Birdville Independent School District

Richland High School

2024-2025 Campus Improvement Plan

Mission Statement

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Comprehensive Needs Assessment

Comprehensive Needs Assessment

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Demographics Summary

The student population at Richland High School has continued to change significantly over the last five years both ethnically and socio-economically. There has been an increase in Hispanic population has shown the greatest increase and now represents over 35% of our student population and that increase brings additional students classified as Emergent Bilingual.

The percentage of our students classified as economically disadvantaged has grown to 48%.

Our At-Risk percentage has risen to 39%.

Our SpED population currently sits at 9.2%.

These changes have caused us to provide more training to our staff on how to more effectively reach our ever-changing population.

More focus and systems need to be put in place for our SpEd (Special Education) and EB (Emergent Bilingual) populations.
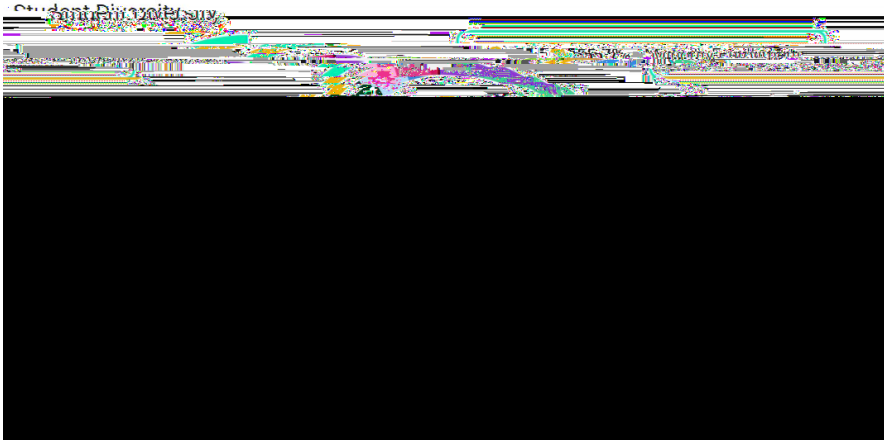
Demographics Strengths

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 Birdvile ISD (BISD), based on our demographic makeup, it is evident that Richland HS represents the overall BISD community. This allows our teachers and students to experience deeper conversations from 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:** A rapid change in demographics at Richland High School could be due to economic shifts, new housing developments, increased immigration, or changes in community services affecting local population movement.

Student Learning Strengths

Strong systems and processes regarding classroom expectations were put in place during the 23-24 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

School Processes & Programs

School Processes & Programs Summary

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Perceptions Summary

The 23-24 school year was a year focused on changing the culture of RHS. Based on student surveys and staff surveys including the OHI (Organizational Health Index) large gains were made. One indication of growth can be seen in the increase in numbers of students are are getting involved in multiple student organizations. Our tennis, drill team, and cheer programs have all increased in size. Furthermore, attendance at campus events has greatly increased across the board.

The overall perception of RHS is starting to change in a positive direction throughout the community in terms of culture and academic performance.

Perceptions Strengths

Richland High School has strong community support and the expectations for this campus remain high - they want to see Richland be successful in all areas. While the recent change in the mascot and other areas of the school has caused a loss of identity, the core of RHS is still strong and something to build upon as we rebrand ourselves.

There is a campus expectation of contacting parents for positive reinforcement.

Social media is used to communicate school news and accomplishments.

Problem Statements Identifying Perceptions 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:** A rapid change in demographics at Richland High School could be due to economic shifts, new housing developments, increased immigration, or changes in community services affecting local population movement.

Priority Problem Statements

Problem Statement 1: While test scores and student performance greatly increased during the 23-24 year, students performed at the basic level. We need to increase rigor and depth

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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

Student Data: Behavior and Other Indicator s

Strategy 2 Details

Strategy 2: Build capacity to implement the district recalibration focus on Tier 1 instruction.

Actions: a) At the first of the year discuss prior year and see what systems need to be created or revamped with the goal of setting campus wide expectations regarding classroom instructions.

b) Create focused department chair/admin walkthroughs to ensure fidelity.

c) Create teacher walk-through system (Royal Rounds) where teachers observe each other once a quarter. This will be organized by departments.

d) Monitor implementation of strategies utilizing walk-throughs and teacher provided artifacts as supporting documentation.

e) Create monthly focus on tier one initiatives starting in September.

f) Create common classroom expectations/procedures.

g) Create system where non-tested subjects have at least one planning period once a quarter to use for instructional planning/practices with their team.

Staff Responsible for Monitoring: Assistant Principals
Academic Dean
Principal
Department Chairs
Literacy Committee

Problem Statements: Demographics 1 - Perceptions 1

Strategy 3 Details

Strategy 3: Align processes that encourage and facilitate personalized learning for students.

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.

d) Monitor, support and provide feedback to support campus implementation of personalized learning.

e) Student data collection in classrooms (online or paper)

f) Monitor Accelerated Instruction (AI)Tutorials and progress

g) Create digital data folders for students for each core class.

h) 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

Title I:
2.4, 2.5, 2.6
Problem Statements: Demographics 1 - Perceptions 1
Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE - $652,147

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Strategy 3 Details
Strategy 3: Develop and implement system-wide instructional practices appropriate for EBs to increase TELPAS progress rate by 3 % on English Language Proficiency Status.

      Actions:

Strategy 5 Details
Strategy 5:

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Problem Statement 1: 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

I qcn"3< Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Rgthqt o cpeg"Qdlgevkxg"5< 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

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Character Strong urveys

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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 4: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Evaluation Data Sources: Student Discipline Referrals and DAEP Placements

Strategy 1 Details
Strategy 1: Utilize the district behavioral RtI plan
Actions: a) Behavioral RtI committee including stakeholders from parents, teachers, and administrators.
b) Provide training on the district behavior RtI plan.
c) Create and implement a system to clearly communicate campus/classroom procedures to students during the first two weeks of school.
d) Assistant principals push into classrooms for due process meetings instead of school-wide assemblies.
e) Provide a menu of options for Restorative Discipline systems for campus implementation.
f) Utilize Restorative Discipline systems at Richland High School.
Staff Responsible for Monitoring: Assistant Principals Counseling Staff
Problem Statements: Demographics 1 - Perceptions 1

Strategy 2 Details
Strategy 2: Implement the behavioral RtI plan with fidelity.   **G _**   **rort ‾**   **G _**

I qcn"4< The system will utilize efficient and effective operations to support and improve the learning organization.

Rgthqt o cpeg"Qdlgevkxg"3<

I qcn"4<

Goal 5: 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

I qcn"5‹ All students and staff will learn and work in a safe and responsive environment.

Rgthqt o cpeg"Qdlgevkxg"4‹

Ieca"5< All students and staff will learn and work in a safe and responsive environment.

Rgthqt o cpeg"Qdlgevkxg"5< The campus will meet all compliance requirements for improvement planning.

    Evaluation Data Sources: College Readiness Data and Health Surveys

Strategy 1 Details
Strategy 1: Deliver current and accurate information regarding college readiness.
Actions: a) Create and employ counseling and guidance programs which include student and parent involvement. Sessions to include: Lexiles, college admission process, financial aid, scholarships and college testing (TSI).   b) Create and disseminate information comparing and contrasting Advanced Placement with Dual-credit courses to help students and parents make informed decisions for

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State Compensatory

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Vqvcn"UEG"Hwpfu< $652,147.00
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Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

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Name

Title I

Title I Personnel

Name	Position	Program

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	SCE Campus Personnel		$652,147.00