

# Plano Independent School District

## Rice Middle School

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 20, 2020

# Mission Statement

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

## Vision

In pursuit of excellence

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# Comprehensive Needs Assessment

## Student Learning

### Student Learning Summary

**Rice Middle Goals:** (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Rice 6th and 7th grade student groups did not meet projected MAP growth in Math (6th: 1.5 compared to projected 3.8; 7th: 1.3 compared to 2.1).

**Problem Statement 2:** Rice 7th grade student group did not meet projected MAP growth in Reading (2.3 compared to 4.3).

**Problem Statement 3:** The percentage of at-risk students meeting the Approaches Grade Level standard on STAAR assessments is substantially lower than with all students (6th Reading: 63% vs 93%, 7th Reading: 58% vs 96%, 7th Math: 80% vs 96%, 7th Writing: 63% vs 95%, 8th SS: 70% vs 97%, 8th Science: 48% vs 96%).

**Problem Statement 4:** The percentage of economically disadvantaged students meeting the Approaches Grade Level standard on STAAR assessments is substantially lower than with all students (6th Reading: 68% vs 93%, 6th Math: 76% vs 96%, 7th Math: 78% vs 96%, 7th Writing: 85% vs 95%, 8th Science: 48% vs 96%).

**Problem Statement 5:** The percentage of LEP students meeting the Approaches Grade Level standard on STAAR assessments is substantially lower than with all students (6th Reading: 62% vs 93%, 7th Reading: 64% vs 96%, 7th Writing: 73% vs 95%, 8th SS: 71% vs 97%, 8th Science: 71% vs 96%).

**Problem Statement 6 (Prioritized):** The percentage of special education students meeting the Approaches Grade Level standard on STAAR assessments is substantially lower than with all students (6th Reading: 56% vs 93%, 6th Math: 60% vs 96%, 7th Reading: 60% vs 96%, 7th Math: 60% vs 96%, 7th Writing: 60% vs 95%, 8th SS: 25% vs 96%, 8th Science: 0% vs 96%).

**Problem Statement 7:** The percentage of honors students failing fall semester exams ranged from 8-10% and scoring at a C (approaches grade level) ranged from 20-25%.

**Problem Statement 8 (Prioritized):** The percentage African American students meeting the Approaches Grade Level standard on STAAR is substantially lower than with all students (7th Reading: 73% vs. 96%, 7th Math: 60% vs. 97%, 7th Writing: 73% vs. 97%,)

# Priority Problem Statements

**Problem Statement 1:** The percentage African American students meeting the Approaches Grade Level standard on STAAR is substantially lower than with all students (7th Reading: 73% vs. 96%, 7th Math: 60% vs. 97%, 7th Writing: 73% vs. 97%,)

**Root Cause 1:**

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** The percentage of special education students meeting the Approaches Grade Level standard on STAAR assessments is substantially lower than with all students (6th Reading: 56% vs 93%, 6th Math: 60% vs 96%, 7th Reading: 60% vs 96%, 7th Math: 60% vs 96%, 7th Writing: 60% vs 95%, 8th SS: 25% vs 96%, 8th Science: 0% vs 96%).

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- TTESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices





# Goals

**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.


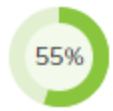


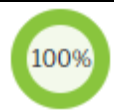

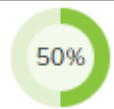
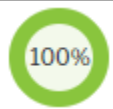




**Performance Objective 1:** The percent of Rice students that score Meets grade level or above on STAAR Reading 6-8 will increase from 87% in 2019 to 89% by June 2021. The Special Education student group performance will increase from 45% in 2019 to 48% in 2021. The African American student group performance will increase from 55% in 2019 to 59% in 2021.

**Evaluation Data Sources:** 2020-21 Reading STAAR

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Department/grade level planning teams will cross reference priority and essential standards to identify the essential standards that need the most refinement instructionally to improve student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> By identifying the essential standards that are both priority and essential, teachers will be able to address the most impactful standards that students are not mastering at Rice MS. The effectiveness of the strategy will be measured by growth data from Fall to Winter to Spring MAP as well as end of year STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Dept Chair, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Examine the priority/essential standards vertically, answering such questions as : How are the standards taught at each level? How can teachers align the instruction of these standards? Which grade level team has shown to be most effective in teaching each standard? What does the team do to teach the standard?</p> <p><b>Strategy's Expected Result/Impact:</b> By aligning instruction of each identified standard across grade levels, teachers will create a system that encourages student mastery on these standards as they advance through each grade level. The effectiveness of the strategy will be measured by growth data from Fall to Winter to Spring MAP as well as end of year STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Dept Chair, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> As a department and in grade level teams, discuss &amp; determine alternate ways to teach the identified priority-essential standards for students who do not initially master the concept.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing alternate methods of instruction, students who do not initially master a standard have an opportunity to learn the standard in a new way; thus, improving the likelihood of mastery of those standards for those students. The effectiveness of the strategy will be measured by growth data from Fall to Winter to Spring MAP as well as end of year STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Dept. Chair, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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<p><b>Strategy 4:</b> Departments/grade level teams will identify how and how often the identified priority-essential standards are taught. Then they will refine instructional plans to ensure the use of research-based strategies and the consistent spiraling of these standards throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring priority-essential standards are addressed multiple times provides students with several opportunities to master each standard. The effectiveness of the strategy will be measured by growth data from Fall to Winter to Spring MAP as well as end of year STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Dept Chair, Assistant Principal</p>	<b>Formative</b>		
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Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Review campus MAP and STAAR data with the department and grade level teams to ensure teachers understand the growth vs. achievement data and the implications for instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring teachers understand the difference between growth and achievement data and what each type of data indicates about instruction will help teachers to better monitor student progress. The effectiveness of the strategy will be measured by growth data from Fall to Winter to Spring MAP as well as end of year STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Dept Chair, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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<p><b>Strategy 6:</b> Establish standards-based tutorials to be held during advisory in the spring semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Standards-based tutorials will provide an opportunity for teachers to provide targeted support for struggling students. The effectiveness of the strategy will be measured by growth data from Fall to Winter to Spring MAP as well as end of year STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Dept Chair, Assistant Principal</p>	<b>Formative</b>		
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 No Progress  Accomplished  Continue/Modify  Discontinue			











**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 2:** The percent of Rice students that score Meets grade level or above on STAAR Writing 7 will increase from 88% in 2019 to 90% by June 2021. The African American student group performance will increase from 36% in 2019 to 40% in 2021. The Special Education student group will increase from 50% in 2019 to 52% in 2021.

**Evaluation Data Sources:** 2020-21 Writing STAAR

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Department/grade level planning teams will cross reference priority and essential standards to identify the essential standards that need the most refinement instructionally to improve student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> By identifying the essential standards that are both priority and essential, teachers will be able to improve instruction around those standards and students overall mastery of these standards will increase. The effectiveness of the strategy will be measured by growth data from Fall to Winter to Spring MAP as well as end of year STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Dept Chair, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In grade level teams, identify how and how often the identified priority/essential standards are taught and refine instructional plans to ensure the use of research-based strategies and the spiraling of these standards throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> By identifying how these standards are taught and refining instructional plans around these standards, teachers will be able to provide more targeted instruction around those standards; thus, students overall mastery of these standards will increase. The effectiveness of the strategy will be measured by growth data from Fall to Winter to Spring MAP as well as end of year STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Dept Chair, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Examine the priority/essential standards vertically, answering such questions as : How are the standards taught at each level? How can teachers align the instruction of these standards? Which grade level team has shown to be most effective in teaching each standard? What does the team do to teach the standard?</p> <p><b>Strategy's Expected Result/Impact:</b> By aligning instruction of each standard across grade levels, teachers will create a system that encourages student mastery at all levels on these standards as they advance to each grade level in order to maintain high levels of performance. The effectiveness of the strategy will be measured by growth data from Fall to Winter to Spring MAP as well as end of year STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Dept. Chair, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> As a department and in grade level teams, discuss alternate ways to teach the identified priority-essential standards for students who do not initially master the concept.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing alternate methods of instruction, students who do not initially master a standard have an opportunity to learn the standard in a new way.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Dept. Chair, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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<p><b>Strategy 5:</b> Review campus STAAR data with the department and grade level teams to ensure teachers understand the growth vs. achievement data and the implications for instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring teachers understand the difference between growth and achievement data and what each type of data indicates about instruction will help teachers to better monitor student progress. The effectiveness of the strategy will be measured by growth data from Fall to Winter to Spring MAP as well as end of year STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Dept. Chair, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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<p><b>Strategy 6:</b> Establish standards-based tutorials to be held during advisory in the spring semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Standards-based tutorials will provide an opportunity for teachers to provide targeted support for struggling students.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Dept. Chair, Assistant Principal</p>	<b>Formative</b>		
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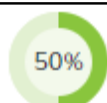





**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

**Performance Objective 1:** The percent of Rice students that score Meets grade level or above on STAAR Math 6-8 will increase from 90% in 2019 to 91% by June 2021. The Special Education student group performance will increase from 35% in 2019 to 38% in 2021. The African American student group performance will increase from 64% in 2019 to 68% in 2021.

**Evaluation Data Sources:** 2020-21 Math STAAR

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> District specialists will work with the department to identify Priority Standards. Then department/grade level planning teams will cross reference priority and essential standards to identify the essential standards that need the most refinement instructionally to improve student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> By identifying priority-essential standards, teachers will be able to address the most impactful standards for Rice MS students and provide more targeted instruction in those areas. The effectiveness of the strategy will be measured by growth data from Fall to Winter to Spring MAP as well as end of year STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Math Dept. Chair, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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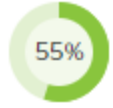








**Goal 3:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

**Performance Objective 1:** The percent of Rice students that score Meets grade level or above on STAAR Science 8 will increase from 88% in 2019 to 90% by June 2021. The Special Education student group performance will increase from 20% in 2019 to 22% in 2021. The African American student group performance will increase from 53% in 2019 to 57% in 2021.

**Evaluation Data Sources:** 2020-21 Science STAAR

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> District specialists will work with the department to identify priority standards. Department/grade level planning teams will cross reference priority and essential standards to identify the essential standards that need the most refinement instructionally to improve student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> By identifying the essential standards that are both priority and essential, teachers will be able to address the most impactful standards that students are not mastering at Rice MS. The effectiveness of the strategy will be measured by growth data from Fall to Winter to Spring MAP as well as end of year STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Science Dept. Chair, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Examine the priority/essential standards vertically, answering such questions as : How are the standards taught at each level? How can teachers align the instruction of these standards? Which grade level team has shown to be most effective in teaching each standard? What does the team do to teach the standard?</p> <p><b>Strategy's Expected Result/Impact:</b> By aligning instruction of each identified standard across grade levels, teachers will create a system that encourages student mastery on these standards as they advance through each grade level. The effectiveness of the strategy will be measured by growth data from Fall to Winter to Spring MAP as well as end of year STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Science Dept. Chair, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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Strategy 5 Details	Formative Reviews		
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 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2021.











**Performance Objective 1:** The percent of Rice students that score Meets grade level or above on STAAR Social Studies 8 will increase from 87% in 2019 to 89% by June 2021. The Special Education student group performance will increase from 20% in 2019 to 22% in 2021. The African American student group will increase from 53% in 2019 to 57% in 2021.

**Evaluation Data Sources:** 2020-21 Social Studies STAAR

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> District specialists will work with departments to identify priority standards. Department/grade level planning teams will cross reference priority and essential standards to identify the essential standards that need the most refinement instructionally to improve student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> By identifying the essential standards that are both priority and essential, teachers will be able to address the most impactful standards that students are not mastering at Rice MS. Effectiveness of the strategies will be measured by student performance on concept checks.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Dept. Chair, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Examine the priority/essential standards vertically, answering such questions as : How are the standards taught at each level? How can teachers align the instruction of these standards? Which grade level team has shown to be most effective in teaching each standard? What does the team do to teach the standard?</p> <p><b>Strategy's Expected Result/Impact:</b> By aligning instruction of each identified standard across grade levels, teachers will create a system that encourages student mastery on these standards as they advance through each grade level. Effectiveness of the strategies will be measured by student performance on concept checks.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Dept. Chair, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> As a department and in grade level teams, discuss &amp; determine alternate ways to teach the identified priority-essential standards for students who do not initially master the concept.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing alternate methods of instruction, students who do not initially master a standard have an opportunity to learn the standard in a new way; thus, improving the likelihood of mastery of those standards for those students. Effectiveness of the strategies will be measured by student performance on concept checks.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Dept. Chair, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Departments/grade level teams will identify how and how often the identified priority-essential standards are taught. Then they will refine instructional plans to ensure the use of research-based strategies and the consistent spiraling of these standards throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring priority-essential standards are addressed multiple times provides students with several opportunities to master each standard.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Dept. Chair, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Review campus MAP and STAAR data with the department and grade level teams to ensure teachers understand the growth vs. achievement data and the implications for instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring teachers understand the difference between growth and achievement data and what each type of data indicates about instruction will help teachers to better monitor student progress. Effectiveness of the strategies will be measured by student performance on concept checks.</p> <p><b>Staff Responsible for Monitoring:</b> Scott Sommer, Chris Glasscock</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Establish standards-based tutorials to be held during advisory in the spring semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Standards-based tutorials will provide an opportunity for teachers to provide targeted support for struggling students. Effectiveness of the strategies will be measured by student performance on concept checks.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Dept. Chair, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# 2020-21 SBIC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Angela Ewing	Assistant Principal
Administrator	Christopher Glasscock	Principal
Administrator	Jordan Mullins	Assistant Principal
District-level Professional	Jayne Lynch	LPAC Facilitator
Community Representative	Patricia Busch-Kennedy	Community Member
Business Representative	Korey Koop	Business Representative
Business Representative	Todd Boone	Business Representative
Non-classroom Professional	Margareta Garza-Jimenez	School Counselor
Paraprofessional	Dipti Jain	Paraprofessional, Special Education
Classroom Teacher	Joirdan Cole	Teacher, Coach
Classroom Teacher	Margareta Coveney	Teacher, Math
Classroom Teacher	Jennifer Penny	Teacher, English
Classroom Teacher	Jennifer York	Teacher, Science
Classroom Teacher	Russ Robinson	Teacher, Social Studies
Classroom Teacher	Brittany Garrison	Teacher, Special Education
Non-classroom Professional	Sarena Edwards	School Counselor
Community Representative	Sarita Ventkatraman	Community Member
Community Representative	Alex Johnson	Community Representative

# Addendums

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Rice

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	55	75	80		92		83	45	73	79	74	88	82	87
2020	57	77	80		92		84	46	75	80	76	88	83	88
2021	59	80	81		93		86	48	78	82	78	89	85	89
2022	62	83	82		94		87	50	82	84	80	90	87	91
2023	66	88	83		95		90	52	87	87	84	91	90	93
2024	71	93	84		96		93	55	93	90	88	92	94	95

### Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	64	75	80		97		75	35	75	97	85	91	88	90
2020	66	77	80		97		76	36	77	98	86	91	89	91
2021	68	79	81		98		77	38	79	99	87	92	90	91
2022	71	82	81		98		78	40	82	100	89	92	92	92
2023	75	86	82		99		79	42	86	100	91	93	94	94
2024	80	91	83		100		81	45	91	100	94	94	97	95

## Rice - STAAR Social Studies Grade 8

The percent of 8th grade students that score Meets grade level or above on STAAR Social Studies Grade 8 will increase from 87% in 2019 to 89% by June 2021.

### Yearly Target Goals

2020	2021	2022	2023	2024
88% 2019 Baseline: 87%	89%	91%	93%	95%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	53	64	83	*	93	*	86	20	66	75	65	88	83	87
2020	54	66	83	*	93	*	87	21	68	76	66	88	84	88
2021	57	68	84	*	94	*	88	22	71	78	68	89	86	89
2022	60	72	84	*	94	*	90	24	75	80	71	89	88	91
2023	64	76	85	*	95	*	92	27	80	83	74	90	91	93
2024	69	82	87	*	97	*	95	30	86	86	79	92	94	95
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

## Rice - STAAR Grade 7 Writing

**The percent of 7th grade students that score Meets grade level or above on STAAR Writing Grade 7 will increase from 88% in 2019 to 90% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
89% 2019 Baseline: 88%	90%	92%	94%	96%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	36	86	78	*	93	*	89	50	65	78	64	92	77	88
2020	37	88	78	*	93	*	90	51	67	79	65	92	78	89
2021	40	90	79	*	94	*	91	52	70	81	67	93	80	90
2022	43	94	79	*	94	*	93	54	74	83	70	93	82	92
2023	47	98	80	*	95	*	95	57	79	86	73	94	85	94
2024	52	104	82	*	97	*	98	60	85	89	78	96	88	96
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

## Rice - STAAR Grade 8 Science

**The percent of 8th grade students that score Meets grade level or above on STAAR Science Grade 8 will increase from 88% in 2019 to 90% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
89% 2019 Baseline: 88%	90%	91%	92%	93%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	53	74	82	*	95	*	57	20	76	85	80	89	85	88
2020	54	75	82	*	95	*	57	21	77	86	81	89	86	89
2021	57	78	82	*	95	*	58	22	80	87	82	89	87	90
2022	60	80	83	*	96	*	59	24	83	89	83	90	89	91
2023	64	84	83	*	96	*	61	27	87	91	85	90	91	92
2024	69	89	84	*	97	*	63	30	92	94	88	91	94	93
2019-2021	4	4	0	*	0	*	1	2	4	2	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

**Rice - Algebra 1**

**The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will maintain 100% in 2019 to June 2021.**

**Closing the Gaps Student Groups Yearly Targets**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
<b>2019 Baseline</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>*</b>	<b>100</b>	<b>*</b>	<b>100</b>	<b>*</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>98</b>	<b>100</b>
<b>2021</b>	<b>108</b>	<b>107</b>	<b>101</b>	<b>*</b>	<b>102</b>	<b>*</b>	<b>101</b>	<b>*</b>	<b>108</b>	<b>109</b>	<b>104</b>	<b>101</b>	<b>107</b>	<b>103</b>
<b>2019-2021</b>	<b>8</b>	<b>7</b>	<b>1</b>	<b>8</b>	<b>2</b>	<b>*</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>9</b>	<b>3</b>



## CAMPUS APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 4th and 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. Include at least one Parent on Campus Wellness Team.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● K-8 Campuses Only: 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local</li> <li>● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
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