Birdville Independent School District

Richland High School

2023-2024 Improvement Plan

Accountability Rating: C

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies

Mission Statement

Vcdng"qh"Eqpvgpvu

Comprehensive Needs Assessment

Fg o q i t c r j keu

Demographics Summary

Richland High School has a great mix of demographics both in race and in socio-economic status. This mix brings a variety of viewpoints and experiences. While some schools are isolated bubbles within BISD, based on our demographic makeup, it is evident that RHS represents the overall BISD community. This allows our teachers and students to experience deeper conversations presented in several viewpoints.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Richland High School has experienced a fast change in our demographics and we want to ensure that those students needs are being addressed. We need to adjust our teaching to the students we have. **Root Cause:** Shift in demographics.

Uwfgpv"Ngctpkpi

Student Learning Summary

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

The 23-24 school year will see a focus on bringing up the "Mastery" level across the board. Based on current data, the indicators point to the fact that we are teaching the subject matter well, but need to increase the rigor and depth of our courses.

Furthermore, RHS did very well in regards to AP (Advanced Placement) testing, scoring above the national average in most areas. Work still needs to be done in some AP subjects such as Foreign languages and chemistry.
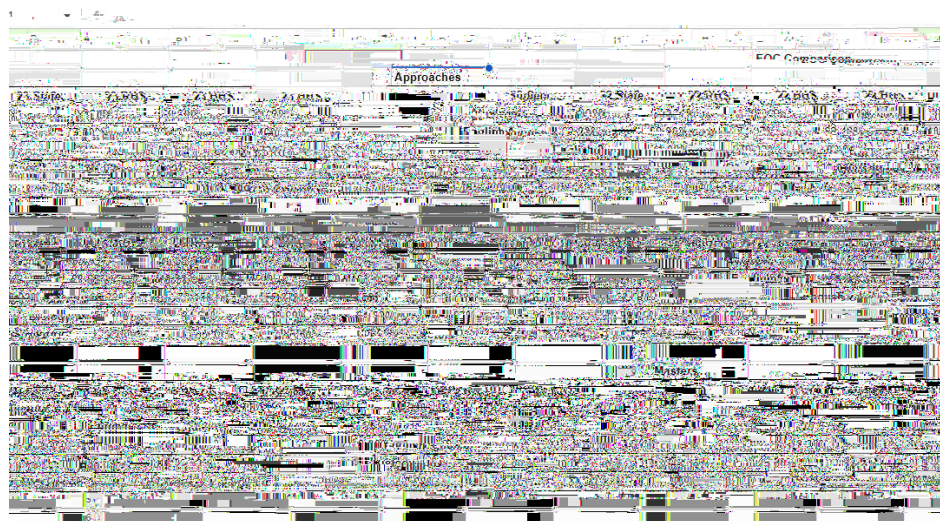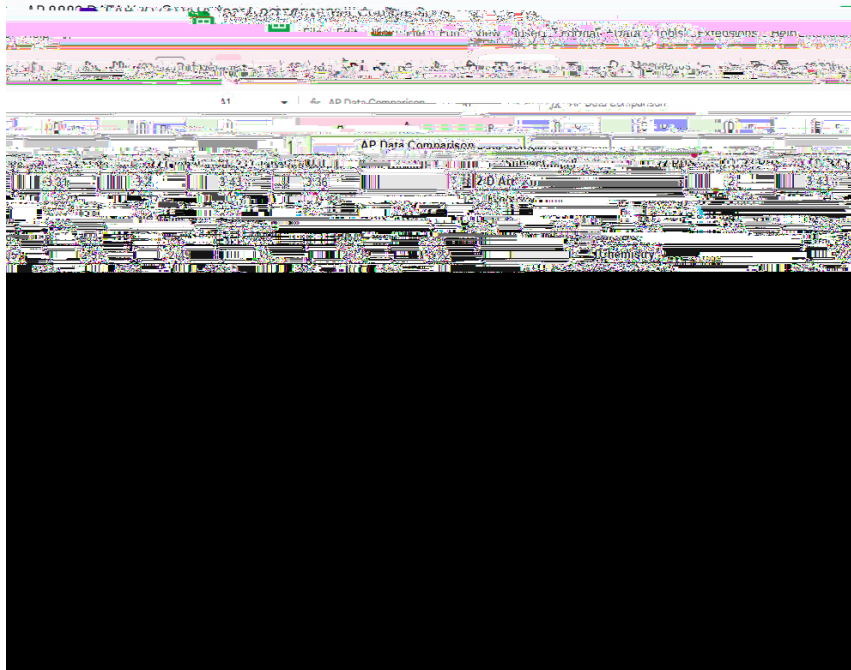
Student Learning Strengths

Strong systems and processes regarding classroom expectations were put in place during the 22-23 school year. We feel the work done during this year were a driving force behind the increase of student success at Richland High School.

AP tests were given district wide face to face allowing for a consistent testing environment for all students.

Campus wide focus on best practices for classroom instruction will provide needed consistency and support for instruction. Utilizing processes that were working prior to the pandemic and strengthening direct instruction with campus identified areas for targets that include:

- Plan, DO, Study, Act
- Data collection and goal setting by students
  Literacy strategies for every content

Rgtegrvkqpu

Priority Problem Statements

Problem Statement 2: Richland High School has experienced a fast change in our demographics and we want to ensure that those students needs are being addressed. We need to adjust our teaching to the students we have.

Root Cause 2: Shift in demographics.

Problem Statement 2 Areas: Demographics

Problem Statement 3: While test scores and student performance greatly increased during the 22-23 year, students performed at the basic level. We need to increase rigor and depth in all subjects by maintaining the systems and procedures we put in place last year, as well as a more detailed focus on student data throughout the year.

Root Cause 3: Lack of process and systems.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

- Section 504 data
- Homeless data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

Goals

Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading between the beginning and end of year.

    Evaluation Data Sources: Secondary: Lexile levels from Renaissance Reading Screener

Strategy 1 Details	Reviews			
Strategy 1: Implement the literacy plan through established priorities for system-wide literacy practices.	**Formative**			**Summative**
Actions: a) Use PG-SLO (Student Learning Objectives) tasks to implement district Tier 1 priorities with a strong focus on collecting student data to use for improved performance. b) Guide the instruction of teachers through lunch and learns and additional on-site training during the professional work day. c) Use the PLCs (Professional Learning Communities)to collaborate and discuss results that were successful for additional implementation as well as those that need improvement and redesign. d) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation. **Staff Responsible for Monitoring:** Assistant Principals Academic Dean Principal Department Chairs Literacy Committee **Funding Sources:** Academic Dean - 199 - General Funds: SCE	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Align processes that encourage and facilitate personalized learning for students.	Nov	Jan	Mar	June
Actions: A. Utilize Canvas and Aware to its fullest capacity. B. Use of IEP (Individualized Education Plan), 504, and Emergent Bilingual accommodations to individualize instruction. C. RtI (Response to Intervention)Tier 3 additional services are provided through reading classes and Edgenuity. E. Monitor, support and provide feedback to support campus implementation of personalized learning. F. Student data collection in classrooms (online or paper) G. Monitor Accelerated Instruction (AI)Tutorials and progress H. Create digital data folders for students for each core class. I. Track student data through the use of teacher data binders with the goal of having two years of data by the end of 23-24. (Started in 22-23)				
Staff Responsible for Monitoring: Assistant Principals Academic Dean Principal Department Chairs				
Funding Sources: Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - $79,338				

Strategy 4 Details	Reviews			
Strategy 4: Identify GT (Gifted and Talented) students to provide opportunities for rigorous learning beyond advanced coursework.				
Actions: a) Utilize Duke Tip List and known high achieving students, etc. to develop a base for PSAT, 8/9, and Khan Academy future National Merit contenders. b) Offer SAT/ACT Preparation course through Royal Time. c) Make hard push for UIL Academic contest. d) Develop an AP (Advanced Placement) course recruitment program by reaching out to students identified as potentially successful AP students by College Board with personalized and targeted teacher invitations and promotion. e.) Identify current 8th graders to recruit for AP track during registration in January. **Staff Responsible for Monitoring:** Tracey Besgrove				

Strategy 5 Details	Reviews
Strategy 5: Increase overall AP (Advanced Placement) Test scores with the goal of increase the number of students who make a 3 or higher on each test by 4%. **Actions:**	

Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and district CBA assessments.

    Evaluation Data Sources: STAAR, PBMAS, and CBA results

Strategy 1 Details	Reviews

Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments.
    Actions: a. Align special education instructional practices to the literacy plan and Tier I priorities.
 	
    b. Increase opportunities for collaboration between general education and special education teachers.
 	
    c. Create weekly monitoring system for all Special Education students.
 	
    d.) Assign SpEd caseworkers for each student receiving academic support through SpEd.
 	
    e. Continue and expand the use of IXL to identify and remediate basic skills for Special Education students to accelerate growth in Math, English, and Science.
 	
    f. Increase the number of students in special education taking CTE offerings that include industry based certifications.	

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Develop and implement system-wide instructional practices appropriate for EBs to increase TELPAS progress rate by 3 % on English Language Proficiency Status.	**Nov**	**Jan**	**Mar**	**June**
Actions: a. Improve communication between new-comer program teacher and EA with sheltered teachers. b. Use of IXL for sheltered students in Math and ELAR. c. Training in SIOP and ESL Certification allowing for collaboration with district leadership on curriculum and resources. d. Creation of ESL files to collect and maintain data on ESL students and parental contact outside of the LPAC. e. Provide quality training for all instructional staff to engage and support English learners f. Monitor language proficiency and academic performance data to identify where additional support is needed. g. Communicate TELPAS testing schedule and writing window to teachers with clear instructions and deadlines. h. Clarify appropriate writing samples to be collected in all subjects i. TELPAS testing occurs over the window and allows for completion of all parts of TELPAS **Staff Responsible for Monitoring:** Tracey Besgrove ESL Teacher Gen ed teachers of EL students **Problem Statements:** Demographics 1 **Funding Sources:** ESL Personnel - 199 - General Funds: SCE				

Strategy 4 Details	Reviews			
Strategy 4: Evaluate current RtI processes and make adjustments in order to achieve system coherency	**Formative**			**Summative**
Actions: a) Monitor and adjust use of Royal Time to ensure that Tier II & III students are using available resources with fidelity.	**Nov**	**Jan**	**Mar**	**June**

Strategy 4: Evaluate current RtI processes and make adjustments in order to achieve system coherency

    Actions: a) Monitor and adjust use of Royal Time to ensure that Tier II & III students are using available resources with fidelity.

    b) Identify gaps in the implementation of the campus academic RtI plan.

    c) Develop a corrective action plan for the campus. ie: online tutorials for struggling learners.

    d) Revise and edit components of the campus academic RtI plan as identified in the gap analysis.

    e. Build master schedule so that retesters have more support by targeted instructors.

Staff Responsible for Monitoring: Tracey Besgrove
Dr. Frankie Norris
Amy DeWeese
Katie Kern

Funding Sources: Intervention Staff - 199 - General Funds: SCE

Strategy 5 Details	Reviews
Strategy 5:	

Strategy 6 Details	Reviews
Strategy 6: Engage parents and community in the educational process.	

Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a campus administered survey of student perceptions.
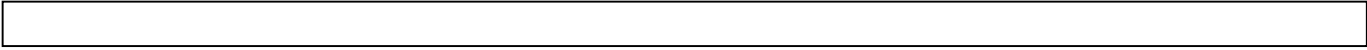
Evaluation Data Sources: Character Strong Lessons and Character Dares
Character Strong Surveys
Gallup Student Poll

Strategy 1 Details	Reviews			
Strategy 1: Identify and deploy district-approved programs that teach social-emotional skills	**Formative**			**Summative**
Actions: a. Implement Character Strong during Royal Time	**Nov**	**Jan**	**Mar**	**June**
b. Continue Hope Squad with curriculum focusing on peer intervention				
c. Character Strong Lessons and Curriculum throughout the school during Royal Time				
d. Set up campus wide system for building relationships on Fridays (Family Friday) and while greeting students.				
Staff Responsible for Monitoring: Principal				
Macie Ridgway				
Shelley Marshall				
All Teachers				
Assistant Principals				
0% No Progress Accomplished → Continue/Modify ✕ Discontinue				

Goal 2:

Goal 2:

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

    Evaluation Data Sources: Survey of campus stakeholders - Safety
Survey of campus stakeholders - Character Strong

Strategy 1 Details	Reviews

Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.
 	
   Actions: a) All administrators display high visibility practices in hallways and classrooms.
 	
   b) Implement district provided safety resources including security guards, additional cameras in cafeteria and hallways
   c) Use of Navigate 360 for all safety drills
   d) Conduct safety drills each month and document
   e) School Safety Committee will meet each month
   d) Variety of student clubs and organizations to be inclusive of all students.
 	
   Staff Responsibl **iocu** **admi** **St a**	

Goal 3:

State Compensatory

Dwfigv"hqt"Tkejncpf"Jkij"Uejqqn

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 9.286
Brief Description of SCE Services and/or Programs

Campus Funding Summary

	199 - General Funds: SCE	
Goal	**Objective**	