

Carrollton-Farmers Branch Independent School District

Riverchase Elementary

2022-2023 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: June 30, 2022

Demographics

Demographics Summary

Riverchase Elementary is in the Carrollton-Farmers Branch Independent School District. It is the only campus located in the city of Coppell on the district's west side. While some students live less than 2 miles from the school, most live in the neighboring cities of North Irving and Carrollton. Additionally, four bus routes bring students from 19 apartment complexes, two schools, one mobile home park, and one motel. In May 2022, there were 454 students enrolled in grades EC-5. 36.6% of those students were in our EE or PK programs. The campus serves PK students from LaVillita Elementary as well as Riverchase. The diversity of students and staff is celebrated. In 2021-22, the student population was 32.8% African American, 29.07% Asian, 25.77% Hispanic, 7.71% White, 3.3% multi-racial, 1.54% American Indian or Alaska Native, and 0.22% Native Hawaiian or Other Pacific Islander. Students were born in 22 countries and the top languages spoken are Telugu, Spanish, Tamil, Hindi, Arabic, and Urdu. Females made up 48% of the learners, and males represented 52%.

The school offers numerous programs to meet the needs of its diverse learners. Riverchase is 1 of 5 STEM campuses in the district. The campus started a one-way bilingual program this school year and offered special education classes that include Early Childhood Special Education (ECSE) for 3 and 4-year-olds, Support Center, Academic Bridging Class (ABC), and Fundamentals.

The last published mobility rate of 21.5% is well above the state average of 13.8% but is less than the previously reported rate of 24.4%. The average daily attendance for our campus is 89.5%, a decrease of 6% from the previous school year. Riverchase Elementary serves 44% Emergent Bilinguals, 8% GT (the number of identified students increased by 25), and 20% Special Education. Additionally, 50% are economically disadvantaged, and 54% are identified as at-risk.

Riverchase Elementary employed a highly qualified, talented staff with varying levels of professional experience. The staff included 30 teachers, 1 long-term substitute, 2 ESSER teachers, 1 dyslexia interventionist, 1 Title I small group interventionist, 10 instructional aides, 1 counselor, 1 diagnostician, 1 Speech Language Pathologist, 1 part-time Behavior Resource Specialist, 1 librarian, 3 custodial staff, 1 nurse, 2 full and 1 part-time administrative staff, and 2 campus administrators. 12 teachers and 1 administrator were GT certified. All but 3 teachers were female.

Demographics Strengths

- Riverchase Elementary is a diverse school community.
- The campus employees a highly qualified staff.
- The number of students identified for the GT program increased by 25.
- Riverchase offers various programs to meet the needs of all learners: STEM, Bilingual, and SPED.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The student attendance rate for 2021-2022 is 89.5%, a decrease of 6% from the previous school year. **Root Cause:** The school has not been able to partner with community groups to provide engaging extracurricular activities and student mentorships outside of instruction.

Problem Statement 2 (Prioritized): There is a need to focus on Tier I Reading and Math instruction and research-based classroom interventions. **Root Cause:** Increased needs due to school closures during Covid and decreased school attendance.

Student Learning

Student Learning Summary

An analysis of 3rd-5th grade 2022 STAAR **Math** data revealed the following:

- 50.94% of all students met grade-level expectations
- Approaches - 76.42% (7.42% increase from 2021); Meets - 50.94% (7.94% increase from 2021); Masters - 33.02% (10.02% increase from 2021)
- The largest gap between students who met the standard and those who did not is in 4th grade - 30.56%
- There is a gap between African Americans, SPED, the Economically Disadvantaged, and all other student groups.
- 91.67% of GT students mastered grade-level expectations
- Emergent bilingual students performed better than the overall average
- 3 of 4 SPED students approached grade-level expectations in 5th

An analysis of 3rd-5th grade 2022 STAAR **Reading** data revealed the following:

- 59.52% of all students met grade-level expectations
- Approaches - 84.76% (14.76% increase from 2021); Meets - 59.52% (25.52% increase from 2021); Masters - 38.10% (20.1% increase from 2021)
- The largest gap between students who met the standard and those who did not is in 4th grade - 36.11%
- 90.48% of GT students mastered grade-level expectations
- Emergent bilingual students performed better than the overall average

An analysis of 5th grade 2022 STAAR **Science** data revealed the following:

- Emergent bilingual students outperformed all student groups
- There is a gap between African Americans, SPED, the Economically Disadvantaged, and all other student groups.
- Approaches - 69.7% (16.7% increase from 2021); Meets - 45.45% (12.45% increase from 2021); Masters - 33.33% (16.33% increase from 2021)
- GT students - 100% A, 81.82% M, and 63.64% Masters

	May 2022 STAAR Grade 3 Mathematics Preliminary				May 2022 STAAR Grade 4 Mathematics Preliminary				May 2022 STAAR Grade 5 Mathematics Preliminary		
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets
Riverchase Elementary	37	72.97%	62.16%	40.54%	36	66.67%	30.56%	19.44%	33	90.91%	60.00%
Economic Disadvantage	28	64.29%	57.14%	35.71%	20	55%	25%	15%	17	82.35%	47.06%
Asian	6	100%	83.33%	66.67%	5	100%	100%	80%	4	100%	100%
Black/African American	18	61.11%	50%	27.78%	13	53.85%	30.77%	15.38%	14	85.71%	50%
Hispanic	10	70%	60%	40%	10	70%	10%	0%	9	88.89%	55.56%
Two or More Races	-	-	-	-	1	0%	0%	0%	2	100%	-

White	3	100%	100%	66.67%	7	71.43%	14.29%	14.29%	4	100%	
Gifted Talented	9	100%	100%	100%	4	100%	100%	100%	11	100%	1
Currently Emergent Biling	9	77.78%	55.56%	33.33%	9	88.89%	55.56%	44.44%	8	100%	87.
Special Ed Indicator	4	0%	0%	0%	8	25%	12.50%	12.50%	4	75%	

	May 2022 STAAR Grade 3 Reading Preliminary				May 2022 STAAR Grade 4 Reading Preliminary				May 2022 STAAR Grade 5 Reading		
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets
Riverchase Elementary	37	72.97%	48.65%	40.54%	36	63.89%	36.11%	8.33%	33	87.88%	75.7
Economic Disadvantage	28	67.86%	46.43%	39.29%	20	55%	25%	0%	17	82.35%	64.7
Asian	6	83.33%	66.67%	50%	5	60%	60%	20%	4	100%	10
Black/African American	18	72.22%	38.89%	27.78%	13	53.85%	38.46%	0%	14	78.57%	64.2
Hispanic	10	60%	40%	40%	10	80%	20%	0%	9	88.89%	77.7
Two or More Races	-	-	-	-	1	0%	0%	0%	2	100%	10
White	3	100%	100%	100%	7	71.43%	42.86%	28.57%	4	100%	7
Gifted Talented	9	100%	100%	88.89%	4	100%	100%	50%	11	100%	10
Currently Emergent Biling	9	55.56%	44.44%	44.44%	9	77.78%	66.67%	22.22%	8	100%	10
Special Ed Indicator	4	0%	0%	0%	8	25%	12.50%	12.50%	4	25%	

	May 2022 STAAR Grade 5 Science Preliminary			
	Total Students	Approaches	Meets	Masters
Riverchase Elementary	33	69.70%	45.45%	33.33%
Economic Disadvantage	17	52.94%	35.29%	23.53%
Asian	4	100%	100%	100%
Black/African American	14	57.14%	35.71%	28.57%
Hispanic	9	66.67%	44.44%	22.22%
Two or More Races	2	50%	0%	0%
White	4	100%	50%	25%
Gifted Talented	11	100%	81.82%	63.64%
Currently Emergent Bilingual	8	87.50%	62.50%	62.50%
Special Ed Indicator	4	0%	0%	0%

The overall STAAR data indicates a need for continued high-quality Tier I instruction as well as a need to look at the following student groups: SPED, African American, and Economic Disadvantaged. The campus will focus on the core subjects of reading and math to make sure all students meet grade-level proficiency.

Student Learning Strengths

- Emergent bilingual students continue to make strong gains in Reading, Math, and Science
- 91.67% of GT students mastered grade level in Math, 90.48% in Reading, and 63% in Science
- 3 of 4 SPED students scored at the Approaches Level in Math
- 5th grade Math and Reading percentage of students that approach, meet, and master grade-level standards
- Overall increase from the previous school year

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to streamline processes within the Multi-Tiered System of Support. **Root Cause:** As the academic and social emotional needs of students, the campus needs to ensure there are streamlined MTSS procedures in place for screening, goal setting, evidence-based interventions, and progress monitoring.

Problem Statement 2 (Prioritized): There is a need to focus on Tier I Reading and Math instruction and research-based classroom interventions. **Root Cause:** Increased needs due to school closures during Covid and decreased school attendance.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Riverchase Elementary is guided by the TEKS, district and campus-aligned power standards, and CFBISDs scope and sequence. At Riverchase Elementary, teachers, administrators, and instructional coaches collaborate bi-weekly to answer the four guiding questions of professional learning communities: What do we want students to know and be able to do? How will we know when they have learned it? How will we respond when they haven't learned it? What will we do to extend the learning when they already know it? Tuesdays are dedicated to collaborating with grade/content area PLC teams. During this time, the staff unpacks standards, set PEERS goals, and reviews student work and other assessment data to determine best practices and plan for small group instruction.

Intervention time is built into the master schedule. There is time set aside from 7:30 to 8 AM and 2 to 2:30 PM. All staff, including classroom teachers from PK to 5th grades, ESSER interventionists, and others, work with students to close learning gaps and extend learning. Though a system is in place for progress monitoring, the campus will work to establish a more streamlined system for MTSS during the 2022-2023 school year. Additionally, data from learning walks, campus trends, and T-TESS professional growth goal conferences will be utilized to determine professional development needs for the school year. One such need is training around creating rigorous common formative assessments.

School Processes & Programs Strengths

- Teachers and staff share a sense of collective efficacy
- Teachers attribute students' gains to the modification of our master schedule to include 2 intervention times
- PLC team and DDI processes and procedures are in place
- Increased knowledge and skills in unpacking TEKS

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to streamline processes within the Multi-Tiered System of Support. **Root Cause:** As the academic and social emotional needs of students, the campus needs to ensure there are streamlined MTSS procedures in place for screening, goal setting, evidence-based interventions, and progress monitoring.

Problem Statement 2 (Prioritized): There is a need to focus on Tier I Reading and Math instruction and research-based classroom interventions. **Root Cause:** Increased needs due to school closures during Covid and decreased school attendance.

Problem Statement 3 (Prioritized): Teachers lack experience in creating rigorous, campus based, common formative assessments. **Root Cause:** As teachers learn more about the purpose of CFAs, they are realizing a need to strengthen their skills in designing CFAs that are tightly aligned to the TEKS.

Perceptions

Perceptions Summary

Mission Statement

The mission of Riverchase Elementary, a STEM-focused learning community, is to provide a safe and inclusive learning environment where all students become independent critical thinkers and life-long learners.

Vision

Riverchase Elementary will be an equitable, respectful, and inclusive learning community where all students soar to new heights and reach their full potential.

Eagle Traits

Excellence

A+ Attitude

Good Choices

Leadership

Effort

Service to Others

Perceptions Strengths

Based on the results of the Upbeat Survey:

- 91% of teachers believe we have strong parent/teacher communication.
- 91% of teachers believe they have autonomy and 98% trust and feel supported by the principal.
- 86% of teachers believe the school is safe and orderly.
- 90% positive response for belonging and wellbeing
- Positive responses for diversity, equity, and inclusion
- Increased PTA membership

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a continued need to focus on the social emotional learning and well-being of students and staff. **Root Cause:** There is an increased

need for mental health awareness and care due to changes in society.

Problem Statement 2 (Prioritized): There is a continued need to provide opportunities for family engagement. **Root Cause:** Covid restrictions prevented us from having gatherings in our building during the 2020-2021 school year and most of 2021-2022.

Priority Problem Statements

Problem Statement 1: The student attendance rate for 2021-2022 is 89.5%, a decrease of 6% from the previous school year.

Root Cause 1: The school has not been able to partner with community groups to provide engaging extracurricular activities and student mentorships outside of instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 3: There is a need to streamline processes within the Multi-Tiered System of Support.

Root Cause 3: As the academic and social emotional needs of students, the campus needs to ensure there are streamlined MTSS procedures in place for screening, goal setting, evidence-based interventions, and progress monitoring.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 5: There is a continued need to focus on the social emotional learning and well-being of students and staff.

Root Cause 5: There is an increased need for mental health awareness and care due to changes in society.

Problem Statement 5 Areas: Perceptions

Problem Statement 2: There is a need to focus on Tier I Reading and Math instruction and research-based classroom interventions.

Root Cause 2: Increased needs due to school closures during Covid and decreased school attendance.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 6: There is a continued need to provide opportunities for family engagement.

Root Cause 6: Covid restrictions prevented us from having gatherings in our building during the 2020-2021 school year and most of 2021-2022.

Problem Statement 6 Areas: Perceptions

Problem Statement 4: Teachers lack experience in creating rigorous, campus based, common formative assessments.

Root Cause 4: As teachers learn more about the purpose of CFAs, they are realizing a need to strengthen their skills in designing CFAs that are tightly aligned to the TEKS.

Problem Statement 4 Areas: School Processes & Programs

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 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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

Guiding Objectives

Revised/Approved: August 4, 2022





Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2023, 85% of K-5th grade learners will meet their growth goals in MAP Reading and Math.

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
<p>Strategy 1: Streamline processes for screening, goal setting, evidence-based interventions, and progress monitoring within the Multi-Tiered System of Support.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to measure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development around creating Common Formative Assessments and use time in bi-weekly PLC team meetings to create and analyze.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted small group instruction plans; increased teacher knowledge and skills</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: Substitute Teachers - 199 General Budget - \$1,000, Title I Small Group Interventionist - 211 Title I - \$19,890, Instructional Coaches - 211 Title I - \$58,959</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to focus on Tier I Reading and Math instruction and research-based classroom interventions. Root Cause: Increased needs due to school closures during Covid and decreased school attendance.</p>
Student Learning
<p>Problem Statement 1: There is a need to streamline processes within the Multi-Tiered System of Support. Root Cause: As the academic and social emotional needs of students, the campus needs to ensure there are streamlined MTSS procedures in place for screening, goal setting, evidence-based interventions, and progress monitoring.</p>
<p>Problem Statement 2: There is a need to focus on Tier I Reading and Math instruction and research-based classroom interventions. Root Cause: Increased needs due to school closures during Covid and decreased school attendance.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to streamline processes within the Multi-Tiered System of Support. Root Cause: As the academic and social emotional needs of students, the campus needs to ensure there are streamlined MTSS procedures in place for screening, goal setting, evidence-based interventions, and progress monitoring.</p>
<p>Problem Statement 2: There is a need to focus on Tier I Reading and Math instruction and research-based classroom interventions. Root Cause: Increased needs due to school closures during Covid and decreased school attendance.</p>

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By the end of May 2023, 100% of the required safety and security drills will be conducted and monitored for effectiveness and next steps.





Evaluation Data Sources: safety and security documentation logs, crisis team meeting agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize resources provided by the Safety & Security Department to ensure compliance with EOP, training, safety drill, and other district and legislative requirements.</p> <p>Strategy's Expected Result/Impact: Increased awareness and understanding of what to do in case of an emergency</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2023, parental engagement will increase by 15%.

Evaluation Data Sources: sign-in sheets, parent square posts, event sign-up logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Invite parents to attend at least 1 parent conference and 2 family engagement events. Strategy's Expected Result/Impact: Increased family engagement and student achievement Staff Responsible for Monitoring: Campus Leadership Team Classroom Teachers</p> <p>- ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: Title I Parental Engagement - 211 Title I - \$1,731</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Invite parents to actively serve on the PTA executive board and planning committees. Strategy's Expected Result/Impact: Increased parental engagement. Staff Responsible for Monitoring: Admin</p> <p>- ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 2: There is a continued need to provide opportunities for family engagement. Root Cause: Covid restrictions prevented us from having gatherings in our building during the 2020-2021 school year and most of 2021-2022.</p>

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By May 2023, the number of discipline referrals will decrease by 10%.

Evaluation Data Sources: Discipline referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a centrally located sensory room and train staff and students to use it effectively.</p> <p>Strategy's Expected Result/Impact: Increased mindfulness and self-regulation under challenging situations, decrease in the number of discipline referrals</p> <p>Staff Responsible for Monitoring: Campus Leadership Team SPED Team</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: sensory room tools & equipment - 199 General Budget - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: K-5th grade students will have the opportunity to complete at least 6 guidance lessons with the counselor.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline referrals</p> <p>Staff Responsible for Monitoring: Admin Counselor</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: The student attendance rate for 2021-2022 is 89.5%, a decrease of 6% from the previous school year. Root Cause: The school has not been able to partner with community groups to provide engaging extracurricular activities and student mentorships outside of instruction.</p>
Perceptions
<p>Problem Statement 1: There is a continued need to focus on the social emotional learning and well-being of students and staff. Root Cause: There is an increased need for mental health awareness and care due to changes in society.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2023, our campus will retain at least 85% of staff that plan to continue in the same role in education.

Evaluation Data Sources: Staff roster for the 2023-24 school year

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide timely onboarding practices to support new staff members through a systematic mentoring program designed to model, teach, inform, and build relationships.</p> <p>Strategy's Expected Result/Impact: Increased staff retention and student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to focus on Tier I Reading and Math instruction and research-based classroom interventions. Root Cause: Increased needs due to school closures during Covid and decreased school attendance.
Student Learning
Problem Statement 2: There is a need to focus on Tier I Reading and Math instruction and research-based classroom interventions. Root Cause: Increased needs due to school closures during Covid and decreased school attendance.
School Processes & Programs
Problem Statement 2: There is a need to focus on Tier I Reading and Math instruction and research-based classroom interventions. Root Cause: Increased needs due to school closures during Covid and decreased school attendance.
Perceptions
Problem Statement 1: There is a continued need to focus on the social emotional learning and well-being of students and staff. Root Cause: There is an increased need for mental health awareness and care due to changes in society.

State Compensatory

Budget for Riverchase Elementary

Total SCE Funds: \$191,199.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Small group tutoring; dyslexia support

Plan Notes

HB 3 Board Goals (Revised 2022)

Early Childhood Literacy Closing the Gaps Student Groups

Grade 3 Reading	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	44	48	48	*	*		*		*	*	*	*
2018 STAAR	44	33	*	*	*	*	*		*	*	*	*
2019 STAAR	43	40	31	40	43		50			57	35	17
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	30	50	23	33		13			46	29	36
2022 STAAR	39	34	45	30	37		26			51	32	31
2023 STAAR	42	39	39	36	42		40			55	35	25
2024 STAAR	46	43	34	43	46		53			60	38	20

Early Childhood Mathematics Closing the Gaps Student Groups

Grade 3 Math	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	48	48	48	*	*		*		*	*	*	*
2018 STAAR	46	33	*	*	*	*	*		*	*	*	*
2019 STAAR	48	50	38	50	43		70			57	47	50
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	35	33	31	22		50			46	29	57
2022 STAAR	33	41	36	38	30		58			51	36	60
2023 STAAR	41	47	38	46	38		65			55	43	63
2024 STAAR	48	53	41	53	46		73			60	50	66

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Asmara Mengisteab	4th Grade
Classroom Teacher	Brittany Henderson	2nd Grade Teacher
Classroom Teacher	Jennifer Stepter	Fundamentals Teacher
Classroom Teacher	Kendall Cravens	Art Teacher
Administrator	LaTonda Cherry	Assistant Principal
Classroom Teacher	Makayla Pendley	Kindergarten Teacher
Classroom Teacher	Megan Fleming	3rd Grade Teacher
Administrator	Pamela Henderson	Principal
Counselor	Ronda Henry	Counselor
Classroom Teacher	Sean Putt	ECSE-3 Teacher
Business Representative	Suzanne Cravens	Coppell Rotary
Parent	Sandi Han	Parent
Parent	Ashley Hill	Parent
Parent	Gee Lee Bessey	Parent
Business Representative	Debbie Moss	Church of the Apostles
Business Representative	Gail Reeser	Sew Much Fun In Texas

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	Title I Small Group Interventionist		\$19,890.00
1	1	2	Instructional Coaches		\$58,959.00
3	1	1	Title I Parental Engagement		\$1,731.00
Sub-Total					\$80,580.00
Budgeted Fund Source Amount					\$80,580.00
+/- Difference					\$0.00
Grand Total Budgeted					\$80,580.00
Grand Total Spent					\$80,580.00
+/- Difference					\$0.00