

Plano Independent School District

Rice Middle School

2022-2023



Board Approval Date: September 20, 2022

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

Table of Contents

Comprehensive Needs Assessment	4
Priority Problem Statements	4
Comprehensive Needs Assessment Data Documentation	5
Goals	6
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 from 2022 to 2023.	7
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 2022 to 2023.	8
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 2022 to 2023.	10
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 2022 to 2023.	12
2022-2023 Site Based Improvement Committee	14
Campus Funding Summary	15
Addendums	16

Comprehensive Needs Assessment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation








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











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 from 2022 to 2023.

Performance Objective 1: The percent of Rice students that score Meets grade level or above on STAAR Reading 6-8 will increase from 89% in 2022 to 90% by June 2023. The Special Education student group performance will increase from 45% in 2022 to 48% in 2023. The African American student group performance will increase from 74% in 2022 to 76% in 2023.

Evaluation Data Sources: 2023 RLA STAAR



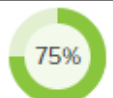

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will identify priority-essential standards by nine weeks. Strategy's Expected Result/Impact: Teachers will be able to discuss how to improve instruction both horizontally and vertically on priority-essential standards; and thus, improve student achievement on these standards. Staff Responsible for Monitoring: ELAR Department Chair</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will unwrap priority-essential standards to facilitate their understanding of the depth and complexity of each standard. Strategy's Expected Result/Impact: Breaking down standards allows teachers to have a deeper understanding of the TEKS ; consequently, teachers are more likely to teach the standards as intended at each grade level. This level of accuracy in teaching ensures instructional time is used wisely and should result in improved student achievement. Staff Responsible for Monitoring: ELAR Department Chair</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will analyze summative assessments and district interim assessments prior to unit planning. Strategy's Expected Result/Impact: Analyzing assessments prior to planning ensures teachers are aware of language, question format, depth, etc., of the questions on the assessment and that they prepare students appropriately to demonstrate mastery on that assessment. Staff Responsible for Monitoring: ELAR Department Chair</p>	Formative		
	Nov	Feb	June
			










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will monitor progress using formative and summative assessments such as district interim assessments, MAP, etc.</p> <p>Strategy's Expected Result/Impact: By monitoring student progress on formative and summative assessments, teachers know which students need additional tutorials, reteach, etc., in order to master the objectives. It allows for teachers to be targeted in their support of student achievement.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: During advisory, intervention will be provided for students who failed STAAR reading, math, and/or science STAAR.</p> <p>Strategy's Expected Result/Impact: By providing students who failed STAAR intervention each week, students' learning gaps may be filled and improve their academic achievement in those areas of need.</p> <p>Staff Responsible for Monitoring: Assistant Principal. Academic Specialist</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Targeted STAAR tutorials will be provided in the spring for students who made Approaches on math or reading STAAR.</p> <p>Strategy's Expected Result/Impact: By providing STAAR-targeted tutorials to students who scored Approaches on STAAR, we improve students' understanding of both tested concepts and overall test-taking strategies. Thus, we improve students' likelihood of passing STAAR.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Administrators will provide substitutes for extended planning.</p> <p>Strategy's Expected Result/Impact: Extended planning allows teachers to ensure targeted support for students who have experienced unfinished learning.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: 1 sub per intervention teacher (4 teachers) each 9 Weeks Grading Period for planning purposes. \$121 per day per sub. - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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 2022 to 2023.

Performance Objective 1: The percent of Rice students that score Meets grade level or above on STAAR Math 6-8 will increase from 81% in 2022 to 82% by June 2023. The Special Education student group performance will increase from 42% in 2022 to 45% in 2023. The African American student group performance will increase from 46% in 2022 to 49% in 2023.

Evaluation Data Sources: 2023 Math STAAR









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will identify priority-essential standards by nine weeks.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to discuss how to improve instruction both horizontally and vertically on priority-essential standards; and thus, improve student achievement on these standards.</p> <p>Staff Responsible for Monitoring: Math Department Chair</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will unwrap priority-essential standards to facilitate their understanding of the depth and complexity of each standard.</p> <p>Strategy's Expected Result/Impact: Breaking down standards allows teachers to have a deeper understanding of the TEKS ; consequently, teachers are more likely to teach the standards as intended at each grade level. This level of accuracy in teaching ensures instructional time is used wisely and should result in improved student achievement.</p> <p>Staff Responsible for Monitoring: Math Department Chair</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will analyze summative assessments and district interim assessments prior to unit planning.</p> <p>Strategy's Expected Result/Impact: Analyzing assessments prior to planning ensures teachers are aware of language, question format, depth, etc., of the questions on the assessment and that they prepare students appropriately to demonstrate mastery on that assessment.</p> <p>Staff Responsible for Monitoring: Math Department Chair</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will monitor progress using formative and summative assessments such as district interim assessments, MAP, etc.</p> <p>Strategy's Expected Result/Impact: By monitoring student progress on formative and summative assessments, teachers know which students need additional tutorials, reteach, etc., in order to master the objectives. It allows for teachers to be targeted in their support of student achievement.</p> <p>Staff Responsible for Monitoring: Math Department Chair</p>	Formative		
	Nov	Feb	June
			










Strategy 5 Details	Formative Reviews		
<p>Strategy 5: During advisory, intervention will be provided for students who failed STAAR reading, math, and/or science STAAR.</p> <p>Strategy's Expected Result/Impact: By providing students who failed STAAR intervention each week, students' learning gaps may be filled and improve their academic achievement in those areas of need.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Academic Specialist</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Targeted STAAR tutorials will be provided in the spring for students who made Approaches on math or reading STAAR.</p> <p>Strategy's Expected Result/Impact: By providing STAAR-targeted tutorials to students who scored Approaches on STAAR, we improve students' understanding of both tested concepts and overall test-taking strategies. Thus, we improve students' likelihood of passing STAAR.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Academic Specialist</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Administrators will provide substitutes for extended planning.</p> <p>Strategy's Expected Result/Impact: Extended planning allows teachers to ensure targeted support for students who have experienced unfinished learning.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Substitute provided for math intervention teachers (1 per teacher per nine weeks) 4 teachers total. - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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 2022 to 2023.

Performance Objective 1: The percent of Rice students that score Meets grade level or above on STAAR Science 8 will increase from 83% in 2022 to 84% by June 2023. The Special Education student group performance will increase from 43% in 2022 to 46% in 2023. The African American student group performance will increase from 54% in 2022 to 56% in 2023.

Evaluation Data Sources: 2023 Science STAAR











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will identify priority-essential standards by nine weeks.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to discuss how to improve instruction both horizontally and vertically on priority-essential standards; and thus, improve student achievement on these standards.</p> <p>Staff Responsible for Monitoring: Science Department Chair</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will unwrap priority-essential standards to facilitate their understanding of the depth and complexity of each standard.</p> <p>Strategy's Expected Result/Impact: Breaking down standards allows teachers to have a deeper understanding of the TEKS ; consequently, teachers are more likely to teach the standards as intended at each grade level. This level of accuracy in teaching ensures instructional time is used wisely and should result in improved student achievement.</p> <p>Staff Responsible for Monitoring: Science Department Chair</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will analyze summative assessments and district interim assessments prior to unit planning.</p> <p>Strategy's Expected Result/Impact: Analyzing assessments prior to planning ensures teachers are aware of language, question format, depth, etc., of the questions on the assessment and that they prepare students appropriately to demonstrate mastery on that assessment.</p> <p>Staff Responsible for Monitoring: Science Department Chair</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will monitor progress using formative and summative assessments such as district interim assessments, MAP, etc.</p> <p>Strategy's Expected Result/Impact: By monitoring student progress on formative and summative assessments, teachers know which students need additional tutorials, reteach, etc., in order to master the objectives. It allows for teachers to be targeted in their support of student achievement.</p> <p>Staff Responsible for Monitoring: Science Department Chair</p>	Formative		
	Nov	Feb	June
			






Strategy 5 Details	Formative Reviews		
<p>Strategy 5: During advisory, intervention will be provided for students who failed STAAR reading, math, and/or science STAAR.</p> <p>Strategy's Expected Result/Impact: By providing students who failed STAAR intervention each week, students' learning gaps may be filled and improve their academic achievement in those areas of need.</p> <p>Staff Responsible for Monitoring: Academic Specialist, Assistant Principal</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Targeted STAAR review will be provided in the spring for students to prepare them for the STAAR.</p> <p>Strategy's Expected Result/Impact: By providing STAAR review to students, we improve students' recall of both tested concepts and improve overall test-taking strategies. Thus, we improve students' likelihood of passing and/or achieving Masters STAAR.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Academic Specialist</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Administrators will provide substitutes for extended planning.</p> <p>Strategy's Expected Result/Impact: Extended planning allows teachers to ensure targeted support for students who have experienced unfinished learning.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Substitute provided for science intervention teachers (1 per teacher per nine weeks) 1 teacher - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			
 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 2022 to 2023.

Performance Objective 1: The percent of Rice students that score Meets grade level or above on STAAR Social Studies 8 will increase from 75% in 2022 to 76% by June 2023. The Special Education student group performance will increase from 38% in 2022 to 41% in 2023. The African American student group will increase from 38% in 2022 to 40% in 2023.

Evaluation Data Sources: 2023 Social Studies STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will identify priority-essential standards by nine weeks.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to discuss how to improve instruction both horizontally and vertically on priority-essential standards; and thus, improve student achievement on these standards.</p> <p>Staff Responsible for Monitoring: Social Studies Department Chair</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will unwrap priority-essential standards to facilitate their understanding of the depth and complexity of each standard.</p> <p>Strategy's Expected Result/Impact: Breaking down standards allows teachers to have a deeper understanding of the TEKS ; consequently, teachers are more likely to teach the standards as intended at each grade level. This level of accuracy in teaching ensures instructional time is used wisely and should result in improved student achievement.</p> <p>Staff Responsible for Monitoring: Social Studies Department Chair</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will analyze summative assessments and district interim assessments prior to unit planning.</p> <p>Strategy's Expected Result/Impact: Analyzing assessments prior to planning ensures teachers are aware of language, question format, depth, etc., of the questions on the assessment and that they prepare students appropriately to demonstrate mastery on that assessment.</p> <p>Staff Responsible for Monitoring: Social Studies Department Chair</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will monitor progress using formative and summative assessments such as district interim assessments, MAP, etc.</p> <p>Strategy's Expected Result/Impact: By monitoring student progress on formative and summative assessments, teachers know which students need additional tutorials, reteach, etc., in order to master the objectives. It allows for teachers to be targeted in their support of student achievement.</p> <p>Staff Responsible for Monitoring: Social Studies Department Chair</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Administrators will provide substitutes for extended planning Strategy's Expected Result/Impact: Extended planning allows teachers to ensure targeted support for students who have experienced unfinished learning. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
	 0%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

2022-2023 Site Based Improvement Committee

Committee Role	Name	Position
Administrator	Christopher Glasscock	Campus Principal
Administrator	Angela Ewing	Assistant Principal
Administrator	Jordan Mullins	Assistant Principal
Classroom Teacher	Joirdan Cole	ELAR Department Chair
Classroom Teacher	Gema Munoz	Math Teacher
Classroom Teacher	Hannah Brosam	Science Department Chair
Classroom Teacher	Adam Dyer	Social Studies Department Chair
Classroom Teacher	Mande Young	Choir Director
Classroom Teacher	Amy Lin	Art Teacher
Classroom Teacher	Laurie Boyd	Special Education Teacher
Classroom Teacher	Janeth Pak	LOTE Department Chair
Classroom Teacher	Megan Liu	Girls Athletic Coordinator
Non-classroom Professional	Maggie Jimenez	Counselor
Non-classroom Professional	Sarena Edwards	Lead Counselor
Business Representative	Vivianna Hito	Owner Jersey Mike's Subs
Community Representative	Bruce Glasscock	Community member
District-level Professional	Jayme Lynch	ESL Facilitator
Parent	Deydra "Dalia" Cavazos	Parent of 6th grader
Parent	Bin Liang	Parent of 6th grader
Parent	Kumar Satyen Gaurav	Parent of 6th grader
Parent	Mahbuba Chowdhury	Parents of 6th grader
Parent	Cindy Huang	Parent of 7th grader

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,390.00
+/- Difference					\$1,390.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$462.00
+/- Difference					\$462.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	1 sub per intervention teacher (4 teachers) each 9 Weeks Grading Period for planning purposes. \$121 per day per sub.		\$0.00
2	1	7	Substitute provided for math intervention teachers (1 per teacher per nine weeks) 4 teachers total.		\$0.00
3	1	7	Substitute provided for science intervention teachers (1 per teacher per nine weeks) 1 teacher		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,150.00
+/- Difference					\$7,150.00
Grand Total Budgeted					\$9,002.00
Grand Total Spent					\$0.00
+/- Difference					\$9,002.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Rice

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	10	19	50	0	177	0	14	31	8	50	212	56	268
2022	100	68	80		94		36	77	75	82	92	79	89
2023	100	70	81		95		39	79	76	84	93	80	90
2024	100	72	81		95		42	81	76	86	93	82	90
2025	100	74	82		96		46	83	77	89	94	84	91
2026	100	78	84		98		52	87	79	93	96	87	93
2027	100	82	85		99		59	91	80	98	97	90	94

HB3 Campus Goals - All Grades STAAR at Meets Standard

Rice

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												Grade 7	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	12	26	65	0	201	0	18	30	11	35	237	72	309
2022	67	85	85		93		50	80	91	60	92	81	90
2023	69	87	86		94		53	82	92	62	93	82	91
2024	71	89	86		94		56	84	92	64	93	84	91
2025	73	91	87		95		60	86	93	67	94	86	92
2026	77	95	89		97		66	90	95	71	96	89	94
2027	81	99	90		98		73	94	96	76	97	92	95

HB3 Campus Goals - All Grades STAAR at Meets Standard

Rice

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	24	21	46	0	225	0	21	40	9	31	273	56	329
2022	67	62	78		93		48	72	100	58	89	77	87
2023	69	64	79		94		51	74	100	60	90	78	88
2024	71	66	79		94		54	76	100	62	90	80	88
2025	73	68	80		95		58	78	100	65	91	82	89
2026	77	72	82		97		64	82	100	69	93	85	91
2027	81	76	83		98		71	86	100	74	94	88	92

HB3 Campus Goals - All Grades STAAR at Meets Standard

Rice

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	46	66	161	0	603	0	53	101	28	116	722	184	906
2022	74	73	81		93		45	76	89	69	91	79	89
2023	76	75	82		94		48	78	90	71	92	80	90
2024	78	77	82		94		51	80	90	73	92	82	90
2025	80	79	83		95		55	82	91	76	93	84	91
2026	84	83	85		97		61	86	93	80	95	87	93
2027	88	87	86		98		68	90	94	85	96	90	94

HB3 Campus Goals - All Grades STAAR at Meets Standard

Rice

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	10	20	49	0	95	0	12	29	6	33	136	47	183
2022	80	55	76		88		33	69	83	76	85	68	80
2023	83	57	77		89		36	71	84	78	86	70	81
2024	86	60	79		91		39	74	86	80	88	72	83
2025	89	64	81		93		43	78	88	83	90	75	85
2026	95	68	83		95		48	82	90	87	92	79	87
2027	100	74	86		98		55	88	93	92	95	84	90

HB3 Campus Goals - All Grades STAAR at Meets Standard

Rice

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 7		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	13	38	0	112	0	16	20	6	21	133	42	175
2022	25	23	42		85		44	40	33	38	71	52	67
2023	28	25	43		86		47	42	34	40	72	54	68
2024	31	28	45		88		50	45	36	42	74	56	70
2025	34	32	47		90		54	49	38	45	76	59	72
2026	40	36	49		92		59	53	40	49	78	63	74
2027	46	42	52		95		66	59	43	54	81	68	77

HB3 Campus Goals - All Grades STAAR at Meets Standard

Rice

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	28	33	74	0	395	0	25	52	16	62	452	95	547
2022	39	55	72		95		44	65	81	77	88	76	86
2023	42	57	73		96		47	67	82	79	89	78	87
2024	45	60	75		98		50	70	84	81	91	80	89
2025	48	64	77		100		54	74	86	84	93	83	91
2026	54	68	79		100		59	78	88	88	95	87	93
2027	60	74	82		100		66	84	91	93	98	92	96

HB3 Campus Goals - All Grades STAAR at Meets Standard

Rice

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	46	66	161	0	602	0	53	101	28	116	721	184	905
2022	46	48	66		92		42	61	71	70	85	68	81
2023	49	50	67		93		45	63	72	72	86	70	82
2024	52	53	69		95		48	66	74	74	88	72	84
2025	55	57	71		97		52	70	76	77	90	75	86
2026	61	61	73		99		57	74	78	81	92	79	88
2027	67	67	76		100		64	80	81	86	95	84	91

HB3 Campus Goals - All Grades STAAR at Meets Standard

Rice

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	24	21	47	0	225	0	21	40	9	31	274	56	330
2022	54	57	70		92		43	60	100	52	86	70	83
2023	56	59	71		93		46	62	100	54	87	71	84
2024	59	61	71		93		49	64	100	57	87	73	84
2025	62	63	72		94		53	67	100	60	88	75	85
2026	66	67	74		96		58	71	100	64	90	78	87
2027	71	71	75		97		65	75	100	69	91	82	88

HB3 Campus Goals - All Grades STAAR at Meets Standard

Rice

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Social Studies 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	24	21	47	0	225	0	21	40	9	31	274	56	330
2022	38	43	57		86		38	52	100	42	78	59	75
2023	40	45	58		87		41	54	100	45	79	61	76
2024	43	48	60		89		44	57	100	48	81	63	78
2025	47	52	62		91		48	61	100	51	83	66	80
2026	52	57	64		93		53	66	100	57	85	70	82
2027	58	63	67		96		60	72	100	63	88	74	85

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
Principal, Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	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"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. Campus Wellness Plan ● K-8 Include at least one Parent on 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. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> ● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. ● 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. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● 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. ● Funding source: State and Local 	ESSA	
Principal, Executive Director for Student and Family Services	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● 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 ● 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 ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local 		

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