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Attendance improved from 94.4% in 14-15 to 95.1% in 15-16 (TAPR 14-15 and Peims Edit and Reports Data Review 15-16)

8 Ya c[fUd\]WjB YYXg

We have addressed a dire need on campus for this coming year with the addition of an ESL teacher.

Attendance schoolwide has improved, but individual students account for inordinate number or absences.

8% of our student body is classified as 504, but there are no dedicated office staff, administrators, or teachers as there are for the 8% of the student body classified as Special Education.

Ghi XYbh 5 VX]Yj Ya Ybh

Ghi XYbh 5 VX]Yj Ya Ybh Gi a a Ufm

Richland did not satisfy the System Safeguards in reading for Special Ed, and ELL subpops, and did not meet the Safeguard in Math for Special Ed. B

Algebra 1 achieved 79.7% satisfactory. Males only 73.6, females 86.1. SPED 43.7; LEP 74.2; Advanced only 14%.

Biology achieved 93.4% satisfactory. LEP 85.3; SPED 63.6; advanced 22.2%

US History achieved 95.7% satisfactory. AA 86.7; LEP 63.6; SPED 66.7

Richland's rate of RHSP/DAP Graduates was below that of the District and the State in 2014.(TAPR 14-15)

7ca df Y\ Ybg]j Y B YYXg 5 ggYgga Ybh 8UhU 8cW a YbhUh]cb

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

=a df cj Ya Ybh D`Ubb]b[8UhU

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

5 WWci bhUV]`]hm 8UhU

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

; cU' % 5``ghi XYbhg'k ]``UW\]Yj Y'h\Y]f'Zi``dchYbh]U`VmhU_]b[`ck bYfg\]d'cZ'h\Y]f`YUfb]b[`UbX`gYhh]b[`\][\`UWUXYa]W[cU'g'

DYfZcfa UbWY'C'V^YWh]j Y % Increase performance on STAAR Satisfactory or above All Grades by 5 points over 2015 (Campus in 2015 = 85)

Gi a a Uh]j Y'9j U`i Uh]cb. Index 1 performance in 2016 and 2017:

GhfUhY[m'8 YgW'f]dh]cb	GhUZZ'F Ygdcbg]V`Y Zcf'A cb]hcf]b[	5 Wh]cbg	: cfa Uh]j Y'F Yj]Yk g Bcj >Ub A Uf >i bY
GhUhY'GmghYa 'GUZY[i UfX'GhfUhY[m : YXYfU`'GmghYa 'GUZY[ i UfX'GhfUhY[ m 7 f]h]WU`'Gi WVgg': UWcfg CSF 1 CSF 3 CSF 7 1) Refine implementation of Tier I priorities within each content area.	Principal (Carla Rix) Assistant Principals (Adele Kennedy, Mark McCanlies, Derek Hinton, Mike Gerard) Academic Dean (Patricia Baumann) Department Chairs Leaders of Learners PLC Leaders	A. Adjust Tier I systems and teaching practices using continuous improvement relative to district feedback and data collected throughout T-TESS visits and discussions B. Review Tier I Priorities (add here) C. Build the roles of Leaders of Learners (LOL) and PLC Leaders to increase leadership density throughout the system around Tier I Priority refinement D. Utilize LOL and Fast Five E. Incorporate district-provided resources to increase Tier I Priorities alignment	
GhUhY'GmghYa 'GUZY[i UfX'GhfUhY[m : YXYfU`'GmghYa 'GUZY[ i UfX'GhfUhY[ m 7 f]h]WU`'Gi WVgg': UWcfg CSF 1 CSF 3 CSF 4 CSF 7 2) Implement a campus-wide approach to embed literacy instruction in all content			

State Systems of Continued Strategy Federal Systems of Continued Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Design a system of classroom continuous improvement and pilot use with targeted populations	Department Liaisons for Core Courses (Michael Gerard, Mark McCanlies, Patricia Baumann) PLC leaders, Leaders of Learners Core content teachers	(A) Use reading and math screeners to help identify students in need of assistance and use results to develop personalized learning plans to improve math and reading skills. (B) Content area teachers will monitor student work in Odyssey, provide tutorials for areas of need, and teach students to track and self-assess progress.			
✔ = Accomplished ▨ = Considerable ◕ = Some Progress ● = No Progress ✖ = Discontinue					

; cU¨% All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

DYfˈcfa UbVˈC VˊYWˈj Yˈ. Increase performance on Index 3 (Closing Performance Gaps) of the state accountability system by 5 points over 2015. (Campus in 2015 = 48)

Gi a a UˈjˈYˈ9ˈjˈUˈiˈUˈcb. Index 3 performance in 2016 and 2017:

GhfUhY[m 8 YgW7]dh]cb	GhUZˈF Ygdcbg]VˈY ZcfˈA cb]hcf]b[	5 Wˈcbg	: cfa UhjˈYˈFˈYjˈ]Ykˈg Bcjˈ >Ub A Ufˈ>iˈbY
GhUhYˈGmghYaˈGUZˈiˈUfXˈGhfUhY[m : YXYfUˈGmghYaˈGUZˈiˈUfXˈGhfUhY[m 7 fˈ]h]WUˈGiˈVWˈgsˈ: UWcfg CSF 1 CSF 2 CSF 3 CSF 4 CSF 7			
1) 1) 1. Create synergistic systems to provide specialized support to enhance student performance of targeted sub-pops: SPED and LEP in all subjects, Males in English 1 and Algebra, Econ Disadvantaged in English 1 and 2, AA in English 1, and all retesters.	Department Liaisons for Core Courses (Michael Gerard, Mark McCanlies, Patricia Baumann) PLC leaders, Leaders of Learners SPED case workers, SPED teachers Core content teachers	(A) Schedule course to remediate basic math skills and reinforce Algebra (Accelerated Instruction) learning for students whrd N	...

; cU¨% All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

DYfŽcfa UbW´C V^YWÿj Y´(. Increase performance on Index 4 (Postsecondary Readiness) of the state accountability system by 3 points over 2015. (Campus in 2015 = 80)

Gi c   Ì   !

; cU `& `5``ghi XYbhgˈUbXˈghUZZ`kˈ]``XYaˈcbghfUhY`dYfgcbU`ˈfYgdcbg]V]`]hmˈUbXˈ]bhY[f]hmˈfYˈYWh]j YˈcZˈbcV`YˈW`UfUWhYf`Vmˈi g]b[ˈh\Y]fˈi b]ei Yˈ[]Zhgˈ UbXˈhU`YbhgˈUgˈdfcXi Wh]j Yˈa Ya VYfgˈcZˈh\Yˈ`cVU`ˈ Wˈa a i b]hm`

Performance Objective 1: By the end of the 2016-2017 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

Summative Evaluation. Campus survey data

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
7f]h]WU`ˈGi WWghˈ: UWcfg CSF 2 CSF 3 CSF 5 CSF 6 1) Design and implement a plan to infuse Community of Respect Everywhere (CORE) values into all elements of the school culture.	Principal - Carla Rix APs - Kennedy, McCanlies, Hinton, Gerard Counselors - Tate, Rankin, Trevino, Jackson, Morgan, Arthurs classroom teachers student committee leaders	(A) Create a student-led committee that develops lessons, presentations, and activities that promote CORE values schoolwide, including presentations on suicide prevention and bullying warning signs, resources, and strategies. (B) Open school with presentation from Diversity Lounge for students. (C) Collect data through surveys that will be used to monitor implementation and determine impact of CORE. (D) Ensure district alignments of CORE to curriculum and the Portrait of Graduate are reflected in instruction and student body presentations. (E) Provide teachers with district-developed rubrics that can be used to help teachers and students understand and progress monitor behavior. (G) Facilitate the district's Digital Citizenship and Safety program at each campus. (H) Provide a screening of Screenagers for parents during registration or open house. (I) Work with all staff to create opportunities to envision the face of each student on the Portrait of a Graduate and discuss the CORE values. (J) Actively promote and monitor the incorporation of CORE values into curricular student discussions and writing assignments. (K) All classrooms will include CORE values goal as a component of classroom missions statements and will monitor progress. (L) Continuation of House system modelling CORE values and service in a fun and competitive environment.				

; cU`& All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

DYfZcfaUbWˆCV^Y[ˈj Yˈ& By the end of the 2016-2017 school year, Richland High School will establish goals for student participation in community service projects.

GiaaUhˈjˈYˈ9jˈUˈiˈUhˈcb. Campus survey data

GhfUhY[m8YgWf]dh]cb	GHUZZˈFˈYgdcbg]V`Y ZcfˈAˈcb]hcf]b[	5Wh]cbg	: cfaUhˈjˈYˈFˈYjˈ]Ykˈg			
			Bcj	>Ub	AˈUf	>iˈbY
1) Provide and promote opportunities for students to authentically learn and practice civic responsibility.	Counselor - Darlene Tate APs - Hinton, Kennedy Social Studies Department - Mike Raymond, Kelvin Dilks, and all other social studies teachers	(A) Develop and offer project-based learning that will develop a sense of civic responsibility, including voter registration and draft registration drives for eligible students. (B) Implement authentic learning activities in the social studies content for students to learn and have a greater appreciation for historical relevance of civic responsibility, including during debates and elections, Constitution Day, and Sept. 11th observations. (C) Utilize district-developed opportunities for students to display civic responsibility through project-based learning.				

; cU`¨ . All students and staff will learn and work in a safe and responsive environment.

DYf∫cfa UbW¨C V^YWdj Y& Reduce the amount of time students are removed from the regular classroom due to disciplinary placements.

Gi a a Uh∫j Y¨9j U`i Uh∫cb. Annual Report of Disciplinary Incidents:

GhfUhY[m8 YgW7]dh]cb	GhUZZ¨F Ygdcbg]V`Y Zcf¨A cb]hcf]b[	5 Wh]cbg	: cfa Uh∫j Y¨F Yj]Yk g			
			B cj	>Ub	A Uf	>i bY
1) Apply district plan for campus behavioral RtI program.	APs - Kennedy, Gerard, McCanlies, Hinton Counselors - Tate, Rankin, Morgan, Jackson, Trevino, Arthurs	(A) Attend training for implementation of the behavior RtI plan. (B) Adjust campus discipline management programs to be consistent with the requirements of the district RtI plan. (F) Monitor the subsequent behavioral and academic progress of students not assigned to DAEP.				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

; cU`¨ . All students and staff will learn and work in a safe and responsive environment.

DYfZcfa UbWˈC VˆYWh]j Yˈ . Increase the percentage of students and staff who report feeling safe at school.

Gi a a Uh]jˈYˈ9jˈUˈi Uh]cb. Safety survey:

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7f]h]h|WUˈGi WVgg: UWhcfg
CSF 3 CSF 5 CSF 6

GhUZZˈFˈYgdcbg]V`Yˈ
ZcfˈAcb]hcf]b[

5 Wh]cbg

: cfa UhjˈYˈFˈYj]Yk g
Bcj >Ub A Uf >i bY

-     -

Goal #1. All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1. Reduce the number of accidents resulting in workers' compensation claims and lost work days each year.

Summary Evaluation. Quarterly review of workers' compensation program

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews Nov Jan Mar June
1) Enact district safety program.	AP - Kennedy Nurse - Tucker SRO - Weaver Lead Custodian - Hodge	(A) monitor implementation of district safety program.	

; cU	C V YVWljY	GhfUhY[m	8YgW]dh]cb
1	1	1	Refine implementation of Tier I priorities within each content area.
1	1	2	Implement a campus-wide approach to embed literacy instruction in all content areas, including reading of above grade-level resources and writing for a variety of audiences and purposes.
1	1	3	Develop and implement progress-monitoring systems to track the progress of and sub-pops through formative and summative assessments, and to share most effective differentiation practices among teachers to address the needs of individual learners.
1	1	4	Create synergistic systems to provide specialized support to enhance student performance of targeted sub-pops: SPED and LEP in all subjects, Males in English 1 and Algebra, Econ Disadvantaged in English 1 and 2, AA in English 1, and all retesters.
1	2	2	Design a system of classroom continuous improvement and pilot use with targeted populations
1	2	3	Design a system of classroom continuous improvement and pilot use with targeted populations
1	3	1	1) 1. Create synergistic systems to provide specialized support to enhance student performance of targeted sub-pops: SPED and LEP in all subjects, Males in English 1 and Algebra, Econ Disadvantaged in English 1 and 2, AA in English 1, and all retesters.