Carrollton-Farmers Branch Independent School District

Riverchase Elementary

2024-2025 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

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 15, 2024

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 441 students enrolled in grades EC-5. 34% 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 2023-2024, the student population was 31.2% Asian, 33.69% Hispanic, 25.11% African American, 4.94% White, 4.08% multi-racial, and 1.07% American Indian or Alaska Native. Students were born in 22 countries and the top languages spoken are Telugu, Spanish, Tamil, Hindi, Arabic, and Urdu. Females made up 47.85% of the learners, and males represented 52.15%.

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 expanded its 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, Functional Support/Learning, and Fundamentals.

The last published mobility rate of 30.8% is well above the state average of 13.6%. The average daily attendance for our campus is 95.5%, an increase of 6% from the previous school year. Riverchase Elementary serves 53% Emergent Bilinguals, 4% GT, and 20% Special Education. Additionally, 49% are economically disadvantaged, and 67% are identified as at-risk.

Riverchase Elementary employed a highly qualified, talented staff with varying levels of professional experience. The staff included 29 teachers, 1 long-term substitute, 1 dyslexia interventionist, 1 Title I small group interventionist, 13 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.

Demographics Strengths

- Riverchase Elementary is a diverse school community.
- Riverchase offers various programs to meet the needs of all learners: STEM, Bilingual, and SPED.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The last published mobility rate of 30.8% adversely affects students' academic progress and teachers' ability to provide effective instruction and interventions.

Root Cause: Our families travel and relocate within the states and internationally throughout the year, thus making it difficult for mobile students to acclimate to the system and catch up with their peers.

Student Learning

Student Learning Summary

An analysis of 3rd-5th grade 2023 STAAR **Math** data revealed the following:

- 5th Approaches- 90%, Meets- 83%, Masters- 38%
- 4th- Approaches- 84%, Meets- 71%, Masters- 45%
- 3rd- Approaches- 68%, Meets- 28%, Master- 4%
- The largest gap between students who met the standard and those who did not is in 3rd grade - 32%
- There is a gap between African Americans, SPED, the Economically Disadvantaged, and all other student groups.

An analysis of 3rd-5th grade 2023 STAAR **Reading** data revealed the following:

- 3rd- Approaches- 64%, Meets- 34%, Masters- 6%
- 4th- Approaches- 85%, Meets- 62%, Masters- 17%
- 5th- Approaches- 87%, Meets- 57%, Masters 33%
- The largest gap between students who met the standard and those who did not is in 3rd grade - 36%

An analysis of 5th grade 2023 STAAR **Science** data revealed the following:

- 5th- Approaches- 71%, Meets- 43%, Masters- 21%

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

As we begin this school year, we will closely examine newly released data from state tests, district assessments, MAP, reading levels, and other progress-monitoring tools to ensure all students are learning at high levels.

Student Learning Strengths

Based on data from the 2023-2024 school year:

- 4th and 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 focus on Tier I Reading and Math instruction and research-based classroom interventions with an emphasis on the following groups: economically disadvantaged, emergent bilingual, African American, and students receiving Special Education services.
Root Cause: The lack of consistency in training teachers and monitoring the implementation of research-based instructional practices across classrooms and grade levels leads to unequal outcomes for students.

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, sets 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. Teachers are expected to work with students to close learning gaps and extend learning. For the 2024-2025 school year, the campus will ensure that staff is trained in the early identification of students who need intervention, determining appropriate research-based intervention, and progress monitoring to evaluate effectiveness. 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.

School Processes & Programs Strengths

- Teachers and staff share a sense of collective efficacy
- Increased knowledge and skills in unpacking TEKS

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a significant need to train staff in the early identification of students who need intervention, appropriate resources and research-based intervention strategies, and progress monitoring systems to evaluate the effectiveness of such interventions.
Root Cause: New staff lack awareness and understanding of evidence-based intervention strategies that are proven to be effective in addressing various learning challenges. Specific intervention methods and progress monitoring systems require specialized training.

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:

- 81% of teachers believe we have strong parent/teacher communication.
- Principal-teacher trust 74%
- Instructional leadership 76%
- Collaboration 75%
- School Safety & Order 80%
- Resources and facilities 86%
- Positive responses for diversity, equity, and inclusion
- High engagement and communication with parents via Parent Square
- Parents believe the campus is welcoming, safe, and responsive.
- Parents have high regard for teachers and staff
- Parents and teachers believe the school is clean and inviting

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a continued need to provide opportunities for family engagement in the student learning process.
Root Cause: Some of our families may be unaware of available opportunities for engagement. The school's approach to family engagement may not be aligned with the unique needs and preferences of families.

Priority Problem Statements

Problem Statement 1: There is a need to focus on Tier I Reading and Math instruction and research-based classroom interventions with an emphasis on the following groups: economically disadvantaged, emergent bilingual, African American, and students receiving Special Education services.

Root Cause 1: The lack of consistency in training teachers and monitoring the implementation of research-based instructional practices across classrooms and grade levels leads to unequal outcomes for students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a continued need to provide opportunities for family engagement in the student learning process.

Root Cause 2: Some of our families may be unaware of available opportunities for engagement. The school's approach to family engagement may not be aligned with the unique needs and preferences of families.

Problem Statement 2 Areas: Perceptions

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless 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
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Guiding Objectives

Revised/Approved: August 7, 2024

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2025, 90% of K-5th grade learners will meet their growth goals in MAP Reading and Math.

High Priority

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Provide educators with training and resources to effectively manage diverse classrooms and support students with various academic backgrounds.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 ensure student outcomes **Staff Responsible for Monitoring:** Campus Administrators Classroom Teachers Dyslexia Interventionist **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Title I Small Group Interventionist - 211 Title I - 211-11-6117-00-123-30-000 - $23,040, Title I Instructional Coach - 211 Title I - 211-13-6119-00-123-30-000 - $45,729, Supplemental intervention and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - $282,000	35%	50%	70%	

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Implement early detection systems to identify mobile students and provide them with tailored support to ease their transition and foster a sense of belonging.	**Oct**	**Jan**	**Mar**	**June**
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 ensure student outcomes **Staff Responsible for Monitoring:** Campus Administrators Counselor Attendance Committee **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	10%	30%	50%	

	No Progress		Accomplished	→ Continue/Modify	✕ Discontinue

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

Goal 1: By the end of May 2025, 100% of the required safety and security drills will be conducted and monitored for effectiveness.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Utilize resources provided by the Safety and Security Department to ensure compliance with EOP, training, safety drill, and other district and legislative requirements.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased awareness and understanding of what to do in case of an emergency; increase in the percentage of students and staff who feel safe while at school based on Upbeat and Panorama survey results **Staff Responsible for Monitoring:** Campus Administrators Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture	40%	50%	70%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2025, parent participation rates in family engagement activities around supporting student learning will increase by 25%.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Create flexible and varied opportunities for family engagement that accommodate different schedules and preferences.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased family engagement and student achievement **Staff Responsible for Monitoring:** Campus Administrators Classroom Teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Title I Parental Engagement - 211 Title I - 211-61-6399-00-123-99-000 - $1,731	40%	50%	70%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2025, 100% of K-5th grade families new to Riverchase will have participated in a Campus Family Welcome Orientation Event: A warm and inclusive gathering designed to introduce new families to the campus community, providing essential information, resources, and opportunities for engagement.

High Priority

Evaluation Data Sources: sign-in logs

Strategy 1 Details	Reviews			
Strategy 1: Schedule monthly Family Welcome Orientation Events to create a positive and inclusive school environment that fosters a sense of belonging and emotional support for our mobile students **Strategy's Expected Result/Impact:** New students and families will have a successful transition to Riverchase. **Staff Responsible for Monitoring:** PEIMS Specialist Campus Administrators Counselor **Title I:** 2.4, 2.6, 4.2 - **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Oct	Jan	Mar	June
	10%	20%	30%	
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

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

Goal 1: By May 2025, the number of discipline referrals will decrease by 10%.

High Priority

Evaluation Data Sources: discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Train teachers and staff in the LiveSchools Culture and Behavior Management System.	**Formative**			**Summative**
Strategy's Expected Result/Impact: positive school culture; an increase in the percentage of students who feel like they belong in school as evidenced by the Panorama survey; a decrease in the number of discipline referrals	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators Counselor **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	40%	50%	70%	
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2025, our campus will retain at least 85% of staff who plan to continue in the same role in education.

High Priority

Evaluation Data Sources: staff roster for the 2024-2025 school year; number of resignations

Strategy 1 Details	Reviews			

Strategy 1: Provide timely onboarding practices to support new staff members through a systematic mentoring program designed to model, teach, inform, and build relationships.
    Strategy's Expected Result/Impact: Increased staff retention; increased student achievement
    Staff Responsible for Monitoring: Campus Administrators
Counselor
 	
    ESF Levers:
Lever 3: Positive School Culture
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	40%	50%	70%	
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

State Compensatory

Budget for Riverchase Elementary

Total SCE Funds: $282,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, Emergent Bilingual Support, and Summer School.

Title I - Previous

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Riverchase's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Riverchase's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Title I - Updated

Campus Improvement Committee

Committee Role	Name	Position
Parent	Brandy Rose	Parent
Parent	Ashley Hill	Parent
Classroom Teacher	Gayla Moore	Classroom Teacher
Classroom Teacher	Lauren Badura	Classroom Teacher
Parent	Brianna Hargraves	Parent
Community Representative	Gail Reeser	Sew Much Fun in Texas
Business Representative	Suzanne Cravens	Coppell Rotary
Classroom Teacher	Ashley Timmins	Classroom Teacher
Classroom Teacher	Brittany Henderson	Classroom Teacher
Classroom Teacher	Jennifer Stepter	SPED Teacher
Classroom Teacher	Joshua McMillan	Classroom Teacher
Counselor	Miahasha Williams	Counselor
Administrator	LaTonda Cherry	Principal
Administrator	Talisha Anthony	Assistant Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024