occur weekly. Department meetings occur monthly. Dates are determined by team leaders and collaborative team is notified. | Collaborative team agendas<br>Team norms<br>Calendar invites (Outlook) | Increase in participation (ideas, suggestions, concerns, questions) by all staff members, with students' academic struggles addressed through various interventions (pre-teaching skills, review of previously taught TEKS, IEP goals/objective review, extra practice). Increase in student participation in class and comprehension of content as reflected through campus, district, and state assessments. | Some Progress<br>Some inclusion and resource special education teachers collaborate with general education teachers regarding curriculum, modifications, and accommodations during regularly scheduled meetings (weekly-subject grade level, monthly departmental) and on an as-needed basis. Special education department chair will remind all team members of this requirement at the Nov. 8th Spec. Ed. Dept. team meeting. | Significant Progress<br>Mrs. Stevenson has already attended 1/2 day planning with Texas History teachers. Mr. Holliday has been attending the monthly 6th grade department meetings and the weekly 6th grade ELA meetings. Mrs. Stevenson attends 7th grade team meetings and will start attending TX History team meetings. Mr. Strickland attends ELA during his conference period and collaborates with Mr. Robinson for social studies curriculum assistance. Ms. Richards conferences with Science teachers on a continuous basis. AP and Team Leader have told the team they will cover classes | Significant Progress<br>In the spring semester, Ms. Richards attended 7th grade Science planning pull-out day and Mrs. Stevenson attended 8th grade US History pull-out day to collaborate with general education teachers.<br><br>SBIC committee feedback and Leadership Team review indicated a need for more collaboration between general education and special education teachers to analyze data before the creation of IEP goals and objectives. Special education team leader will put together a committee to share ideas and create a plan for |   |

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| Action Step(s)   | Resource Description | Type | Amount | Implementation Timelines   | Implementation Evidence  | Outcome   | Monitoring Short Term  | Monitoring Intermediate   | Monitoring Long Term  | Title I Schoolwide Components (Code by #) |
|--|----------------------|------|--------|--|--|---|--|---|---|---|
|  |                      |      |        |  |  |   |  | for teachers so they can attend curriculum meetings.  | how and when such collaboration can occur starting in the upcoming fall semester.   |   |
| 4. Extended planning time will be provided for teachers to plan/collaborate, determine the effectiveness of interventions, and adjust accordingly. |                      |      |        | Special education team leader will coordinate the use of extended planning sub codes for divisions within special education to be used this school year. | Collaborative team agendas<br>Team norms<br>Calendar invites (Outlook)<br><br>Sub codes utilized and required Google feedback form completed for each planning day | Deeper understanding of which interventions worked and why, along with continued application in future lesson planning. | Some Progress<br>The inclusion teachers have reached out to their co-teachers to ask to participate in the extended planning days established. Spec. Ed. Dept. team leader will follow-up on their status and also gather input on how resource teachers want to use extended planning time. | Some Progress<br>Core content department heads were notified on Nov. 12, 2018 to notify Christi Langley (SpEd Dept. Chair) of extended planning by grade level so that SpEd teachers could obtain subs and attend as well. Teachers have been notifying Langley and inclusion teachers, but not as consistently as needed. Ms. Langley will continue to give reminders and get updates. | Significant Progress<br>In the spring semester, Ms. Richards attended 7th grade Science planning pull-out day and Mrs. Stevenson attended 8th grade US History pull-out day to collaborate with general education teachers.<br><br>SBIC committee feedback and Leadership Team review indicated a need for more collaboration between general education and special education teachers to analyze data before the creation of IEP goals and objectives. Special education team leader will put together a committee to share ideas and create a plan for how and when such collaboration can occur starting |   |

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| Action Step(s) | Resource Description | Type | Amount | Implementation Timelines | Implementation Evidence | Outcome | Monitoring Short Term | Monitoring Intermediate | Monitoring Long Term           | Title I Schoolwide Components (Code by #) |
|----------------|----------------------|------|--------|--------------------------|-------------------------|---------|-----------------------|-------------------------|--------------------------------|---|
|                |                      |      |        |                          |                         |         |                       |                         | in the upcoming fall semester. |   |

### Critical Action #3

|                                |  |
|--------------------------------|--|
| <b>Problem Statement</b>       | The overall percentage of ELs (English Learners) scoring Level II (approaches grade level) on STAAR is at 78% in Reading, Science, and Social Studies, compared to campus averages of 95% or higher.     |
| <b>Root Cause and Strategy</b> | We will address the need for staff training and resources to support and meet students' linguistic growth in the general education classroom.  |
| <b>Goal</b>                    | Increase the percentage of ELs performing at the approaches grade level standard on STAAR Reading, Science and Social Studies to decrease the gap between the campus and sub-group performance averages. |
| <b>Project Lead</b>            | Campus administrators, ESL team leader   |
| <b>Staff, Title I Staff</b>    | General education teachers, district ESL curriculum specialists, Academic Specialist, department chairs  |
| <b>Materials and Resources</b> | District curriculum planner, District ESL curriculum, Edugence, ELlevation, Rice PD calendar, ELPS   |

| Action Step(s)  | Resource Description | Type | Amount | Implementation Timelines   | Implementation Evidence   | Outcome  | Monitoring Short Term   | Monitoring Intermediate  | Monitoring Long Term   | Title I Schoolwide Components (Code by #) |
|---|----------------------|------|--------|--|---|--|---|--|--|---|
| <p>Campus administration and ESL team leader will coordinate trainings for campus teachers on:</p> <ul style="list-style-type: none"> <li>*ELlevation program</li> <li>*ELPS (English Language Proficiency Standards)</li> <li>*Appropriate and effective instructional accommodations for ELs</li> <li>*TELPAS levels and designated supports</li> </ul> |                      |      |        | <p>The Rice PD calendar houses all campus-provided professional development throughout the school year. The first three trainings will be in the fall semester of 2018, and the final TELPAS training will occur early in the spring semester of 2019.</p> | <p>All trainings and attendees will be documented on the PD calendar and in MyLearning Plan. Lesson plans will reflect use of knowledge gained from trainings. Teachers will utilize the monitoring and input features of ELlevation regularly.</p> | <p>Increase in teacher training and preparedness to provide linguistic supports in content classrooms. Increase in communication between ESL team leader and teachers regarding effective classroom accommodations and designated supports. Implementation of best practices for supporting ELs in their English language acquisition.</p> | <p>Significant Progress<br/>*ELPS training date: 9/17/18<br/>*ELlevation &amp; Lesson Planning training date: 10/2/18<br/>*Accommodations training occurred at the October 18th staff meeting.<br/>*TELPAS training date: spring semester TBD</p> | <p>Significant Progress<br/>On Nov. 15, 2018, the Multilingual Compliance Coordinator, Joel Remakel, and the Secondary ESL Coordinator, Marie Heath, met with Rice administrators, counselors, registrar, and ESL lead to ensure continuity in registering new ESL students at Rice.</p> | <p>Significant Progress<br/>ESL lead requested and received linguistic accommodations for students; LPAC committee approved prior to state testing.<br/><br/>No further training for staff occurred in the spring semester.<br/><br/>The Leadership Team reviewed the SBIC committee's feedback on ELs achievement and suggested at the beginning of each year, each teacher</p> |   |

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| Action Step(s)   | Resource Description | Type | Amount | Implementation Timelines   | Implementation Evidence   | Outcome   | Monitoring Short Term  | Monitoring Intermediate   | Monitoring Long Term   | Title I Schoolwide Components (Code by #) |
|--|----------------------|------|--------|--|---|---|--|---|--|---|
|  |                      |      |        |  |   |   |  |   | gets a list of their ELs, along with any accommodations they have, plus suggested interventions that would help the student. The team also suggested that the ESL team leader could join each team meeting (by grade level) to share this information. ESL team leader was notified of these suggestions.. |   |
| Campus administration will bring PISD ESL curriculum specialists to train the entire staff on understanding ELs and how to best meet their linguistic needs.             |                      |      |        | Staff meetings occur monthly. ESL/EL overview presentation to all Rice staff will occur by the end of October, 2018. | Staff meeting agenda<br>Documentation in MLP                                    | Increase in teacher training and preparedness to provide linguistic supports in content classrooms. Clearer understanding of how ELs learn best and ways to support their English language acquisition. | Significant Progress<br>Curriculum specialists presented an overview of ESL programming and Accommodations for ELs at the October staff meeting (Oct. 18, 2018). | Significant Progress<br>Curriculum specialists presented an overview of ESL programming and Accommodations for ELs at the October staff meeting (Oct. 18, 2018).  | Significant Progress<br>No further training for staff occurred in the spring semester.   |   |
| Department chairs will invite PISD ESL curriculum specialists to departmental collaborative team meetings to assist with on-going support of EL growth in content areas. |                      |      |        | Department meetings occur monthly. Dates are determined by team leaders and collaborative team is notified.          | Collaborative team agendas<br>Email coordination and calendar invites (Outlook) | Increase in teacher training and preparedness to provide linguistic supports in content classrooms. Problems or concerns with ELs' academic needs addressed quickly, efficiently, and                   | Some Progress<br>Department chairs were notified of new curriculum specialists on 8/17/18. They were reminded to contact them for departmental needs on 8/23/18. | Some Progress<br>Department chairs were reminded on 12/3/18 to reach out to ESL curriculum specialists for assistance with EL learners. There were no ESL content area failures in the fall semester at Rice. | Some Progress<br>Other than full staff meetings, the ESL curriculum specialists were not invited to assist with departmental or grade level content collaborative team meetings.   |   |

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| Action Step(s)   | Resource Description | Type | Amount | Implementation Timelines   | Implementation Evidence                                    | Outcome   | Monitoring Short Term  | Monitoring Intermediate  | Monitoring Long Term  | Title I Schoolwide Components (Code by #) |
|--|----------------------|------|--------|--|--|---|--|--|---|---|
|  |                      |      |        |  |  | based on best practices.  |  |  |   |   |
| Per District requirement, all ELAR teachers on campus will obtain ESL certification.   |                      |      |        | ELAR teachers must complete the certification process by June 3, 2019.   | HR record of certifications from SBEC<br>Stipends provided | ELs will have an ELAR teacher with ESL certification. Scheduling ELs will be easier, as all ELAR teachers will be certified. ELPS will be implemented in all ELAR classrooms, grades 6-8. | Some Progress<br>At the start of of the 18-19 school year, there were 7 ELAR teachers requiring certification. One has completed the process. Five have signed the notification and plan to complete the requirement by the June 2019 deadline. One is on extended leave, so conversations about the requirement have not been held to date. | Some Progress<br>At the start of of the 18-19 school year, there were 7 ELAR teachers requiring certification. One has completed the process. Five have signed the notification and plan to complete the requirement by the June 2019 deadline. One is on extended leave, so conversations about the requirement have not been held to date.   | Significant Progress<br>All ELAR teachers took their ESL certification test during the school year to meet the requirement. As of 4/24/19, all teachers have taken and passed the required test, and added this to their teaching certifications.   |   |
| Provide training to parents of EL students covering topics including ESL programming, TELPAS state assessment, helping their children at home, honors/AP coursework, and other topics as indicated by parent need (Google Survey). |                      |      |        | Survey to be sent to all EL parents by October 31, 2018. Training coordinated per parent need during both fall and spring semester of the 18-19 school year. | eNews/email<br>Google Survey<br>Training sign-in sheets    | Parents of EL students will better understand the ESL programming offered by PISD, along with ways to help their children succeed in all academic realms.                                 | Some Progress<br>Sara McCutchen met with Talle Gomez from Multilingual Department on 9/14/18 to prepare survey questions. Survey was sent to all ESL parents on 9/21/18. A follow-up meeting will be held on Oct. 26th to plan for the parent night at Rice.   | Significant Progress<br>Sara McCutchen met with the ESL instructional specialists on Oct. 26, 2018 to plan for the ESL parent night. The parent night will be on March 26, 2019 in the Rice Library. The Rice PTA approved providing financial support for snacks and drinks. Ms. Edwards, the lead counselor, will attend to answer transition (to high school) questions. ESL specialists will | Significant Progress<br>A flyer was created and distributed to "save the date" for the ESL parent night. Parent night was held on March 26th -- ESL instructional specialists, AP, ESL teacher, and lead counselor were in attendance to answer questions and provide relevant information. Eight parents attended, along with two students. Topics included program overview, exit |   |



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| Action Step(s) | Resource Description | Type | Amount | Implementation Timelines | Implementation Evidence | Outcome | Monitoring Short Term | Monitoring Intermediate   | Monitoring Long Term  | Title I Schoolwide Components (Code by #) |
|----------------|----------------------|------|--------|--------------------------|-------------------------|---------|-----------------------|---|---|---|
|                |                      |      |        |                          |                         |         |                       | provide programming and curricular overview and will provide a "save the date" notice to Rice MS to send out. | criteria, elective choices, transitioning to high school, ESL tests, and supporting students at home. |   |

## Health, Fitness and Attendance

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

### COORDINATED SCHOOL HEALTH

| Applicable Students | Action Step  | Project Lead | Staff/Resources      | Implementation Timeline | Monitoring Status   |   |
|---------------------|--|--------------|----------------------|-------------------------|---|---|
|                     |  |              |                      |                         | Short Term  | Long Term   |
| K-8                 | Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. | Principal    | Campus Wellness Plan | By Sept. 15, 2018       | Wellness captain is Allison King. Team was established/notified on August 20, 2018. Campus Wellness Team is made up of PE teachers, campus nurse, cafeteria manager, & parent representative. | Wellness captain is Allison King. Team was established/notified on August 20, 2018. Campus Wellness Team is made up of PE teachers, campus nurse, cafeteria manager, & parent representative.<br><br>During each semester, FANS provided tastings (ie: edamame, strawberries and whipped cream) to show |

| Applicable Students | Action Step   | Project Lead            | Staff/Resources                      | Implementation Timeline | Monitoring Status  |   |
|---------------------|---|-------------------------|--------------------------------------|-------------------------|--|---|
|                     |   |                         |                                      |                         | Short Term   | Long Term   |
|                     |   |                         |                                      |                         |  | optional healthy ways to eat fruit. The whole school was involved and was able to try it. They placed posters in the cafeteria describing the nutritional value of the items. |
| K-8                 | Include at least one Parent on Campus Wellness Team.  | Campus Wellness Captain | Campus Wellness Plan                 | By Sept. 15, 2018       | Jennifer Brown will be the parent on the Campus Wellness Team.   | Jennifer Brown was the parent on the Campus Wellness Team.  |
| K-8                 | Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. | Principal               | Coordinated School Health Curriculum | By August 13, 2018      | A certified Health teacher was hired in July of 2018. Master schedule reflects her four health classes for 8th graders receiving high school credit. | Coach Hutchinson continued to provide 8th graders with the chance to earn a high school credit through a semester of health (4 sections each semester).                       |

| Applicable Students | Action Step  | Project Lead                      | Staff/Resources                      | Implementation Timeline   | Monitoring Status   |   |
|---------------------|--|-----------------------------------|--------------------------------------|---|---|---|
|                     |  |                                   |                                      |   | Short Term  | Long Term   |
| K-8                 | Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.                | P.E. Teacher/ Staff               | Coordinated School Health Curriculum | By Sept. 15, 2018   | Nurse Yang created a clinic bulletin board in the main hallway and posts relevant health information monthly for staff, students, and parents. This has been advertised to staff and she will request feedback on what to include.<br><br>Following winter break, Mr. Glasscock invited staff to join in the "Biggest Loser" contest for weight loss and fitness support. | Nurse Yang sent out information about the dangers of raw milk in February. She included vaccination information for incoming 7th graders along with communicable disease information in the March weekly eNews. In April, Nurse Yang shared heart health information. |
| K-8                 | Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. | Campus Wellness Captain/Principal | Campus Wellness Plan                 | Sent out via various campus social media accounts, eNews, School Messenger monthly and as | Nurse Yang sends monthly "Health Bytes" to staff. She also uses   | Nurse Yang sent out information about the dangers of raw milk in  |

| Applicable Students | Action Step | Project Lead | Staff/Resources | Implementation Timeline                 | Monitoring Status   |   |
|---------------------|-------------|--------------|-----------------|---|---|---|
|                     |             |              |                 |   | Short Term  | Long Term   |
|                     |             |              |                 | events arise throughout the school year | <p>eNews to communicate health information or issues to parents as needed.</p> <p>Flu (handwashing, cough) prevention information and video, and Plano Families First Fall Fair information shared with parents via eNews in September.</p> <p>Preventing the Common Cold information shared in October, along with posting of poster on clinic board. Just before the winter break, she sent out information</p> | <p>February. She included vaccination information for incoming 7th graders along with communicable disease information in the March weekly eNews. In April, Nurse Yang shared heart health information.</p> |

| Applicable Students | Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status   |           |
|---------------------|-------------|--------------|-----------------|-------------------------|---|-----------|
|                     |             |              |                 |                         | Short Term  | Long Term |
|                     |             |              |                 |                         | about holiday safety and health tips from the CDC. In January she sent out information about digital eye strain (in line with 7th grade vision/hearing screenings). |           |

#### FITNESS

| Applicable Students | Action Step  | Project Lead | Staff/Resources     | Implementation Timeline  | Monitoring Status  |  |
|---------------------|--|--------------|---------------------|--|--|--|
|                     |  |              |                     |  | Short Term   | Long Term  |
| 3-8                 | Pre and Post Assess all eligible students using fitness test components. | P.E. Teacher | Fitnessgram Website | Fitnessgram assessments occur once per semester. Spring FitnessGram testing will take place in April 2019. | Students use a QR code or tiny URL to enter in their Fitnessgram date throughout the course of testing, and then coaches enter into the Fitnessgram database. Students may | Fitnessgram assessment activities are used on a weekly basis throughout the Physical Education warm up “tabata.” Students continue to work on improving their cardiovascular |

| Applicable Students | Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status  |   |
|---------------------|-------------|--------------|-----------------|-------------------------|--|---|
|                     |             |              |                 |                         | Short Term   | Long Term   |
|                     |             |              |                 |                         | log into their Google Form whenever they would like to view or update their results or show parents. The Google Form makes details available and "live" to students and parents at all times, rather than waiting for a print out. Areas measured: push ups, curl ups, sit and reach, shoulder stretch, mile run (or pacer test), height, weight, trunk lift. Areas of strength: trunk lift, shoulder stretch, mile (or pacer). Areas of improvement: push ups, curl | system and building their endurance during their warm up lap (outside running in warm weather months). Stretching is encouraged at the end of class once all activities are finished. |

| Applicable Students | Action Step   | Project Lead | Staff/Resources            | Implementation Timeline   | Monitoring Status  |  |
|---------------------|---|--------------|----------------------------|---|--|--|
|                     |   |              |                            |   | Short Term   | Long Term  |
|                     |   |              |                            |   | <p>ups, sit and reach</p> <p>FitnessGram testing occurred from November 12-16. The testing consisted of push-ups, curl ups, sit-and-reach, height, weight, mile run, shoulder stretch, and trunk lift. The most improved activity was the mile time as a majority of students were under 13 minutes.</p> |  |
| 4th & 7th           | Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. | P.E. Teacher | Fitnessgram Student Report | Fitnessgram data will be entered into the online system by the end of the 9 weeks in which the assessment occurs. | Coaches enter Fitnessgram results into the database as required throughout testing window.   | FitnessGram data was entered before the end of fall semester in December and it is complete. |



**PHYSICAL ACTIVITY REQUIREMENTS**

| Applicable Students | Action Step  | Project Lead | Staff/Resources  | Implementation Timeline   | Monitoring Status  |   |
|---------------------|--|--------------|--|---|--|---|
|                     |  |              |  |   | Short Term   | Long Term   |
| K-8                 | Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. | Principal    | Sample daily lesson plans may be provide by P.E./Fitness Teacher | Students scheduled into required PE classes each semester of each school year until 4 semesters are complete. | Coaches set up PE classes to work on Fitnessgram requirements at the start of each period (Tabata) and then implement district curriculum units, with each unit culminating in a tournament challenge. | In February 2019, the coaches brought in a team of local yoga instructors to provide an opportunity for students to learn about and practice new stretches and breathing. The instructors then came back to provide instruction to staff in March after school. |
| K-8                 | Measure MVPA and physical activity time using pedometers and heart rate monitors.  | P.E. Teacher | Pedometers; heart rate monitors                                  | Activity time monitored in each 50 minute class period daily.   | Students are encouraged to use more modern versions of fitness tracking (apps on phones or watches), rather than pedometers and heart rate monitors. The   | Students continued to use more modern versions of fitness tracking (apps on phones or watches), rather than pedometers and heart rate monitors. The   |

| Applicable Students | Action Step  | Project Lead | Staff/Resources  | Implementation Timeline   | Monitoring Status  |  |
|---------------------|--|--------------|------------------|---|--|--|
|                     |  |              |                  |   | Short Term   | Long Term  |
|                     |  |              |                  |   | district has not provided upkeep on these outdated technologies.   | district has not provided upkeep on these outdated technologies.   |
| K-8                 | Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. | Principal    | Yearly Plan Form | Lessons planned and implemented in each 50 minute class period daily. | Coaches set up PE classes to work on Fitnessgram requirements at the start of each period (Tabata) and then implement district curriculum units, with each unit culminating in a tournament challenge. | Coaches set up PE classes to work on Fitnessgram requirements at the start of each period (Tabata) and then implement district curriculum units, with each unit culminating in a tournament challenge. |

#### ATTENDANCE

| Applicable Students | Action Step   | Project Lead | Staff/Resources            | Implementation Timeline                        | Monitoring Status   |  |
|---------------------|---|--------------|----------------------------|--|---|--|
|                     |   |              |                            |  | Short Term  | Long Term  |
| K-8                 | Monitor attendance of students and follow up on prominent and chronic absences. | Principal    | Pinnacle, Attendance Sheet | Daily attendance, bi-weekly attendance reports | Attendance clerk monitors daily attendance; assistant principal does bi-weekly attendance | During the third 9 weeks, 2 more attendance plans were put into place. Overall, plans seem to be |

| Applicable Students | Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status  |   |
|---------------------|-------------|--------------|-----------------|-------------------------|--|---|
|                     |             |              |                 |                         | Short Term   | Long Term   |
|                     |             |              |                 |                         | checks and follow-up with students and/or parents when concern arises—including creation of attendance behavior plans. Campus attendance plan has been created (including attendance behavior plans, conferences, tutorials, Wed/Fri school, "I'm Present" classes, and/or court filing). Assistant principal includes grade level counselor and academic specialist in attendance behavior plan creation with parent(s)/stude | working so that no more truancy filings occurred at Rice. |

| Applicable Students | Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status  |           |
|---------------------|-------------|--------------|-----------------|-------------------------|--|-----------|
|                     |             |              |                 |                         | Short Term   | Long Term |
|                     |             |              |                 |                         | nt. After the first 9 weeks, Rice had the highest attendance rate in PISD. During the second 9 weeks, one student was filed on for truancy; 6 attendance plans are in place. |           |

## Violence Prevention and Bullying

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

### STAFF PREVENTION

| Action Step               | Project Lead                           | Staff/Resources             | Implementation Timeline                                       | Monitoring Status   |  |
|---------------------------|--|-----------------------------|---|---|--|
|                           |  |                             |   | Short Term  | Long Term  |
| Identify high risk areas. | Principal/Admin Intern/Asst. Principal | Staff feedback/ survey      | August 10, 2018<br>(Campus Safety/Security committee meeting) | High risk areas were reviewed at the August 10, 2018 Campus Safety/Security committee meeting.  | High risk areas were monitored throughout the school year. Staff were reminded periodically to monitor these areas, especially during transition times. Parent volunteers were utilized to help monitor all three lunches. |
| Monitor high risk areas.  | Principal Designee                     | Staff assignments/ schedule | Before & after school and during passing periods daily        | Teachers and staff monitor the exterior exit doors, hallways, pods, and cafeteria during transitions throughout the day. When issues arise, campus administrators remind staff of | High risk areas were monitored throughout the school year. Staff were reminded periodically to monitor these areas, especially during transition times. Parent volunteers were utilized to help                            |

| Action Step                       | Project Lead | Staff/Resources                                       | Implementation Timeline   | Monitoring Status   |   |
|-----------------------------------|--------------|---|---|---|---|
|                                   |              |   |   | Short Term  | Long Term   |
|                                   |              |   |   | this obligation. Several staff members receive stipends for morning monitoring duties.  | monitor all three lunches.  |
| Follow Campus Rules/Expectations. | Principal    | Code of Conduct, District Handbook<br>Campus Handbook | Expectation set during first week of school (Aug. 13-17, 2018) and monitored through each day | Expectations were reviewed with staff during back to school week. When issues arise, campus administrators remind staff of this obligation, either individually or through various staff messages (email, Smore, etc.). | Restorative practices and SEL have been utilized by administrators, along with some teams/teachers. Staff followed expectations for classroom management and discipline/referrals. New teachers met with Asst. Principal at the start of the second semester to review procedures to ensure fidelity. |

**STAFF EDUCATION**

| Action Step   | Project Lead          | Staff/Resources      | Implementation Timeline | Monitoring Status  |   |
|---|-----------------------|----------------------|-------------------------|--|---|
|   |                       |                      |                         | Short Term   | Long Term   |
| Participate in annual staff training on bullying/sexual harassment. | Principal or designee | Handouts/ PowerPoint | By December 20, 2018    | Sarena Edwards, lead counselor, completed required trainings with staff on August 9th. Staff also completed SafeSchools required trainings by due dates provided by District.  | Sarena Edwards, lead counselor, completed required trainings with staff on August 9th. Staff also completed SafeSchools required trainings by due dates provided by District.                     |
| Review referral process.  | Principal or designee | Campus referral plan | By August 9, 2018       | Expectations were reviewed with staff during back to school week. Periodically throughout the school year, teachers seek assistance from administrators on the referral process; administrators give guidance and process referrals as they come in. | Staff followed expectations for classroom management and discipline/referrals. New teachers met with Asst. Principal at the start of the second semester to review procedures to ensure fidelity. |

**STAFF INTERVENTION**

| Action Step   | Project Lead                                    | Staff/Resources            | Implementation Timeline  | Monitoring Status   |   |
|---|---|----------------------------|--|---|---|
|   |   |                            |  | Short Term  | Long Term   |
| Establish recommended intervention strategies for classroom/campus. | Principal or designee (campus discipline staff) | Discipline Management Plan | By August 9, 2018  | Teachers were provided with the updated Rice Handbook, which includes classroom management strategies at back to school week. New teachers were also provided a separate handbook with more detailed guidance. Several new (1-3 years) teachers participated in District-provided classroom management training in October. | Restorative practices and SEL have been utilized by administrators, along with some teams/teachers. Staff followed expectations for classroom management and discipline/referrals. New teachers met with Asst. Principal at the start of the second semester to review procedures to ensure fidelity. SEL professional development sessions occurred for campus trade hours (ex: Janeth Pak hosted a session on Oct. 11th). |
| Implement campus referral plan.                                     | Principal or designee                           | Campus Referral Plan       | Expectation set during first week of school (Aug. 13-17, 2018) and | Expectations were reviewed with staff during back to school   | Staff followed expectations for classroom management and  |



| Action Step                               | Project Lead          | Staff/Resources            | Implementation Timeline   | Monitoring Status   |   |
|---|-----------------------|----------------------------|---|---|---|
|   |                       |                            |   | Short Term  | Long Term   |
|   |                       |                            | monitored through each day  | week. Periodically throughout the school year, teachers seek assistance from administrators on the referral process; administrators give guidance and process referrals as they come in.  | discipline/referrals. New teachers met with Asst. Principal at the start of the second semester to review procedures to ensure fidelity.  |
| Utilize Discipline Management strategies. | Principal or designee | Discipline Management Plan | Expectation set during first week of school (Aug. 13-17, 2018) and monitored through each day | Expectations were reviewed with staff during back to school week. Periodically throughout the school year, teachers seek assistance from administrators on the referral process; administrators give guidance and process referrals as they come in. Several new (1-3 years) teachers participated in | Restorative practices and SEL have been utilized by administrators, along with some teams/teachers. Staff followed expectations for classroom management and discipline/referrals. New teachers met with Asst. Principal at the start of the second semester to review procedures to ensure fidelity. |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status   |           |
|-------------|--------------|-----------------|-------------------------|---|-----------|
|             |              |                 |                         | Short Term  | Long Term |
|             |              |                 |                         | District-provided classroom management training in October. |           |

#### STUDENT PREVENTION

| Action Step  | Project Lead          | Staff/Resources                          | Implementation Timeline   | Monitoring Status  |   |
|--|-----------------------|--|---|--|---|
|  |                       |  |   | Short Term   | Long Term   |
| Clearly state student expectations/campus rules/citizenship. | Principal or designee | Code of Conduct/ Student-Parent Handbook | Expectation set during first week of school (Aug. 13-17, 2018) and monitored through each day | Bullying handout created with District personnel assistance and shared with parents via eNews in September. Link: <a href="https://goo.gl/YSm9JN">https://goo.gl/YSm9JN</a>                        | New PISD code of conduct posters were placed around the school in the second semester.  |
| Monitor high risk areas.                                     | All staff             | Schedule (if necessary)                  | Before & after school and during passing periods daily  | Teachers and staff monitor the exterior exit doors, hallways, pods, and cafeteria during transitions throughout the day. When issues arise, campus administrators remind staff of this obligation. | High risk areas were monitored throughout the school year. Staff were reminded periodically to monitor these areas, especially during transition times. Parent volunteers were utilized to help |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status   |                            |
|-------------|--------------|-----------------|-------------------------|---|----------------------------|
|             |              |                 |                         | Short Term  | Long Term                  |
|             |              |                 |                         | Several staff members receive stipends for morning monitoring duties. | monitor all three lunches. |

#### STUDENT EDUCATION

| Action Step                        | Project Lead | Staff/Resources | Implementation Timeline   | Monitoring Status  |   |
|------------------------------------|--------------|-----------------|---|--|---|
|                                    |              |                 |   | Short Term   | Long Term   |
| Explain referral process/contacts. | All teachers | Referral Plan   | Expectation set during first week of school (Aug. 13-17, 2018) and monitored through each day | Teachers reviewed campus and classroom expectations with students during the first week of school. | Staff followed expectations for classroom management and discipline/referrals. New teachers met with Asst. Principal at the start of the second semester to review procedures to ensure fidelity. |

#### STUDENT INTERVENTION

| Action Step                    | Project Lead | Staff/Resources   | Implementation Timeline  | Monitoring Status   |  |
|--------------------------------|--------------|---|--|---|--|
|                                |              |   |  | Short Term  | Long Term                                    |
| Apply classroom interventions. | All teachers | CMIT meetings, PISD Code of Conduct and Student Handbook, Rice Staff Handbook | Expectation set during first week of school (Aug. 13-17, 2018) and | Counselors will conduct guidance lessons at each grade level over | Teachers held parent conferences and invited |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline    | Monitoring Status  |   |
|-------------|--------------|-----------------|----------------------------|--|---|
|             |              |                 |                            | Short Term   | Long Term   |
|             |              |                 | monitored through each day | <p>the following topics:</p> <p>Stress/Self Harm (August) – different by grade level, but included breathing techniques, test taking tips, self-care, bullying overview, suicidal ideation</p> <p>Still coming up: Naviance – goal setting (7th grade completed in October), interest inventories, career and college planning</p> <p>Stress management – different by grade level – breathing techniques, test taking tips, self-care</p> | <p>administrators, counselors, and academic specialist on designated day during the fall semester, and as needed throughout the school year.</p> <p>Academic Specialist and counselors collaborated with teachers for students who had been homebound or home schooled for health and mental health reasons. 504 plans were put into place and followed. They also attended a February PD at Region 10 about assisting with these types of situations to better meet legal obligations.</p> |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status   |   |
|-------------|--------------|-----------------|-------------------------|---|---|
|             |              |                 |                         | Short Term  | Long Term   |
|             |              |                 |                         | <p>Bullying – may not be full class lesson specific – target cyber bullying and usually tie this in to a lesson on stress; talked about this during our suicide lessons.</p> <p>A Social-Emotional Learning committee meets monthly, led by two District-trained staff members, and ideas are shared with the entire staff via email and Google Classroom. There is also a campus SEL committee that meets monthly and plans lessons and activities. Rice MS also has hosted and will</p> | <p>Prior to STAAR testing, Mrs. Henderson (academic specialist) worked collaboratively with on-level reading and math teachers, special education department chair, and ELA and Math department chairs to identify students who required extra interventions (based on previous STAAR results, MAP scores, and semester exam results). Interventions included pull-out (math) from elective classes and in-class reading support.</p> |

| Action Step                      | Project Lead     | Staff/Resources   | Implementation Timeline  | Monitoring Status  |   |
|----------------------------------|------------------|---|--|--|---|
|                                  |                  |   |  | Short Term   | Long Term   |
|                                  |                  |   |  | continue to host "Block Lunches" throughout the school year to allow students time to meet with one another in different groups with students/adults that have similar interests.  |   |
| Employ discipline interventions. | Designated staff | CMIT meetings, PISD Code of Conduct and Student Handbook, Rice Staff Handbook, PISD SEL practices, point sheets | Expectation set during first week of school (Aug. 13-17, 2018); assistant principals will handle referrals daily as they are presented | Periodically throughout the school year, teachers seek assistance from administrators on the referral process; administrators give guidance and process referrals as they come in. A Social-Emotional Learning committee meets monthly, led by two District-trained staff members, and | Staff followed expectations for classroom management and discipline/referrals. New teachers met with Asst. Principal at the start of the second semester to review procedures to ensure fidelity. |

| Action Step   | Project Lead                       | Staff/Resources  | Implementation Timeline   | Monitoring Status  |   |
|---|------------------------------------|--|---|--|---|
|   |                                    |  |   | Short Term   | Long Term   |
|   |                                    |  |   | ideas are shared with the entire staff via email and Google Classroom. SEL strategies are utilized in most classrooms. Several teachers have SEL personal growth goals in the T-TESS appraisal system. |   |
| Use other intervention strategies as necessary/appropriate. | Administrative staff or counselors | CMIT meetings, PISD Code of Conduct and Student Handbook, Rice Staff Handbook, PISD SEL practices, point sheets, counseling services | Expectation set during first week of school (Aug. 13-17, 2018); assistant principals will handle referrals daily as they are presented; counselors will handle social services issues as they arise | Bullying handout created with District personnel assistance and shared with parents via eNews in September. Link: <a href="https://goo.gl/YSm9JN">https://goo.gl/YSm9JN</a>                            | Restorative practices and SEL have been utilized by administrators, along with many teams/teachers. Teachers were reminded and encouraged to attend district-provided PD on various SEL topics. |
| Conference with parents/students.                           | Teachers or other staff            | Expectation set during first week of school (Aug. 13-17, 2018)   | Grade level or other relevant teams will meet with parents as needs arise throughout the school year  | Bullying handout created with District personnel assistance and shared with parents via  | Teachers held parent conferences and invited administrators, counselors, and  |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status   |   |
|-------------|--------------|-----------------|-------------------------|---|---|
|             |              |                 |                         | Short Term  | Long Term   |
|             |              |                 |                         | eNews in September. Link: <a href="https://goo.gl/YSm9JN">https://goo.gl/YSm9JN</a> | academic specialist on designated day during the fall semester, and as needed throughout the school year. |



## Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

| Action Step   | Project Lead                 | Staff/Resources  | Implementation Timeline  | Monitoring Status  |   |
|---|------------------------------|--|--|--|---|
|   |                              |  |  | Short Term   | Long Term   |
| Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information.<br><b>Title I Components: 1, 6, 10</b><br><b>Funding Sources: SCE, Title I and Local</b> | Principal                    | Registrar, Parent Portal   | By Sept. 15, 2018  | Registrar and administrators collaborated to ensure all parents accessed Parent Portal and completed annual paperwork. | Registrar and administrators collaborated as new students enrolled to ensure all parents accessed Parent Portal and completed annual paperwork. |
| Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.<br><b>Title I Components: 1, 6, 10</b><br><b>Funding Sources: SCE, Title I and Local</b> | Counselors                   | Teachers, counselors, administrators; district request process                               | Requests will be efficiently processed and met if and when they arise throughout the school year | No requests have been made thus far this school year.  | No requests have been made thus far this school year.   |
| Upgrade and maintain the campus website for easy access and increased communication with the community.<br><b>Funding source: State and Local</b>   | Principal                    | Principal, receptionist; website software  | Website information will be updated as changes are made throughout the school year               | Website is updated by campus principal on a regular basis.   | Website is updated by campus principal on a regular basis.  |
| Communicate information through eNews and through hard copies when internet access is not available.<br><b>Funding source: State and Local</b>  | eNews facilitator, Principal | Catie Inge; Google form for eNews submissions; District eNews software and guidelines; SMORE | eNews goes out weekly and for special events as indicated by campus administration               | Family Education and Guidance offered two new parent education series in the fall,                                     | eNews sent out weekly, along with special eNews events. The campus  |

| Action Step  | Project Lead | Staff/Resources  | Implementation Timeline   | Monitoring Status  |   |
|--|--------------|--|---|--|---|
|  |              |  |   | Short Term   | Long Term   |
|  |              |  |   | in English and Spanish. Each was a four-week series, one for those parenting strong-willed children and the other for parents of children with ADHD. The fliers for those series were sent via eNews the second week of October. | <p>began construction in February, so eNews communicated the new traffic plan for three weeks prior.</p> <p>The Leadership Team reviewed the SBIC committee's feedback on parent involvement and indicated a need for some way to access archived eNews Smore newsletters. Links to archived eNews will be added to the Rice website.</p> |
| Utilize social media to keep parents and community informed.<br><b>Funding source: State and Local</b> | All staff    | Google apps, Twitter, Facebook, Remind, other social media sites | Information and celebrations will be broadcast by Rice staff when they arise throughout the school year | Many staff members utilize Twitter, Instagram, Google Classroom, and Remind for  | Many staff members utilize Twitter, Instagram, Google Classroom, and Remind for   |

| Action Step   | Project Lead                    | Staff/Resources                     | Implementation Timeline  | Monitoring Status  |   |
|---|---------------------------------|-------------------------------------|--|--|---|
|   |                                 |                                     |  | Short Term   | Long Term   |
|   |                                 |                                     |  | updates. Campus administrators utilize Twitter, Facebook, and Remind for updates and information. Facebook page is maintained by campus librarian. The school marquee is maintained by the campus secretary. | updates. Campus administrators utilize Twitter, Facebook, and Remind for updates and information. Facebook page is maintained by campus librarian. The school marquee is maintained by the campus secretary. The campus website has been updated to include archived eNews newsletters. |
| PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.<br><b>Funding source: State and Local</b> | Principal, Assistant Principals | Campus administration and PTA Board | Monthly board meetings, 3 general meetings for the school year | Board Meetings:<br>Aug. 13, 2018<br>Sept. 10, 2018<br>Oct. 15, 2018<br>Nov. 12, 2018<br>Dec. 10, 2018<br>Jan. 14, 2019<br>Feb. 11, 2019<br>Mar. 4, 2019<br>Apr. 8, 2019<br>May 6, 2019                       | Meetings held, per PTA bylaws. PTA collaborated to provide financial and volunteer support for various events and campus needs (teacher wish lists, campus needs, workshop and trainings, etc.).  |

| Action Step  | Project Lead                    | Staff/Resources                     | Implementation Timeline  | Monitoring Status  |   |
|--|---------------------------------|-------------------------------------|--|--|---|
|  |                                 |                                     |  | Short Term   | Long Term   |
|  |                                 |                                     |  | General Meetings:<br>Aug. 13, 2018<br>Oct. 15, 2018<br>Mar. 3, 2019  |   |
| Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). | Principal, Assistant Principals | Campus administration and PTA Board | Monthly PTA board meetings to determine needs; back-to-school events before students return on Aug. 13, 2018; various luncheons for teachers and PTA donors throughout the school year | Board Meetings:<br>Aug. 13, 2018<br>Sept. 10, 2018<br>Oct. 15, 2018<br>Nov. 12, 2018<br>Dec. 10, 2018<br>Jan. 14, 2019<br>Feb. 11, 2019<br>Mar. 4, 2019<br>Apr. 8, 2019<br>May 6, 2019 | Parents volunteered to help monitor all three lunches throughout the school year.<br><br>PTA brought "Journeyman Ink: The Power of Voice" to all three grade levels on August 17th.<br><br>ESL parent night (snacks provided by PTA) was held on March 26th.<br><br>Discussion was held to host cyberbullying speaker next fall, but later in the semester rather than at the start |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status |                     |
|-------------|--------------|-----------------|-------------------------|-------------------|---------------------|
|             |              |                 |                         | Short Term        | Long Term           |
|             |              |                 |                         |                   | of the school year. |

## Transition

The campus will assist students in making a successful transition between middle school to high school (grades 9 and 10).

| Action Step   | Project Lead   | Staff/Resources   | Implementation Timeline  | Monitoring Status  |  |
|---|----------------|---|--|--|--|
|   |                |   |  | Short Term   | Long Term  |
| <p>Middle school counselors deliver guidance lessons that support and promote the learning process.</p> <p><b>Title I Components: 7</b></p> <p><b>Funding source: State and Local</b></p> | Lead Counselor | Counselors, PISD curriculum supplemented with outside sources | Delivered as indicated through Acad. Services, along with campus needs | <p>Counselors will conduct guidance lessons at each grade level over the following topics:</p> <p>Stress/Self Harm (August) – different by grade level, but included breathing techniques, test taking tips, self-care, bullying overview, suicidal ideation</p> <p>Still coming up: Naviance – goal setting (7th grade completed in October), interest inventories, career and college planning</p> | <p>Counselors at Rice have asked Plano West to have former Rice students come discuss how to best transition to high school with current 8th graders; however, it has not materialized yet. Lead counselor from Rice will continue to make requests and work with the team leader at West, and also reach out to Jasper HS lead counselor.</p> |

| Action Step  | Project Lead   | Staff/Resources                                     | Implementation Timeline  | Monitoring Status  |  |
|--|----------------|---|--|--|--|
|  |                |   |  | Short Term   | Long Term  |
|  |                |   |  | <p>Stress management – different by grade level – breathing techniques, test taking tips, self-care</p> <p>Bullying – may not be full class lesson specific – target cyber bullying and usually tie this in to a lesson on stress; talked about this during our suicide lessons.</p> |  |
| <p>Campus implements programs dealing with teasing, criticism, bullying, and anger control help students deal with peer pressure and learn to make wise decisions.</p> <p><b>Title I Components: 7</b></p> <p><b>Funding source: State and Local</b></p> | Lead Counselor | Counselors, administrators, PTA; outside presenters | Delivered as indicated through Acad. Services, along with campus needs | Bullying handout created with District personnel assistance and shared with parents via eNews in September. Link: <a href="https://goo.gl/YSm9JN">https://goo.gl/YSm9JN</a>  | Counselors are looking into ways to provide bullying lessons or assemblies during scheduled block lunch periods for next school year. A full grade level assembly-style presentation |

| Action Step   | Project Lead        | Staff/Resources   | Implementation Timeline | Monitoring Status   |  |
|---|---------------------|---|-------------------------|---|--|
|   |                     |   |                         | Short Term  | Long Term  |
|   |                     |   |                         | <p>Counselors chose students from each grade level to participate in Safety Net, a program that provides extra support for students in need.</p> <p>Ms. Zimmerman started a teacher-student mentor program called "Making Moments Matter." The first activity with mentors and students is set for Oct. 24th.</p> | <p>cannot be done effectively in 30 minutes.</p> <p>Counselors already provide mandatory lessons in the fall and have also been working on Bibliotherapy with small groups that tie in to resiliency, self-care and other topics that relate to bullying and violence.</p> |
| <p>Academic Conferences - Counselors meet with parents and students to discuss academic progress and assist in developing individual 4-year plans for high school.</p> <p><b>Title I Components: 7</b></p> <p><b>Funding Sources: State and Local</b></p> | 8th Grade Counselor | Rice counselors, PISD conferences documents and PowerPoints | Spring semester, 2019   | Academic conferences will occur starting in February 2019.  | Academic Conferences were held for all 8th graders at Rice throughout the month of February.   |
| <p>Parent programs are held to explain high school courses and scheduling to parents.</p> <p><b>Title I Components: 7</b></p> <p><b>Funding Sources: State and Local</b></p>  | 8th Grade Counselor | Rice counselors, PISD conferences documents and PowerPoints | Spring semester, 2019   | Parent programming evenings were held in January  | ESL parent night was held on March 26th to help those  |



| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status   |   |
|-------------|--------------|-----------------|-------------------------|---|---|
|             |              |                 |                         | Short Term  | Long Term   |
|             |              |                 |                         | for 5th to 6th, 6th to 7th, and 7th to 8th grade transitions. Counselors and administrators were on hand to answer questions. Information was also posted to the Rice MS website. | parents understanding how to support their children in middle school and as they transition to high school. ESL instructional specialists, AP, ESL teacher, and lead counselor were in attendance to answer questions and provide relevant information. Eight parents attended, along with two students. Topics included program overview, exit criteria, elective choices, transitioning to high school, ESL tests, and supporting students at home. |

## State Certified Teachers and Highly Qualified Paraprofessionals

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

| Action Step  | Project Lead   | Staff/Resources                                     | Implementation Timeline   | Monitoring Status  |   |
|--|--|---|---|--|---|
|  |  |   |   | Short Term   | Long Term   |
| Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the <b>Title I Component 4 and 5</b><br><b>Funding source: State and Local</b> | Professional Learning Department, Curriculum Department, and Campus Administrators | PL website, instructional coaches, Rice PD Calendar | Rice teachers will meet the required 15 hours of PD time (7.5 personal, 7.5 campus) according to required District timeline | The Rice PD calendar is being utilized to help teachers meet campus trade hour requirements. The calendar can be found at: <a href="https://teamup.com/ks1f9e5b62caffe3dc">https://teamup.com/ks1f9e5b62caffe3dc</a><br><br>Teachers are reminded weekly via the Monday Memo of the District requirement for 15 total trade hours. Several staff meetings were held giving campus trade hours. | The Rice PD calendar is being utilized to help teachers meet campus trade hour requirements. The calendar can be found at: <a href="https://teamup.com/ks1f9e5b62caffe3dc">https://teamup.com/ks1f9e5b62caffe3dc</a><br><br>Teachers are reminded weekly via the Monday Memo of the District requirement for 15 total trade hours. Several staff meetings were held giving campus trade hours.<br><br>Campus administrators |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status |   |
|-------------|--------------|-----------------|-------------------------|-------------------|---|
|             |              |                 |                         | Short Term        | Long Term   |
|             |              |                 |                         |                   | <p>collaborated with alternative certification teachers' observers to fulfill their requirements.</p> <p>Campus administrators mentored and developed teacher leaders and aspiring administrators throughout the school year.</p> <p>ELAR teachers met with Asst. Principal during goals meetings to check the status of the district-required mandate for ESL certification.</p> |