

# San Benito Consolidated Independent School District

## Riverside Middle School

### 2019-2020 Campus Improvement Plan

Accountability Rating: B



# Mission Statement

As a contributor of the San Benito Consolidated Independent School District's Gold Standard, Riverside Middle School has committed to the following mission: to work as a community of educators who believe in life-long learning to provide the most dynamic learning environment for our students. In our tenacious pursuit of excellence all of our students will develop their academics, social, and technology skills with college, career, or military readiness in mind. Through innovative teaching and the best educational opportunities, we will ensure that all students become successful, community-oriented, problem-solvers, and creative thinkers.

## Vision

We believe that through teamwork there is no limit to success.

We believe that education is a shared responsibility for all stakeholders.

We believe everyone can and will succeed in all endeavors.

## Value Statement

Riverside Middle School empowers students to be deep thinkers, problem-solvers, communicators, collaborators, contributors, and people of good character.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

WELCOME TO RIVERSIDE MIDDLE SCHOOL

HOME OF THE MIGHTY BULLDOGS

Riverside Middle School (RMS) is a 6<sup>th</sup>-8<sup>th</sup> grade campus servicing the rural area of the San Benito Consolidated Independent School District. We are located at 35428 Padilla St. near Highway 281 (Military Hwy) and Highway 732.

The enrollment at RMS reflects approximately 192 sixth grade students, 202 seventh grade students, and 219 eighth grade students for a total enrollment of 613. Total enrollment in May 2018 was 612 students; however. Our campus community is composed of approximately 99.3% Hispanic/Latino students. The RMS population consists of 54% male and 46% female students; 64% At-Risk; 92% Economically Disadvantaged; 11% Migrant status; 24% with limited English proficiency (LEP); 9% SpEd/504; and 3% enrolled in our Gifted and Talented (GT) program.

Riverside Middle School consists of approximately 47 educators, 3 administrators (Principal, Assistant Principal, and Dean), 2 counselors, and support staff. The student to teacher ratio at RMS is on average 13 to 1.

2018-2019 Attendance, May-609; Attendance Rate -

2017-2018 Attendance, May - 608; Attendance Rate -

2016-2017 Attendance, May - \_\_\_\_; Attendance Rate - 95.1%

### Demographics Strengths

1. GT student identifications increased. GT identified students: 2016-2017, 12 GT students; 2017-2018, 21 GT students; 2018-2019, \_\_\_\_ GT students.

2. Parental Involvement Center participation increased to \_\_\_\_\_.
3. Communities in Schools continues to provide food, clothing, and other personal or academic support.
4. RMS's has a new webmaster who updates social media and the campus website regularly.
5. School Messenger is managed by the ASP Coordinator and is used frequently for communications.
6. RMS helps the community by providing free income tax preparations through VITA-Volunteer Income Tax Assistance.
7. RMS is a voting location.
8. RMS is hosted the SBCISD 2018-2019 Chess Tournament.
9. The RMS ASP is thriving with \_\_\_\_\_ students.
10. RMS partner with UTRGV to provide adult literacy classes.
11. RMS continues to increase academic opportunities (Texas Alliance for Minorities in Engineering: traveling STEM-museum-on-wheels/Trail Blazers).
12. RMS has added Gaining Early Awareness and Readiness for Undergraduate Programs (Gear-Up) to increase college and career readiness of low-income students

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The low of student enrollment in 2016-2017 of 675 has remained low at 612 (2018) to 619 (2019). **Root Cause:** RMS loses students to competing area schools, who advertise their achievements and offer a variety of program options.

**Problem Statement 2:** Need to update - EL students did not meet the 60% System Safeguards. **Root Cause:** There are few mainstream teachers that are ESL certified. Instructional strategies to differentiate instruction are not consistently implemented.

**Problem Statement 3:** Irma Perez - Based on a Gear Up survey, students are concerned about safety. **Root Cause:** Occasional incidents of bullying, fights, and drug use have occurred.

# Student Academic Achievement

## Student Academic Achievement Summary

After a realignment of systems and structures, the teachers have expressed a renewed sense of organization and a positive environment for improving student performance.

According to the 2017-2018 Texas Academic Performance Report (TAPR), Riverside Middle School' 2018 Accountability Rating is: **Met Standard**

STAAR Performance by tested grade, subject, and at **Approaches Grade Level** standard is as follows:

- 6th Grade: Reading - 54%; Mathematics - 60%
- 7th Grade: Reading - 59%; Mathematics - 58%; Writing - 46%
- 8th Grade: Reading - 79%; Mathematics - 86%; Science - 73%; Social Studies - 51%; Algebra I - 100%

STAAR Performance by tested grade, subject, and at **Meets Grade Level** standard is as follows:

- 6th Grade: Reading - 22%; Mathematics - 23%
- 7th Grade: Reading - 31%; Mathematics - 25%; Writing - 22%
- 8th Grade: Reading - 31%; Mathematics - 45%; Science - 43%; Social Studies - 16%; Algebra I - 100%

STAAR Performance by tested grade, subject, and at **Masters Grade Level** standard is as follows:

- 6th Grade: Reading - 7%; Mathematics - 4%
- 7th Grade: Reading - 15%; Mathematics - 8%; Writing - 4%
- 8th Grade: Reading - 10%; Mathematics - 7%; Science - 13%; Social Studies - 5%; Algebra I - 94%

State accountability ratings are based on three domains and in 2018, to receive a Met Standard accountability rating, campuses must meet a scaled score of 60 or above.

The following are Riverside Middle School's results:

Overall - Met Standard - 72

Student Achievement - Met Standard - 65

School Progress - Met Standard - 72

## Closing the Gaps - Met Standard - 72

In the state of Texas, campuses that receive a Met Standard rating are eligible for 7 Distinction Designations:

Academic Achievement in ELAR - Not Earned

Academic Achievement in Math - Not Earned

Academic Achievement in Science - Not Earned

Academic Achievement in Social Studies - Not Earned

Top 25% Student Progress - Not Earned

Top 25% Closing Performance Gaps - Not Earned

Post Secondary Readiness - Not Earned

STAAR scores for special student groups were analyzed to identify needed campus professional development as well as accelerated instruction and intervention strategies. STAAR scores between sub-pops and general populations continue to show significant academic gaps. The preliminary scores are listed below by grade level:

- 6th Grade Reading: LEP - 29%; SpEd - 0%
- 6th Grade Math: LEP - 24%; SpEd - 6%
  
- 7th Grade Reading: LEP - 12%; SpEd - 15%
- 7th Grade Math: LEP - 29%; SpEd - 15%
- 7th Grade Writing: LEP - 18%; SpEd - 8%
  
- 8th Grade Reading: LEP - 9%; SpEd - 1%
- 8th Grade Math: LEP - 15%; SpEd - 2%
- 8th Grade Science: LEP - 24%; SpEd - 14%
- 8th Grade Social Studies: LEP - 12%; SpEd - 15%

STAAR data shows that Riverside Middle School will not meet the State System Safeguards for Special Education and ESL student populations in any of the STAAR assessments taken during the 2016-2017 school year.

## Student Academic Achievement Strengths

Although, in the 2017-2018 Academic School Year Riverside Middle School did not earn any distinctions, many of the domains measured showed significant progress. For instance, the Student Achievement Domain of 2016-2017 scale score of 29 increased to 64; School Progress Domain 2016-2017 scale score of 36 increased to 72; and the Closing the Gap Domain 2016-2017 scale score of 24 increased to 72.

In addition, the overall STAAR Performance Rates also reflect student progress in mathematics (6<sup>th</sup>-8<sup>th</sup> grade), reading (7<sup>th</sup> grade) and science as shown in the table below:

Subject	2017	2018
<b>Grade 6 Mathematics</b>		
Approaches Grade Level	50%	60%
Meets Grade Level	17%	23%
Masters Grade Level	3%	4%
<b>Grade 7 Reading</b>		
Approaches Grade Level	56%	59%
Meets Grade Level	22%	31%
Masters Grade Level	7%	15%
<b>Grade 7 Mathematics</b>		
Approaches Grade Level	57%	58%
Meets Grade Level	23%	25%
Masters Grade Level	8%	8%
<b>Grade 8 Mathematics</b>		
Approaches Grade Level	87%	86%
Meets Grade Level	42%	45%
Masters Grade Level	11%	7%
<b>Grade 8 Science</b>		
Approaches Grade Level	70%	73%
Meets Grade Level	38%	43%
Masters Grade Level	15%	13%
<b>Algebra I</b>		
Approaches Grade Level	100%	100%
Meets Grade Level	100%	100%
Masters Grade Level	76%	94%

Riverside Middle School STAAR scores decreased in Reading (6<sup>th</sup> & 8<sup>th</sup> grade) and Social Studies.

In Grades 6, 7, and 8 Special Education students and our English Language Learners have lower scores than our general population at Riverside Middle School in all Subject Areas and Grade levels.

The 2018 Comparison Group report, which compares Texas campuses that have similar demographics, depicts that Riverside Middle School falls within the average performance.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Need to update - EL students did not meet the 60% System Safeguards. **Root Cause:** There are few mainstream teachers that are ESL certified. Instructional strategies to differentiate instruction are not consistently implemented.

**Problem Statement 2:** Special Education students continue to be the lowest performing subpopulation. **Root Cause:** Monitoring of progress of these students is missing more formative assessments and strategizing.

**Problem Statement 3:** Special Education students are the lowest performing subpopulation. **Root Cause:** Students do not attend tutorials on a regular basis beginning in the first semester and continuing into the second semester.

**Problem Statement 4:** Special Education students are the lowest performing subpopulation. **Root Cause:** Special Education students who do not master a skill do not receive timely and effective intervention.

**Problem Statement 5:** Irma Perez - Based on a Gear Up survey, students are concerned about safety. **Root Cause:** Occasional incidents of bullying, fights, and drug use have occurred.

**Problem Statement 6:** 6R improved by 5% points, but still lags behind State average by 8% points. **Root Cause:** Infrequent and ineffective formative assessments and interventions in the first semester.

**Problem Statement 7:** 6M improved by 8%, but still lags behind State average by 11%.

**Problem Statement 8:** Rigor and relevance are needed for increased student achievement. **Root Cause:** Lack of training

# School Processes & Programs

## School Processes & Programs Summary

### PERSONNEL

Riverside Middle School employs high-quality teachers who are certified as Generalist EC-6 or in their specific content area. Teachers who service special populations are certified in the area of need, including special education and ESL supplemental certificates.

New teachers (and one new to district) were hired for the 2018-2019 school year at Riverside Middle School. Each teacher is attending the New Teacher Mentoring meetings, held by the district, during the fall and spring semesters. They also attended the T-TESS introduction training held on campus. All teachers on campus receive professional development throughout the school year, either at the campus or district level and at the Educational Service Center, Region One or other.

### INSTRUCTIONAL/CURRICULAR

Curriculum, Instruction, and Assessment at Riverside Middle School includes a combination of the TEKS Resource System Year-at-a-Glance, the South Texas Quality and Delivery Project (STP/DDME exemplary lesson plans), and campus-based assessments. Additionally, RMS has participated in Lead4Ward training and utilizes the Field Guides for highly effective strategies. Programs and strategies used as interventions include: iStation and Edgenuity (software), STEMScopes, Seidlitz, TEKS Resource System, Lead4Ward, ICLE training and Model School.

Riverside Middle School has been selected to participate in the International Center Leadership in Education initiative. Teachers are observed and given feedback through the consultant (Mark White), with an emphasis on rigor and relevance and the use of technology to enhance learning. With the implementation of Seidlitz, Riverside Middle School teachers are anticipating to increase academic achievement for our EL population. Teachers are observed and given feedback from the consultant (Dr. Yzquierdo), with an emphasis on EL strategy implementation.

At Riverside Middle School data is broken down by teachers and student sub-populations so teachers may look at high performing and low performing learning standards/TEKS. During the Professional Learning Communities (PLC), teachers reinforce curriculum standards, analyze assessment results, and review instructional strategies to be modeled in class. Decisions are made regarding the sequence and pacing of pre-teaching, spiraling, and differentiation of lessons according to students' weaknesses and strengths shown in Student Expectations mastered. Data is gathered from different sources including: district diagnostic tests, district benchmarks, STAAR assessments, TELPAS ratings, and teacher-made assessments. Evidence that supports implementation of high impact/high yield interventions include student performance on progress reports, report cards, assessments, class assignments, and state exams. Students in need of interventions are determined through evaluations, classroom observations, progress monitoring and teacher

recommendations. Student progress is monitored regularly. Time is allotted throughout the week for all teachers to participate in collaborations and lesson planning as a team with the assistance of the district's instructional coaches. Teachers create high-quality lessons and engaging activities that facilitate learning by grade level and content area. This ensures students are learning what is required this year and are prepared for the following year. Data is shared via Google Classrooms for collaboration and efficiency. PLC meetings are overseen by the dean of instruction, principal, and assistant principal.

During the 2017-2018 school year, Riverside Middle School purchased Dell and Lenovo Chromebooks. Each content area teacher now has a Cart on Wheels (COW) with a class set of technology. In addition, SBCISD purchased 16 Interactive Projectors to put in the content area classrooms. By the beginning of the 2018-2019 school year, each content area, including special education classrooms have an Interactive Projector available. Our campus has three open-use computer labs with both Windows and Apple computers, as well as four dedicated computer labs for electives and intervention. In addition, there are ten computers in the library for student use. All desktop computers have been updated or replaced for the 2018-2019 school year.

## ORGANIZATIONAL

Riverside Middle School provides district Student Handbooks and district Student Code of Conduct Handbooks to parents during registration to ensure rules, consequences, and consistency is implemented throughout the school year. Information is shared with parents through the campus website, social media, letters home, phone calls (School Messenger), and the campus marquee. Information is shared in English and Spanish.

There is a Response To Intervention (RTI) teacher available to support students learning and behavior needs. The RTI committee meetings are held, at least, once a month by the campus RtI teacher, the campus principal, school counselor, and a general education teacher. The general education teacher and RtI teacher gathered information from other teachers to include in the progress monitoring of each student identified as needing academic or behavior interventions.

A Gear Up Coordinator is available to increase college and career readiness awareness amongst low-income students. The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) helps increase postsecondary expectations and readiness of students; improves high school graduation and postsecondary enrollment rates; and raises the knowledge of postsecondary options, preparation, and financing among students and families. The program's services include a suite of academic, social, and planning that supports students' progress from the middle grades through high school graduation, and often into the first year of college.

Riverside Middle School partners with TSTC's Educational Talent Search program where students receive free college, career, and financial aid information. ETS encourages and prepares students for postsecondary enrollment by providing academic advising & mentoring, career exploration, tutoring support, personal development, postsecondary assistance with college admissions, scholarship applications & financial aid forms. Plus, ETS also provides college, career, and cultural enrichment trips. During the 2018-2019 school year, ETS has 36 participants in the program.

Riverside Middle School partners with UTRGV to provide an Adult Literacy class for the community.

Riverside Middle School also hosts the After School Program to provide tutoring, extra curricular activities, and community events.

## **ADMINISTRATIVE**

RMS campus administrators, counselors, parent liaison, Gear Up Coordinator, and CIS case manager, ensure parents are kept updated of student information regarding student progress and state assessments. Parents are able to access student grades using ParentPortal.

Riverside Middle School employs a Parental Liaison who helps make home visits, monitors student attendance, and organizes parental involvement meetings. Parental Involvement meetings are held each Thursday morning to discuss campus events, initiatives, and education concerns.

A Communities in Schools case manager is available on campus to provide services to parents and students. The CIS representative assists with food, clothing, fundraisers, and academic tutoring.

Google Bulldog Calendar is shared with all staff announcing upcoming events or meetings to promote transparency and allow for effective lesson planning. Some events/meetings include but are not limited to:

- Staff Meetings
- Fire Drills
- ARD/504 Meetings
- Parent Conferences
- Training/Observations
- Testing

## **EDUCATIONAL-MISC**

Teacher surveys identified Riverside Middle School to be a clean campus where the staff takes ownership in the physical appearance of the school. Student work is displayed in classrooms and hallways on a regular basis to highlight student and group achievements.

While the School Technology and Readiness Chart (STaR Chart), the district technology survey, was not conducted during the 2017-2018 school year, Riverside Middle School conducted a campus survey to identify needs. This was the driving force behind purchasing additional technology. We are dedicated to continuous growth and advancement toward campus-wide technology integration.

### **School Processes & Programs Strengths**

Riverside Middle School continues to encourage innovation and is increasing technology usage in the classrooms. Each content

area classroom, including special education classrooms have an Epson Interactive Projector installed to differentiate instruction and encourage participation. At RMS, each content area classroom has a Cart on Wheels with a classroom set of Dell or Lenovo Chromebooks. Our campus is teaching to the 21st century student by increasing the use of technology in the classroom. Our teachers have been encouraging students and each other to utilize the Google classroom in the Google suite platform. They are also using applications, such as the following: AutoDraw, FlipGrid, GimKit, Moodle, Sakai, Padlet, Nearpod, EDpuzzle, Poll Everywhere, Popplet, Kahoot, and Spark to name a few.

2. PLC norms & schedules have been established and implemented.
3. CFAs are administered every 6 weeks.
4. A master schedule allows for a combination of maximized instructional time (includes academic advisory and TAG) and teacher planning time. Teachers are provided PLC time to lesson plan, analyze data, and adjust instruction according to student needs.
5. Changes to the instructional day are planned and announced to teachers ahead of time. Two different bell schedules are available to ensure instructional time is not disrupted - regular & pep-rally.
6. The Google Bulldog calendar efficiently maximizes the amount of instructional time to effectively target struggling and/or advanced learners to improve and display academic progress. It also provides transparency amongst all campus personnel.
7. Recognition and appreciation activities include:
  - Tenacious Bulldog for staff
  - Attendance incentives for students
  - Protocols and procedures have been developed and implemented.
  - The district has provided resources to improve & increase student achievement and success.
  - The district has hired instructional coaches to facilitate data disaggregation, lesson planning, creating assessments, and improving/enhancing teaching strategies.
  - Best practices and researched-based strategies such as Seidlitz are being implemented and monitored.
  - The ICLE model for rigorous learning is being implemented and monitored to take base practices and innovative approach to instruction.
  - The district is offering ESL certificate training for current SBCISD teachers.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Limited knowledge of new technology and digital platforms, hinder the technology usage to deliver instruction. **Root Cause:** Ongoing schedule of training for digital platforms and technology by instructional technologist specialists is limited.

**Problem Statement 2:** Special Education students continue to be the lowest performing subpopulation. **Root Cause:** Monitoring of progress of these students is missing more formative assessments and strategizing.

**Problem Statement 3:** Special Education students are the lowest performing subpopulation. **Root Cause:** Students do not attend tutorials on a regular basis beginning in the first semester and continuing into the second semester.

**Problem Statement 4:** Special Education students are the lowest performing subpopulation. **Root Cause:** Special Education students who do not master a

skill do not receive timely and effective intervention.

**Problem Statement 5:** Irma Perez - Based on a Gear Up survey, students are concerned about safety. **Root Cause:** Occasional incidents of bullying, fights, and drug use have occurred.

## Perceptions

### Perceptions Summary

Riverside Middle School practices system and structures that emphasize processes to manage behavior. Students participated in an Expectations Assembly in which the Student Code of Conduct rules, campus procedures of conduct and academic goals were outlined. The first two weeks of school, the teachers provided extra supervision to guide students through hallways, address dress code expectations, and monitor cafeteria, gym, courtyard, and common areas. The Student Code of Conduct rules were also reviewed in class at the beginning of the school year. Student dress code and behavior expectations are reminded throughout the year in classrooms, hallways, and common areas. The Golden Rule to "Treat others as you do yourself" is announced over the PA system every morning.

Teachers classroom expectations are also discussed at the beginning of the school year by administration. This year a Department Chair Retreat was held before school started in August to review district initiatives and campus goals. A Google classroom for maintaining information and opening communication lines was created. Classroom rules and consequences are posted in each classroom for students to read and follow. Procedures for office referrals are reviewed at faculty meetings during the fall semester to implement consistent protocols throughout the campus.

Last year's survey of students 6<sup>th</sup>-8<sup>th</sup> shows evidence of practices that are working:

- 81% of RMS students like school
- 90% of students feel RMS teachers treat them with respect
- 98% of students feel RMS teachers want them to do well

Periodic reviews of disciplinary incidents were conducted and shared with staff during faculty meetings. Disciplinary incidents were analyzed for recurrences and patterns of behavior. 177 incidents were reported last year (2017-2018). The most common action reasons were noted as:

- 94% - violation of student code of conduct
- 2% - assault under penal code
- 2% - school related gang violence
- 1% - terroristic threat
- 1% - possessed, sold, used, or was under the influence of marijuana or other controlled substance

As part of the data analysis of school culture and climate, 38% of RMS students felt that students do not treat each other well. This may be attributed to the reported disciplinary incidents or non-reported school bullying associated with social media. Students indicated that 88% of them knew an adult at Riverside Middle School whom they could talk to if they need help. As such, areas of need to address with students and staff for the 2018-2019 school year will include school bullying, drug awareness, and school gang activity. This Fall, we enjoyed Drug Awareness Week activities (dress up days and a drug-dog assembly).

Riverside Middle School teachers and staff encourage parents and the community to become involved in our campus events. The campus hosted Fall pep rallies and Open House. During the spring semester, a second Open House will be held for parents to meet with teachers. During the year, parents are invited to attend band concerts, choir concerts, and athletic competitions.

Student-oriented activities included a Halloween Dance (to support UIL), door-decorating contests, an Anti-Bullying Training to share with students, a Thanksgiving Food Drive, and various Christmas charity events.

### **Perceptions Strengths**

Areas of need to address with students and staff for the 2018-2019 school year will include school bullying, drug awareness, and school gang activity. This Fall, we enjoyed Drug Awareness Week activities (dress up days and a drug-dog assembly).

Riverside Middle School teachers and staff encourage parents and the community to become involved in our campus events. The campus hosted Fall pep rallies and Open House. During the spring semester, a second Open House will be held for parents to meet with teachers. During the year, parents are invited to attend band concerts, choir concerts, and athletic competitions.

Student-oriented activities included a Halloween Dance (to support UIL), door-decorating contests, an Anti-Bullying Training to share with students, a Thanksgiving Food Drive, and various Christmas charity events.

Students and teachers feel safe at school and like being at RMS.

Parents and visitors are welcomed and encouraged to participate in our schools.

Students are always encouraged to do well by all RMS staff.

Clear rules and expectations for behavior are in place.

RMS partners with outreach service providers and non-profit agencies

RMS uses Social Media outlets such as Facebook and Twitter to communicate upcoming events and student success.

RMS parent liaison and CIS case manager conduct home visits as needed

Attendance clerks maintains regular contact with parents regarding excessive absences/tardies.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Recognized for good behavior or for following campus/district rules is needed to promote a positive culture. **Root Cause:** Criteria and appropriate rewards/recognition for high achieving students has not been established.

**Problem Statement 2:** Increase of reports about bullying on social media or technology. **Root Cause:** Lack of counseling groups for character building, anti-bullying, cyberbullying, social awareness, or self-awareness development skills to maintain positive relationship.

**Problem Statement 3:** Students misbehave in the classroom, which results in large numbers of referrals for behavior that should be handled in class. **Root Cause:** Teachers are unfamiliar with classroom management techniques.

**Problem Statement 4:** Teachers feel a lack of consistency in assigning consequences for bad behavior. **Root Cause:** Teachers are unfamiliar with campus discipline procedures and discipline rubrics.

**Problem Statement 5:** Irma Perez - Based on a Gear Up survey, students are concerned about safety. **Root Cause:** Occasional incidents of bullying, fights, and drug use have occurred.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Annual dropout rate data
- 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
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

# Goals

## Goal 1: SBCISD will increase academic achievement for all students, thus closing the gap between student populations in pursuit of advanced performance.

**Performance Objective 1:** ELAR - Riverside students will increase Reading STAAR performance in Reading to meet Texas Approaches Level at 100% (6th-8%, 7th-3%, 8th-1%) and Writing STAAR performance to meet Texas Approaches Level at 100% (7th-4%).

**Evaluation Data Source(s) 1:** 6-8 STAAR Reading Scores  
7 STAAR Writing Scores

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>1) Students in grades 6-8 identified as needing interventions in ELA/Reading/Writing will participate in the morning, after, or during school tutorials.</p>	2.4, 2.5, 2.6	Dean of Instruction Teachers	<p>Implementation: Students will be identified for tutoring based on benchmark scores, CFA scores, previous STAAR scores, and grades. Students will be assigned tutoring dates based on tiered interventions.</p> <p>Impact: Students will show increased growth as measured by teacher observations and formal assessments.</p>				
<b>Funding Sources:</b> 199 - State Compensatory Education (SCE) - 10000.00, 211 - Title I, Part A - 5000.00							
<p>2) RTI Teacher will support teachers by working one-on-one and/or small groups to promote reading and writing processes, critical thinking skills, and hands-on activities that promote academic success for grades 6-8.</p>		RTI Teacher Teachers	<p>- increase state assessment scores</p> <p>- increased number of ELL students exiting ESL program</p>				
<b>Funding Sources:</b> 199 - State Compensatory Education (SCE) - 3600.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
3) Instructional leaders and teachers will review curriculum and ensure resources and professional development provided are researched, purchased, and readily available to teachers. Resources include novels, interest magazines, workbooks, computer intervention programs/software, professional development, consultants, and print & digital media.		Dean of Instruction Department Heads Teachers	- increase assessment scores, including unit exams, benchmarks, and STAAR - decrease failure rate				
<b>Funding Sources:</b> 211 - Title I, Part A - 9000.00, 199 - General Fund - 1000.00							
<b>Comprehensive Support Strategy</b> 4) Students will participate in supplemental research-based literacy programs such as Accelerated Reader (AR), K-12 Summit, iStation, Macinvia, and the Compass Learning/Compass Pathblazer lab to enhance reading instruction, to meet identified student needs, and to provide timely intervention when necessary.	2.4, 2.6	Teachers RTI Teacher Librarian	- increase assessment scores - decrease failure rate - increase proficiency of ELL students - increase number of students exiting ESL program				
<b>Funding Sources:</b> 199 - State Compensatory Education (SCE) - 5000.00, 199 - State Bilingual/ESL - 4000.00							
5) All students needing dyslexia services will be served using a research-based program through an additional class period or pull-out program with a trained professional.		School Counselor Special Ed Teachers	- increased student growth in all assessments - increased student reading fluency				
<b>TEA Priorities</b> Build a foundation of reading and math 6) The master schedule will reflect a 90 min ELAR block, a 39 minute AA, and flexible scheduling for 8th Grade Reading SSI in the Spring.	2.4, 2.5	School Counselor Dean of Instruction	- integration of reading and writing at all grade levels - increased student growth in reading and writing assessments - increase in percentage of students who meet Approaches Grade Level on STAAR - increase the number of students who show growth from one performance level to the next in STAAR tests				
<b>Funding Sources:</b> 199 - General Fund - 1000.00							
7) ELAR educators will continue to utilize the TEKS Resource System, and/or other district-approved curriculum. Materials, supplies, electronic hardware and software will be researched and purchased to ensure that all reading/writing programs have the required resources necessary to support implementation on campus.	2.5	Dean of Instruction Teachers	- implementation of exemplar lessons in classroom as documented in lesson plans and classroom observations - TEKS aligned curriculum - assessments aligned to TEKS - increased student achievement				
<b>Funding Sources:</b> 199 - State Compensatory Education (SCE) - 3000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
8) All ELAR teachers in grades 6-8 will receive training in the areas of writing and ESL strategies.	2.5	Principal Dean of Instruction	- integration of strategies in lesson plans and classroom instruction - increased number of ELL students showing growth and exiting ESL program				
<b>Funding Sources:</b> 255 - Title II, Part A, TPTR - 1000.00							
9) In order to serve all students' needs, all eligible students will have the opportunity to receive needed eye exams and glasses.		Nurse	Improved student achievement				


**Goal 1:** SBCISD will increase academic achievement for all students, thus closing the gap between student populations in pursuit of advanced performance.

**Performance Objective 2:** MATH - Math STAAR performance will meet the state STAAR "Approaches" level from 2019 at 100% (6th -79%, 7th -73%, & 8th - 90%).

**Evaluation Data Source(s) 2:** 6-8 STAAR Mathematics Scores

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b> 1) Students demonstrating need will be provided extended day tutorials in the morning, after school, and during the instructional day.</p>	2.4, 2.5, 2.6	Teachers	- increased student assessment scores - decreased failure rates				
<p><b>Comprehensive Support Strategy</b> 2) RTI Teacher will support teachers by working one-on-one and/or in small groups to promote Math processes, critical thinking, and hands-on activities through small group pull-out programs or Compass Learning lab.</p>	2.4, 2.5, 2.6	RTI Teacher Teachers	- decrease failure rate - increased student assessment scores, including unit tests, benchmarks, and STAAR exams				
<p>3) Investigate and purchase scientifically researched-based math programs such as Positive Learning (EL-vocabulary), Edgenuity (Acad Adv - M &amp; W), Dreambox, GoMath, online resources, and STAAR workbooks to enhance math instruction and provide extra help for struggling students.</p>		Dean of Instruction Department Head	- increase integration of technology in classroom lessons - TEKS aligned lessons - increase student assessment scores				
<p><b>Comprehensive Support Strategy</b> 4) Flexible scheduling and accelerated instruction will be used to provide intensive intervention for students who participate in the 8th grade Student Success Initiative (SSI) STAAR Math in the Spring semester. Instructional Material will be purchased to supplement the curriculum and instruction.</p>	2.4, 2.6	Dean Of Instruction Teachers RTI Teacher	- increase number of student achievement in 2nd administration of 8th grade STAAR Math assessment				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) Math educators will continue to utilize the design, delivery, monitor and evaluation instructional resource tool (STP/DDME) and TEKS Resources System. Materials, supplies, electronic hardware and software will be researched and purchased to ensure that all math programs have the required resources necessary to support implementation on campus.	2.4, 2.5	Teachers Dean of Instruction	- implementation of exemplar lessons in lesson plans and classroom instruction - TEKS aligned lessons and assessments - increased assessment scores				
							





**Goal 1:** SBCISD will increase academic achievement for all students, thus closing the gap between student populations in pursuit of advanced performance.

**Performance Objective 3:** SOCIAL STUDIES - Riverside students will increase SS STAAR performance in 8th grade to meet Texas Approaches Level of 67%.

**Evaluation Data Source(s) 3:** 8 STAAR Social Studies Scores

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>                      1) Social Studies teachers will utilize current events, historical selections, art, music, literature, etc. to:                      *Emphasize main idea, summarization (BME), basic understanding and comprehension skills.                      *Construct maps, charts, timelines.                      *Apply measurement concepts to real life connections.</p>	2.5	Dean of Instruction Teachers	Improved student achievement				
<p><b>Comprehensive Support Strategy</b>                      2) Tutorials will be provided for students needing learning time to master the state standards. Tutoring will be provided in the morning, lunch, after school and Saturday Academy using intervention programs and reinforcement workbooks.</p>	2.4, 2.5, 2.6	Dean of Instruction RTI Teacher Teachers					
<p><b>Comprehensive Support Strategy</b>                      3) Teachers will incorporate technology in the classroom to further enhance the Social Studies lessons and Project-Based learning initiatives, Kahoot, Quizizz.</p>		Campus Instructional Technologist Teachers					
<p><b>Comprehensive Support Strategy</b>                      4) Social Studies educators will continue to utilize the TEKS Resource System. Materials, supplies, electronic hardware as well as software will be researched and purchased to ensure that all social studies programs have the required resources necessary to support implementation on campus.</p>	2.4	Dean of Instruction Teachers					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 5) Students in social studies classes 6-8 will participate in Google Classrooms. Material, equipment, and resources will be purchased to support implementation on campus. (Chrome books, workshops, Technology schedule)	2.4	Dean of Instruction Teachers					
6) 6th and 7th grade social studies students will correlate content learned in class to real-life events by participating in the Texas Independence Celebration in March 2018.	2.5	Teachers Dean of Instruction Assistant Principal	90% student participation				
<b>Funding Sources:</b> 199 - State Compensatory Education (SCE) - 800.00							
7) 6th & 7th grade social studies teachers will provide vertical alignment support by incorporating U.S. History concepts when applicable.	2.6	Teachers Dean of Instruction	Improved 8th grade STAAR scores				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 1:** SBCISD will increase academic achievement for all students, thus closing the gap between student populations in pursuit of advanced performance.

**Performance Objective 4:** SCIENCE - Riverside students will increase Science STAAR performance to meet Texas Approaches Level at 100% (8th-5%).

**Evaluation Data Source(s) 4:** 8 STAAR Science Scores

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Students identified as needing assistance mastering the science standards will be targeted in Academic Advisory.	2.4, 2.5, 2.6	Dean of Instruction Teacher	-Improve student achievement by utilizing results from benchmark scores and unit tests to determine weaknesses that will be addressed - Improve STAAR scores by shifting to tested areas beginning 2nd semester				
2) RTI teacher will support teachers by working one-on-one and/or in small groups to promote scientific processes, critical thinking, lab investigations, and experiments.	2.6	Dean of Instruction RTI Teacher Teachers	-increase state assessment score -develop individualized plans for RTI students to enhance learning				
3) Science educators will continue to utilize the STP/DDME and the TEKS Resource System, materials, supplies, electronic hardware as well as software will be researched and purchased to ensure that all science programs have the required resources necessary to support implementation on campus.		Dean of Instruction Department Heads Teachers					
4) Investigate and purchase scientifically research-based programs, such as STEMscopes, Summit K12, and STAAR review workbooks, to enhance science instruction and provide extra help for struggling students.		Principal Dean of Instruction Teachers	-increase assessment score as well as student growth				
<b>Funding Sources:</b> 211 - Title I, Part A - 7000.00							
5) Students in science classes 6th-8th will participate in rigorous, technology-based learning to achieve 50-70% tech-based classrooms. Material, equipment, and resources (such as Trailblazer) will be purchased to support implementation on campus.		Principal Dean of Instruction Teacher	Increased rigor and preparation for post secondary				
<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

**Goal 1:** SBCISD will increase academic achievement for all students, thus closing the gap between student populations in pursuit of advanced performance.


**Performance Objective 5:** ESL - The percentage of Riverside Middle School English Learners will show yearly growth toward being proficient in English. (TELPAS - one level higher in language proficiency.) All AH ELs will Exit the ESL Program.

**Evaluation Data Source(s) 5:** TELPAS Scores  
STAAR Scores

**Summative Evaluation 5:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) ESL students including newcomers, first, second, and third year immigrants, will receive a continuum of services ranging from self-contained with intensive language instruction to one class of ESL and all others in the regular classroom to ensure growth towards English language proficiency and academic progress leading to on-time graduation.		ESL Teachers School Counselor	LPAC committee will meet to determine placement for each individual student which will assist in increased TELPAS ratings.				
2) ELL students who are successful on the state STAAR assessments and meet ELL exit criteria will be exited from the ESL program.		ESL Teachers School Counselor LPAC Administrator	Increase of students who exit the program and continue to be monitored as M1 and M2 students.				
3) The LPAC Committee will make recommendations for assessments of first year and second year ESL students needing to participate in STAAR assessments with linguistic accommodations.		ESL Teachers School Counselor LPAC Administrators	Previous assessment scores (benchmarks/TELPAS) and accommodations used in the daily classroom setting will be used to determine proper testing accommodations.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
4) ESL teachers will provide supplemental tutorials, and/or tiered instruction before school, after school, and during instructional day.		ESL Teachers School Counselor	Students will be identified for tutoring based on benchmark scores, previous STAAR assessment scores, and grades. Students will be assigned tutoring dates based on tiered interventions.				
5) Computer programs such as Compass Learning/Compass Pathblazer, I-Station, Imagine Learning, ESL Reading Smart, Study Island, and the Accelerated Reader program will supplement instructions.		ESL Teachers School Counselor RTI Teacher	Students will use academic computer programs to assist with improvement in fluency and comprehension.				
6) TELPAS training will be provided to all core area teachers who will rate ELL/LEP students during the Spring time.		Campus Testing Coordinator Dean of Instruction	Teachers will use TELPAS training to rate ELL/LEP students and determine proper placement for the incoming school year.				
7) Instructional materials, resources, electronic hardware, as well as software supplies will be researched and purchased to support the increase of student language proficiency and academic learning.		ESL Teachers Dean of Instruction	Teachers will use instructional materials and resources to monitor student growth and improvement.				
8) Teachers will incorporate the Sheltered Instruction Observation Protocol (SIOP) strategies into classroom instruction in all subject areas.		Teacher ESL Teachers Special Ed Teachers	Teachers will receive Professional Development to assist with incorporating the SIOP model in the classroom with ELL/LEP students.				
							

**Goal 1:** SBCISD will increase academic achievement for all students, thus closing the gap between student populations in pursuit of advanced performance.





**Performance Objective 6:** SpEd - The percentage of Riverside Middle School students in special education who will meet "Approaches Grade Level" or "Master Grade Level" in all sections of the STAAR assessments will increase from (UPDATE) 31% to 40% by June 2020.

**Evaluation Data Source(s) 6:** 6-8 STAAR Scores in Mathematics, Reading, Writing, Science & Social Studies

**Summative Evaluation 6:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) The Annual Review and Dismissal (ARD) committee will ensure that a continuum of services and instruction are provided in the least restrictive (LRE) and that initial referral, testing and reevaluation guidelines are in compliance with district, state, and federal guidelines.	2.4	Special Education teachers Asst. Principal	Services are provided in compliance with the laws and regulations Improved student achievement				
2) SpEd teachers receive training in services, processes and instructional strategies for success.	2.4, 2.5	Special Education teachers, Dean of Instruction	Improved services Differentiation of instruction				
3) Special education teachers will provide tutoring services to special education students in all areas before and after school and accelerated intervention during the instructional day.		Special education teachers Dean of Instruction	Improved scores				
4) Necessary supplies and materials, including technology (i.e. hardware and software) will be purchased to support special education students in resource and mainstream settings.		Dean of Instruction Department Chairperson	Improve, overall, using different resources				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 5) Sp Ed students will participate in educational field trips that enhance the academic and social goals set in their IEPs, including Community-Based Instruction lessons, campus visits and CTE pathway tours.	2.4	Special Education Teachers Special Education Case Managers Principal Dean of Instruction	- increase student performance in STAAR tests - increase attendance rate - prepare students for post-secondary readiness and career pathways				
	<b>Funding Sources:</b> 199 - State Special Education (State SpEd) - 400.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Goal 1:** SBCISD will increase academic achievement for all students, thus closing the gap between student populations in pursuit of advanced performance.

**Performance Objective 7: MIGRANT** - The number of Migrant Students who will demonstrate competency in the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), College and Career Readiness (CCRS), and meet "Approaches Grade Level" or "Master Grade Level" in all sections of the STAAR assessments will increase from 67% to 70% by June 20, 2018.

**Evaluation Data Source(s) 7:** 6-8 STAAR Scores; TELPAS Ratings

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) The migrant teacher will identify educational needs of all eligible migrant students to provide educational scaffolding, tutorials (during instructional day and extended hours), to ensure completion of make-up work and comprehension of new concepts.	2.4, 2.5, 2.6	Assistant Principal(s) Teachers Counselor(s) Migrant Teacher (s) Principal RtI Teacher PEIMS clerk Migrant Coordinator	-increase the completion rate of make-up work -increase academic comprehension & success -increase student activities to integrate language skills for reading, writing, listening, and speaking to improve skills -individualized targeted instruction in the areas of need				
2) Migrant students and their parents will participate in district and campus events including, meetings, holiday festivities, and possible field trips, during the Fall and/or Spring semester where they will receive information regarding academic interventions and other information.	3.1, 3.2	Principal Assistant Principal Counselor(s) Migrant Teacher Instructional Teacher(s)	-increase parent participation -increase student morale -improve student grades				
3) Migrant students will be provided with: supplemental instructional technology-based programs such as, but not limited to, Accelerated Reader, Reading Assistant program, Science computer lab and Edgenuity; research-based instructional supplies; and materials to enhance student learning will be purchased to ensure student academic success	2.4, 2.5, 2.6	Principal Assistant Principal Dean of Instruction Migrant Teacher RtI Teacher Librarian	-enhance learning -increase academic success -increase student participation -increase student grades -increase student STAAR scores -increase migrant passing rates in school and STAAR				
<b>Funding Sources:</b> 199 - State Compensatory Education (SCE) - 4000.00, 212 - Title I, Part C, Migrant - 1000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
4) Migrant Education services are primarily targeting Priority for Services (PFS) migrants. These are students who are failing or most at risk of not meeting academic content and achievement standards and will be provided tutoring in the morning, after school and during the instructional day.	2.4, 2.5, 2.6	Principal Assistant Principal Migrant Teacher	-increase student morale -close achievement gaps -increase academic success				
5) All teacher teams (PLCs) will be provided with pertinent migrant information to increase their knowledge of their migrant students' circumstances in order to provide appropriate interventions and other necessary support for academic success.	2.4, 2.6	Dean of Instruction Migrant Coordinators Migrant Teacher (s) Principal	-increase differentiation strategies to improve instruction for at-risk students -increase student/teacher collaboration				
6) Migrant students meet with the Leadership Organization after school and/or in the mornings to discuss concerns in reference to their academic and nonacademic needs due to their migrant status.	2.5	Core Subject Teachers, Counselor(s), Migrant Coordinator, Migrant Teacher (s), Principal	-increase understanding & appreciation of migrant lifestyle -increase participation in monthly meetings -increase student achievement				
7) Migrant students are provided with school supplies and vision screening; provide eye glasses, as needed.	2.6	Communities in Schools Coordinator Counselor(s) Migrant Coordinator Migrant Teacher Principal Teachers Nurse	-increase academic success -increase student engagement				
8) The school ensures that, along with the Texas Migrant Interstate organization (TMIP), migrant students are given the opportunity for summer STAAR test enrichment.	2.4, 2.5, 2.6	Assistant Principal(s), Migrant Teacher (s), Principal, Counselor(s), Migrant Coordinator	-increase attendance in Project Smart -increase student achievement -increase STAAR scores -decrease academic gaps				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

**Goal 1:** SBCISD will increase academic achievement for all students, thus closing the gap between student populations in pursuit of advanced performance.

**Performance Objective 8:** ATHLETICS - 100% of Athletics/PE coaching staff will implement department wide strategies that will promote a healthy and active lifestyle for student athletes by June 1, 2018.

**Evaluation Data Source(s) 8:** Department Lesson Plans

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Coaches will implement curriculum (SPARK/CATCH) provided by district to provide a spectrum of opportunities to engage students in a health conscious environment. Supplies and materials will be purchased to support the implementation of the curriculum.	2.5	Coaches Health Teacher	-improve student health -promote health awareness				
2) Coaches will utilize measurement techniques to observe growth in student activity and health awareness. School will provide opportunities for students to obtain CPR training by a certified instructor during their health class.	2.5	Coaches Health Teacher	-increase the number of students receiving CPR training				
3) Coaches will attend professional development provided by district, campus, regional, or state to identify strategies for developing athletic achievement across all grade levels.	2.5	District Personnel Coaches Health Teacher	-provide quality education in physical education -improve student participation in athletics				
4) Coaches will attend wellness conferences, CPR/AED training, and disease/illness awareness training sessions	2.5	Coaches Health Teacher	-provide a safe environment in classroom setting -enhance awareness about diabetes, obesity, and hypertension -decrease adolescent degenerative diseases				
5) All 6th-8th graders will be provided with a physical examination conducted by certified staff in order to promote UIL sport participation during their 7th and 8th grade year.	2.5	Campus Athletic Coordinator	-increase student participation in athletics -increase students' academic success with "No Pass, No Play" UIL rule				
6) Physical education classes will provide the required number of minutes of physical activity per week and follow an approved curriculum. Materials and supplies will be purchased to support the curriculum implemented.	2.5	Campus Athletic Coordinator PE teachers/coaches	-increase student's stamina -promote healthy body and cells				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June


**Goal 1:** SBCISD will increase academic achievement for all students, thus closing the gap between student populations in pursuit of advanced performance.

**Performance Objective 9:** FINE ARTS - needs complete revision


**Evaluation Data Source(s) 9:** Department Lesson Plans, Teacher-Made Assessments, Classroom Observations

**Summative Evaluation 9:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) The Fine Arts program at Riverside Middle School will provide all students the opportunity to broaden their learning and deepen their understanding of our culture and our world through art, music, and language instructions		Dean of Instruction Fine Art Teachers (Art, Music, Band)	- increased student engagement that will lead to increased attendance rates & decreased failure rates - greater participation in campus, district & region competitions using student-created products				
2) The Fine Arts curriculum will support the deeper understanding of the grade level academic TEKS through the reinforcement of critical thinking skills such as analysis, inquiry, hypothesis, and problem solving. Supplies and materials will be purchased to support the curriculum implemented.		Deans of Instruction Fine Arts Teachers (Art, Music, Band)	- cross collaboration of subject areas by reinforcing common concepts and themes				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 1:** SBCISD will increase academic achievement for all students, thus closing the gap between student populations in pursuit of advanced performance.

**Performance Objective 10:** TECHNOLOGY - Rigor and relevance will improve to 50% of instruction in quadrant D at least 50% of instructional time.

**Evaluation Data Source(s) 10:** Walk throughs, observations, surveys

**Summative Evaluation 10:**

**Goal 1:** SBCISD will increase academic achievement for all students, thus closing the gap between student populations in pursuit of advanced performance.

**Performance Objective 11:** RMS students will participate in various (educational, historical, reward-based) field trips to expose students to career opportunities, encourage college readiness, expand their cultural and historical awareness, and as a reward for meeting school -based goals.

**Evaluation Data Source(s) 11:** Sign In Sheets, Field Trip Reports, Compositions

**Summative Evaluation 11:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Students will participate in various historical, college-oriented, and reward-based events or locations.		Admin	Cultural Awareness, College Awareness, Incentives				
<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00							

**Goal 1:** SBCISD will increase academic achievement for all students, thus closing the gap between student populations in pursuit of advanced performance.

**Performance Objective 12:** All core areas (M, ELAR, Sci, & SS) and subpops (SpEd, ESL) will increase participate in tutorial-type remediation activities in 2019-2020 by 5%.

**Evaluation Data Source(s) 12:** Tutorial Sign-In Sheets

**Summative Evaluation 12:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Students who are failing a STAAR test (or bubble students) will be targeted for remediation and tutorials (such as STAAR Sat, after school tutoring, small group pull-outs).	2.4, 2.5, 2.6	Sign-in sheets per remediation class offered	increased student achievement				
<b>Funding Sources:</b> 211 - Title I, Part A - 7000.00, 199 - General Fund - 132000.00							


## Goal 2: SBCISD will recruit, develop, support, and retain effective teachers, administrators, and other instructional staff.

**Performance Objective 1:** With support from the district, the number of state certified teachers who will be recruited and maintained at RMS will increase from 90% to 100% by June 1, 2018.

**Evaluation Data Source(s) 1:** Teaching Certificates

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Riverside Middle School will continue to hire highly qualified staff, and will work with the district to find more teachers who have ESL certification to teach in core content areas at all grade levels.	2.5	HR Personnel Principal	- increased student proficiency across content areas -differentiate instruction to increase student achievement				
<b>Comprehensive Support Strategy</b> 2) Riverside Middle School staff will participate in district, regional, state, and campus professional development workshops/conferences identified in the Comprehensive Needs Assessment; including, PLCs, CFA data reviews, and grade level planning as well as additional PD hours based on staff needs.	2.5	Principal Dean of Instruction Assistant Principal	- integration of strategies into lesson plans and classroom instruction - increased student achievement in all assessments -students will apply knowledge to new and unpredictable situations				
<b>Funding Sources:</b> 255 - Title II, Part A, TPTR - 7000.00							
<b>Comprehensive Support Strategy</b> 3) ESL Educators and administrators will have the opportunity to attend bilingual education conferences, such as TABE, and professional development to ensure they are aware of research-based instructional strategies for bilingual academia.	2.5	ESL Teachers Principal LPAC Administrator Bilingual Director	- implementation of strategies in lesson plans and classroom instruction - increased proficiency/growth of EL students in TELPAS ratings - increased number of EL students exiting ESL program				
<b>Funding Sources:</b> 255 - Title II, Part A, TPTR - 300.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
4) Riverside Middle School will provide the needed technology and equipment for teachers to use during instruction, professional development sessions, and classroom observations.	2.5	Principal Dean of Instruction Campus Tech Rep District Technology Director	-increased use of technology in the classroom -increased differentiated lessons in the classroom to address students' needs; targeted feedback during classroom observations that will impact instruction -increase student performance and academic achievement				
	<b>Funding Sources:</b> 199 - General Fund - 2000.00, 199 - State Compensatory Education (SCE) - 16000.00, 199 - State Bilingual/ESL - 8000.00, 211 - Title I, Part A - 2000.00						
5) In order to attract and retain highly qualified teachers, teachers will receive special recognition awards throughout the year and during Teacher Appreciation Week. Teachers will also attend professional collaboration and shared decision-making workshops and trainings.	2.4, 2.5	- Principal - Dean of Instruction - Department Heads	- promote a positive campus climate - increase retention rates of teachers -increase quality of instruction				
	<b>Funding Sources:</b> 199 - General Fund - 1000.00						
							

**Goal 2:** SBCISD will recruit, develop, support, and retain effective teachers, administrators, and other instructional staff.

**Performance Objective 2:** Teachers will participate in peer observations.

**Evaluation Data Source(s) 2:** Evaluation of peer will be reviewed.

**Summative Evaluation 2:**

**Targeted or ESF High Priority**





### Goal 3: SBCISD will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

**Performance Objective 1:** All Riverside Middle School students will have a focus on college and career readiness through the use of technology by utilizing various programs in all classrooms that will prepare them for post secondary education.

**Evaluation Data Source(s) 1:** Program log-in reports, Performance Evaluation and Progress Monitoring

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Training sessions will be offered (by the campus technology representative(s) and administration, etc.) throughout the school year to help teachers with Skyward, Eduphoria, 5E Lesson Plan Model, TEKS Resource System, ICLE Model and Google Applications.		Campus Instructional Technologist, Principal Teacher(s)	Increased proficiency in new software systems				
2) Upgrade, maintain, and purchase technology, including Chromebooks, desktop computers, Swivels, printers, interactive projectors, and document cameras to support and enhance instruction with the use of technology.	2.5	Dean of Instruction Instructional Technology Director Principal Teacher(s) Campus Instructional Technologist	-refine students' acquired knowledge -enhance critical thinking skills -extend students' abilities to problem solve and create solutions -teacher plans innovative lessons to integrate technology to enhance mastery of goals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>3) The Career and Technology Education teacher will administer Occupational Outlook (Bureau of Labor &amp; Statistics) and Career Finder for interest assessment.</p> <p>The Career and Technology Education teacher will administer Occupational Outlook (Bureau of Labor &amp; Statistics) and Career Finder for interest assessment. In addition, the teacher will utilize Zillow to allow students to create their resumes, build and research their career interest, and explore post-secondary educational options.</p>	2.5	Counselor(s), CTE Director, Dean of Instruction, GEAR UP Facilitator, Exploring Careers (CTE) Teacher	<p>-increase career awareness</p> <p>-increase occupational &amp; labor awareness</p> <p>-increase career interest</p> <p>-increase academic achievement</p>				
<p>4) CTE students will obtain proficiency in keyboarding skills using Microtype.</p>	2.5	Core Subject Teachers, CTE Coordinator, CTE Director	<p>-Students will gain basic knowledge and experience in keyboarding skills and be able to key by touch.</p> <p>-increase WPM</p>				
<p>5) Attend professional development for various technology hardware and software applications by attending state and local technology conferences.</p>	2.5	Technology Teachers, Campus Instructional Technologist, Principal, CTE Director	<p>-Attendees will share the newly obtained knowledge with other teachers and students.</p> <p>-improve instructional effectiveness</p> <p>-increase knowledge and skills utilizing technology programs</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 3:** SBCISD will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

**Performance Objective 2:** The number of Gifted and Talented students who will demonstrate competency in a differentiated, rigorous curriculum that incorporates problem solving and higher level critical thinking skills and will meet "Masters Grade Level" or "Approaching Grade Level" on all sections of STAAR assessment will increase from 10 to 12 by June 20, 2018.

**Evaluation Data Source(s) 2:** 6-8 STAAR Scores & TPSP Project Completion

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b> 1) Parents will be informed of the nomination process and procedures for the GT program during school events such as, "Meet the Teacher Night" or GT parent meetings during the fall semester.</p>	3.2	GT Coordinator School Counselor Teachers	- Increase number of students nominated to Gifted & Talented Program - Increase parental engagement and awareness of programs offered on campus				
<p><b>Comprehensive Support Strategy</b> 2) Teachers of GT students will receive 30 hours of specialized training and annual 6 hour updates to more effectively provide differentiated instruction. Trainings may include district or region trainings and Advanced Placement Summer Institute professional development. The program will be evaluated annually.</p>		Principal GT Coordinator Teachers	- increased differentiated instructional strategies used in classroom - increased assessment scores - targeted professional development to address subpopulation of students				
<p><b>Comprehensive Support Strategy</b> 3) Identified Gifted and Talented students will participate in the Texas Performance Standards Project (TPSP), a resource for providing differentiated instruction. They will also participate in educational field trips that will be an integral part of the instructional program that provide first hand experience and unique opportunities related to the topic or concept being discussed in the program.</p>	2.5	GT Coordinator Teachers Dean of Instruction Assistant Principal	- Evaluation of GT program implementation - Increased differentiated instructional strategies used in classroom -increase extracurricular activities outside of the classroom environment				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

**Goal 3:** SBCISD will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

**Performance Objective 3:** The number of Riverside Middle School students in Grades 6-8 who will participate in UIL Academics as preparation for high school courses and higher education will increase from 80 to 100 by January 13, 2018.

**Evaluation Data Source(s) 3:** Practice Sessions, UIL Registration, UIL Awards Results

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Students will participate in at least 3 practice sessions throughout the Fall Semester and compete in at least 1 UIL Academic Event in January.	2.5	UIL Campus Coordinator Principal	Increase in student participation by 5% from the 2017-2018 school year.				
<b>Funding Sources:</b> 199 - General Fund - 2400.00							
2) Students who participate in the UIL Academics Competition will be recognized in a campus awards ceremony at the end of the season.	2.5	UIL Campus Coordinator Teachers	increase the number of students who are recruited and maintained as part of the UIL Academics Team for this school year and next school year				
<b>Funding Sources:</b> 199 - General Fund - 500.00							
3) Students and sponsors participating in UIL will be issued supplies needed for their field of competition.	2.5	UIL Campus Coordinator Sponsors/Teachers	Increase student participation Increase teacher participation Increase student success in their event				
							

**Goal 3:** SBCISD will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

**Performance Objective 4:** Riverside will work through the GEAR UP grant to provide academic and social opportunities to advance college and career prospects for students in the 8th grade cohort.

**Evaluation Data Source(s) 4:** Sign-In sheets, portfolios, field trip attendance, program participation

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) GEAR UP students will participate in various programs, field trips, events to promote and obtain material that will promote post-secondary preparation.		GEAR UP Facilitator	Increased preparedness for post secondary.				






**Goal 3:** SBCISD will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

**Performance Objective 5:** CIS will establish college and/or career goals and revisit them at the end of the year.

**Evaluation Data Source(s) 5:** Plan sheet

Sign Ins

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Meet with students November ____, 2019 and April ____, 2020 to complete college plan.		CIS Site Coord.	Students will have a clearer plan for college which will ultimately result in more students being prepared and going to college.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





## Goal 4: SBCISD will provide all students a safe, drug free, learning environment that is conducive to learning.

**Performance Objective 1:** The percentage of students who will demonstrate appropriate social and academic behavior that will increase student achievement and promotion to the next grade level will increase from 98% to 99% by June 1, 2018.

**Evaluation Data Source(s) 1:** Classroom Observations, Discipline Reports, Counselor Referrals

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Implement Student Code of Conduct and ensure parents, staff and students are aware of the campus expectations.	3.1	Principal Assistant Principal Dean of Instruction Teachers Counselors Campus Personnel	- decreased disciplinary incidents, including OSS, ISS, and PRC placements -safe campus environment				
<b>Comprehensive Support Strategy</b> 2) The Response to Intervention (RtI) process will focus on identifying and providing assistance to students who have demonstrated difficulties performing academically, poor attendance, and/or an increase in discipline referrals. The RTI Team will include campus administrators, school counselors, and teachers.	2.6	Principal Dean of Instruction Counselors RTI Teacher Teachers	- increase assessment scores - increase attendance rate - decrease in disciplinary incidents				
3) Students will exhibit appropriate behavior on a daily basis that will be reinforced through a character education program taught by PE/Health teachers.	2.5, 2.6	PE Teachers Health Teachers Counselors	- decreased disciplinary incidents, including OSS, ISS, and PRC placements -improve campus safety environment -increase student morale				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
4) Students will participate in the After School Program and the Communities in Schools program that are designed to support all students in the areas of counseling, attendance, importance of staying in school, graduation, career choices and academics.	2.6, 3.1	Afterschool program coordinator Assistant Principal Campus Climate Committee Counselor(s), Principal Communities in Schools representative, Teacher(s)	- increased attendance rate - increased promotion rate - decreased disciplinary incidents -increase student participation in campus extracurricular activities				
5) Students' parents will be contacted regarding absences and truancy. Logs will be kept for documentation purposes.	2.6	Attendance Officer Communities in Schools PEIMS clerk Parent Liaison	- increased attendance rate -increase student achievement				
6) Incentives will be purchased as a positive reinforcement for students demonstrating academic excellence or significant advancement in the academic areas and attendance.	2.4, 2.6	Principal Teachers School Counselors Assistant Principal Dean of Instruction Attendance clerk	- increased assessment scores, including unit tests, district benchmarks, and state assessments -increase attendance -reinforce a positive campus climate -improve academic performance; closing gaps				
<b>Funding Sources:</b> 461 - Campus Activity Fund - 500.00, 199 - General Fund - 500.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							


**Goal 4:** SBCISD will provide all students a safe, drug free, learning environment that is conducive to learning.



**Performance Objective 2:** The percentage of Riverside Middle School students who are provided a drug-free, healthy environment that promotes wellness and health for all students will increase from 94% to 100% by June 1, 2018.

**Evaluation Data Source(s) 2:** Discipline Reports, Nurse Screening Logs

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Riverside Middle School will continue to enforce the district's student code of conduct and utilize consistent disciplinary practices throughout the campus.	3.1	Principal Assistant Principal Teachers	- decrease disciplinary actions to include OSS, ISS, and PRC -improve student and campus safety				
2) Riverside Middle School will participate in Red Ribbon Week, invite guests speakers, and incorporate into the curriculum the importance of staying drug-free.	2.5	Principal Community in Schools Representative Assistant Principal Teacher(s)	- decrease number of disciplinary incidents involving drugs, alcohol, or gang related activity -improve student & campus safety				
3) Health and wellness issues and events will be coordinated between school and the community, including wellness checks, vaccinations, vision screenings, scoliosis screening and athletics physical.	3.1	Nurse Campus Athletic Director Principal	- increased community involvement - increased attendance rate -increase student health awareness				
4) Technology, materials, and equipment to maintain student safety, including such equipment such as the Raptor Program, radios, video equipment, speakers, cones, signs, crowd control equipment, etc., will be purchased and utilized.		Administration Secutiy	Prevention of accidents, fights, conflicts, and other undeisreable behavior Assist adults in the supervision and monitoring of students and visitors				



100% = Accomplished     = Continue/Modify    0% = No Progress     = Discontinue

## Goal 5: SBCISD will collaborate with parents and community to ensure all students receive a gold standard education.

**Performance Objective 1:** The number of Riverside Middle School parents who attend campus events and volunteer in the campus Parental and Family Engagement Center will increase from 20% to 40% by June 1, 2020.

**Evaluation Data Source(s) 1:** Meeting sign in sheets, parent contact logs, and agendas

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will invite parents to attend parent/teacher conferences at least twice a year.	3.2	Principal Teacher(s)	- increased parental involvement on campus - increased student attendance rates - decreased failure & retention rates -increase distribution of campus notices (i.e. tutorial services schedule, progress reports, bell schedules, etc.)				
2) The campus Family And Community Engagement center will be open weekly to provide parenting sessions, communicate upcoming events and assessments, provide opportunities for parents to assist teachers, as needed, and give parents an opportunity to make suggestions on how to improve the parental involvement program.	3.1, 3.2	F.A.C.E. Liaison Principal	- increase parental involvement on campus - increase community involvement on campus -increase communication to parents				
3) Riverside Middle School will provide timely information in English and Spanish via mail, email, and Parent Messenger, to parents in a language they can understand regarding general school information, the level of achievement their child earns in each of the required state assessments, and parental involvement opportunities.	3.1, 3.2	Principal School Counselors F.A.C.E. Liaison	- increased parental involvement on campus - decreased failure rates - increase student achievement scores on STAAR				
4) The Community in Schools parent coordinator along with the Family and Community Engagement liaison will assist campus faculty with parent communication by making home visits, as needed.	3.2	CIS Campus Coordinator F.A.C.E. liaison Principal	- increased communication between school and parents - increased parental engagement on campus - increased student attendance rate per six weeks	Number visits 16 Visits are made for attendance, behavior issues, tutorial reminders and ARD meetings.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) Riverside Middle School provides adult literacy classes in partnership with UTRGV.	3.1, 3.2	Adult Literacy Teacher Principal	- increase parental engagement on campus -empower the parents and community to increase collaboration between school and home				
6) Riverside Middle School will host a "Meet the Teacher" night, in the Fall Semester, to give parents an opportunity to tour the campus and greet teachers. RMS will also host an "Open House" so parents may meet with teachers and observe student work.	3.2	Principal Assistant Principal Dean of Instruction Teachers	- increase parental engagement on campus -increase collaboration amongst teachers and parents				
<b>Funding Sources:</b> 461 - Campus Activity Fund - 500.00							

 = Accomplished    
 = Continue/Modify    
 = No Progress    
 = Discontinue

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	4	Students will participate in supplemental research-based literacy programs such as Accelerated Reader (AR), K-12 Summit, iStation, Macinvia, and the Compass Learning/Compass Pathblazer lab to enhance reading instruction, to meet identified student needs, and to provide timely intervention when necessary.
1	2	1	Students demonstrating need will be provided extended day tutorials in the morning, after school, and during the instructional day.
1	2	2	RTI Teacher will support teachers by working one-on-one and/or in small groups to promote Math processes, critical thinking, and hands-on activities through small group pull-out programs or Compass Learning lab.
1	2	4	Flexible scheduling and accelerated instruction will be used to provide intensive intervention for students who participate in the 8th grade Student Success Initiative (SSI) STAAR Math in the Spring semester. Instructional Material will be purchased to supplement the curriculum and instruction.
1	3	1	Social Studies teachers will utilize current events, historical selections, art, music, literature, etc. to: *Emphasize main idea, summarization (BME), basic understanding and comprehension skills. *Construct maps, charts, timelines. *Apply measurement concepts to real life connections.
1	3	2	Tutorials will be provided for students needing learning time to master the state standards. Tutoring will be provided in the morning, lunch, after school and Saturday Academy using intervention programs and reinforcement workbooks.
1	3	3	Teachers will incorporate technology in the classroom to further enhance the Social Studies lessons and Project-Based learning initiatives, Kahoot, Quizizz.
1	3	4	Social Studies educators will continue to utilize the TEKS Resource System. Materials, supplies, electronic hardware as well as software will be researched and purchased to ensure that all social studies programs have the required resources necessary to support implementation on campus.
1	3	5	Students in social studies classes 6-8 will participate in Google Classrooms. Material, equipment, and resources will be purchased to support implementation on campus. (Chrome books, workshops, Technology schedule)
1	6	5	Sp Ed students will participate in educational field trips that enhance the academic and social goals set in their IEPs, including Community-Based Instruction lessons, campus visits and CTE pathway tours.
2	1	2	Riverside Middle School staff will participate in district, regional, state, and campus professional development workshops/conferences identified in the Comprehensive Needs Assessment; including, PLCs, CFA data reviews, and grade level planning as well as additional PD hours based on staff needs.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
2	1	3	ESL Educators and administrators will have the opportunity to attend bilingual education conferences, such as TABE, and professional development to ensure they are aware of research-based instructional strategies for bilingual academia.
3	2	1	Parents will be informed of the nomination process and procedures for the GT program during school events such as, "Meet the Teacher Night" or GT parent meetings during the fall semester.
3	2	2	Teachers of GT students will receive 30 hours of specialized training and annual 6 hour updates to more effectively provide differentiated instruction. Trainings may include district or region trainings and Advanced Placement Summer Institute professional development. The program will be evaluated annually.
3	2	3	Identified Gifted and Talented students will participate in the Texas Performance Standards Project (TPSP), a resource for providing differentiated instruction. They will also participate in educational field trips that will be an integral part of the instructional program that provide first hand experience and unique opportunities related to the topic or concept being discussed in the program.
4	1	2	The Response to Intervention (RtI) process will focus on identifying and providing assistance to students who have demonstrated difficulties performing academically, poor attendance, and/or an increase in discipline referrals. The RTI Team will include campus administrators, school counselors, and teachers.

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Riverside Middle School will create a school culture that engages staff in a data-driven process to conduct a comprehensive needs assessment, allowing them to:

- clarify their vision for reform,
- create a school profile,
- identify data sources, and
- analyze data to ensure that the learning needs of every child are met.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The CIP was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, pupil services personnel, technical assistance providers, and school staff. This was accomplished through SBDM meetings.

### **2.2: Regular monitoring and revision**

The CIP will be revised as data is evaluated throughout the school year in order to best support student TEKS acquisition and STAAR mastery. Formative

reviews of the campus improvement plan will be conducted in October, January, and March. While the summative evaluation will be completed in June.

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

Campus Improvement Plan will be posted on campus website.

## **2.4: Opportunities for all children to meet State standards**

TIER I Instruction: TEKS Resource System, Exemplar Lessons, Formative Assessments, ICLE strategies, Istation

TIER II: Tutorials and credit recovery

Afterschool Program Academic Support

## **2.5: Increased learning time and well-rounded education**

Programs to support student learning:

Istation

ICLE

Lead4ward

ENIL/IRLA Reading Kits

Secondary Instructional Coaches

Extended Day Services

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

At Risk student scores are significantly lower than all students scores. The greatest variance is in U.S. History at meets and masters grade level and

for 8th grade at all performance levels.

- Supplemental services: tutorials, academic advisory period in middle schools, credit recovery opportunity built into the school day
- RtI teacher at every campus: directly serves TEIR II and III students 30% to 50% of the day

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Develop, distribute, and evaluate annually the District Family and Community Engagement Policy. And, monitor that each campus has provided annually, to parents and families, the campus parental engagement policy and school/parent compact.

### **3.2: Offer flexible number of parent involvement meetings**

The District Family and Community Engagement Department Staff will coordinate district-wide meetings and activities that will promote the participation of parents/families of students in special education, migrant, bilingual, foster care, gifted and talented, and CTE programs. Additionally, the department staff will provide, at the campus parent centers, sessions that will bring awareness of all services available through the special education, migrant, bilingual, foster care, gifted and talented, and CTE programs.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amelia Alaniz	Migrant Teacher	Title I, Part C	1
Analicia Gonzales	Instructional Aide, Science Computer Lab	Title I, Part A	1
Lorena Valdez	Assistant Principal	Title I, Part A	1
Lori Hinkle	RTI Teacher	Title I, Part A	1
Rosa Hernandez	ESL/Bilingual Instructional Aide	Title III, Part A	1

## 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Adrian Cantu	SS Dept Chair
Classroom Teacher	Carmen Grammer	SCI Dept Chair
Classroom Teacher	Terry Garcia	Math Dept Chair
Non-classroom Professional	Elizabeth Medina	Parental Involvement
Non-classroom Professional	Maricela Montalvo	CIS Site Coordinator
Secretary	Christi Garza	Secretary
Classroom Teacher	Consuelo Lovelace	SpEd Dept Chair
Classroom Teacher	Ruby Molina	English Dept Chair
Administrator	Kandra Flores	Dean of Instruction
Administrator	Lorena Valdez	Assistant Principal
Classroom Teacher	Felix Villalpando	Electives Dept Chair
Non-classroom Professional	Irma Perez	Gear Up Facilitator
Classroom Teacher	Jennifer Esquivel	ESL Dept Chair

# Campus Funding Summary

<b>199 - State Compensatory Education (SCE)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	extra duty pay		\$10,000.00
1	1	2	intervention program		\$3,600.00
1	1	4			\$5,000.00
1	1	7			\$3,000.00
1	3	6	Student Entrance Fee		\$800.00
1	7	3	intervention programs		\$4,000.00
2	1	4	Chrome books & charging carts		\$16,000.00
<b>Sub-Total</b>					\$42,400.00
<b>199 - General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	magazines & books		\$1,000.00
1	1	6			\$1,000.00
1	12	1		6121 & 6618	\$132,000.00
2	1	4	Computers, Digital Projectors, Document Cameras		\$2,000.00
2	1	5	awards		\$1,000.00
3	3	1	Registration Fees, Student Uniforms, Transportation, Meals	199-36-6399-22-043-8-99-A-00	\$2,400.00
3	3	2	award certificates		\$500.00
4	1	6	awards certificates		\$500.00
<b>Sub-Total</b>					\$140,400.00

<b>199 - State Special Education (State SpEd)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	6	5	bus transportation, entrance fees		\$400.00
<b>Sub-Total</b>					\$400.00
<b>199 - State Bilingual/ESL</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4			\$4,000.00
2	1	4	Chromebooks & charging carts		\$8,000.00
<b>Sub-Total</b>					\$12,000.00
<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Interventions	6397	\$5,000.00
1	1	3	workbooks		\$4,000.00
1	1	3	consultation, professional development	6219	\$5,000.00
1	4	4	Summit K12 program, STAAR review workbooks		\$7,000.00
1	4	5	Materials, equipment and resources (Trailblazer)	6219	\$5,000.00
1	11	1	Field Trips	6412	\$5,000.00
1	12	1		6121 & 6118	\$7,000.00
2	1	4	Poster-maker and other professional publishing equipment		\$2,000.00
<b>Sub-Total</b>					\$40,000.00
<b>212 - Title I, Part C, Migrant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	7	3			\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>255 - Title II, Part A, TPTR</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	8			\$1,000.00

<b>255 - Title II, Part A, TPTR</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	2			\$7,000.00
2	1	3			\$300.00
<b>Sub-Total</b>					\$8,300.00
<b>461 - Campus Activity Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	6	incentives		\$500.00
5	1	6	refreshments		\$500.00
<b>Sub-Total</b>					\$1,000.00
<b>Grand Total</b>					\$245,500.00