

# San Benito Consolidated Independent School District

## Riverside Middle School

### Campus Improvement Plan

2020-2021



# 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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	13
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	18
Goals	19
Goal 1: SBCISD will increase academic achievement for all students, thus closing the gap between student populations in pursuit of advanced performance.	19
Goal 2: SBCISD will recruit, develop, support, and retain effective teachers, administrators, and other instructional staff.	32
Goal 3: SBCISD will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.	36
Goal 4: SBCISD will provide all students a safe, drug free, learning environment that is conducive to learning.	43
Goal 5: SBCISD will collaborate with parents and community to ensure all students receive a gold standard education.	48
Title I Schoolwide Elements	51
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	51
1.1: Comprehensive Needs Assessment	51
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	51
2.1: Campus Improvement Plan developed with appropriate stakeholders	51
2.2: Regular monitoring and revision	51
2.3: Available to parents and community in an understandable format and language	51
2.4: Opportunities for all children to meet State standards	51
2.5: Increased learning time and well-rounded education	52
2.6: Address needs of all students, particularly at-risk	52
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	52
3.1: Develop and distribute Parent and Family Engagement Policy	52
3.2: Offer flexible number of parent involvement meetings	52
Title I Personnel	53
Campus Funding Summary	54
Addendums	56

# 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.

RMS grade-level enrollment and special program enrollment:

Grade	Total	At-Risk	ESL	GT	LEP	Migrant	504	SpEd
6	186	55%	57%	8%	31%	11%	4%	11%
7	208	46%	22%	3%	24%	7%	7%	8%
8	190	63%	18%	4%	19%	8%	4%	7%
	584	54%	23%	5%	25%	9%	5%	9%

Riverside Middle School consists of approximately 43 educators, 3 administrators (Principal, Assistant Principal, and Dean), 2 counselors, and support staff.

### Demographics Strengths

1. GT student identifications are increasing.
2. Parental Involvement Center for parent volunteers
3. Communities in Schools continues to provide food, clothing, and other personal or academic support.
4. Campus website and social media are updated regularly.
5. UIL participants has increased

6. Battle of the Books champions
7. After school programs available for all students (robotics, dance, cheer, academics, etc)
8. RMS partner with UTRGV to provide adult literacy classes.
9. RMS has added Lead Worthy and Capturing Kids' Hearts initiatives to promote leadership develop, character education and establishing collaborative agreements of acceptable behavior.

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

**Problem Statement 1 (Prioritized):** Student overall enrollment has remained low. **Root Cause:** Students enrolling in competing area schools, who are perceived to have greater achievement and offer more program options.

**Problem Statement 2 (Prioritized):** Parental involvement is declining. **Root Cause:** Discussion of parent, student, teacher compact and Title I policies are minimal.

**Problem Statement 3 (Prioritized):** GT enrollment remains low. **Root Cause:** Lack of understanding nomination procedures for the program.

# Student Learning

## Student Learning 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.

2018-19 Texas Academic Performance Report District

2019 Accountability Rating: C

Distinction Designations: Academic Achievement in ELA/Reading and Academic Achievement in Science

## Student Learning Strengths

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	2018	2019
<b>Grade 6 Reading</b>		
Approaches Grade Level	54%	58%
Meets Grade Level	22%	23%
Masters Grade Level	7%	11%
<b>Grade 6 Mathematics</b>		
Approaches Grade Level	60%	68%
Meets Grade Level	23%	25%
Masters Grade Level	4%	5%
<b>Grade 7 Reading</b>		
Approaches Grade Level	56%	59%
Meets Grade Level	31%	35%
Masters Grade Level	15%	16%
<b>Grade 7 Writing</b>		
Approaches Grade Level	46%	65%
Meets Grade Level	22%	35%
Masters Grade Level	4%	12%
<b>Grade 7 Mathematics</b>		
Approaches Grade Level	58%	67%
Meets Grade Level	25%	39%

Subject	2018	2019
Masters Grade Level	8%	14%

### Grade 8 Reading

Approaches Grade Level 79% 77%

Meets Grade Level 31% 44%

Masters Grade Level 10% 20%

### Grade 8 Mathematics

Approaches Grade Level 86% 87%

Meets Grade Level 45% 48%

Masters Grade Level 7% 7%

### Grade 8 Science

Approaches Grade Level 73% 76%

Meets Grade Level 43% 43%

Masters Grade Level 13% 23%

### Grade 8 Social Studies

Approaches Grade Level 51% 58%

Meets Grade Level 16% 25%

Masters Grade Level 5% 12%

### Algebra I

Approaches Grade Level 100% 100%

Meets Grade Level 100% 100%

Masters Grade Level 94% 100%

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Special Education students are the lowest performing subpopulation for 2019 STAAR Assessment. **Root Cause:** Students do not participate in tutorials, frequently; therefore, cannot receive timely or effective intervention.

**Problem Statement 2 (Prioritized):** 6th grade STAAR 2019 Mathematics-Improved by 8%, yet still behind 11% of State average; 7M improved by 8%, yet still behind 7% of State average; 8M STAAR scores may decline because of increased Algebra student enrollment. **Root Cause:** Infrequent and ineffective formative assessments and interventions and eligibility scores for Algebra have decreased.

**Problem Statement 3 (Prioritized):** 6th grade STAAR 2019 Reading -Improved by 5%, yet still behind 8% of State average; 7R improved by 13%, yet still behind 3% of State average; 8R decreased 1% in Approaches, but increased in Meets category. **Root Cause:** Infrequent and ineffective formative assessments and interventions.

**Problem Statement 4 (Prioritized):** 7th grade STAAR 2019 Writing- Improved by 20%, yet still 4% behind of State average. **Root Cause:** Infrequent and ineffective formative assessments and interventions.

**Problem Statement 5 (Prioritized):** 8th grade STAAR 2019 SCI increased by 3%, yet still behind 3% of State average. **Root Cause:** Infrequent and ineffective formative assessments and interventions.

**Problem Statement 6 (Prioritized):** 8th grade STAAR 2019 S.S. increased by 6%, yet still behind 10% of State average. **Root Cause:** Infrequent and ineffective formative assessments and interventions.

# 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.

RMS welcomes one new teacher to our district for the 2020-2021 school year, and 3 experienced teachers from other campuses within our district. The teacher attended new teacher orientation at the Beginning of the Year. T-TESS training is held via a district platform for all new and returning teachers. 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 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 continues 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 with an emphasis on EL strategy implementation. Blackboard is another district initiative for secondary campuses.

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 and district instructional coaches.

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. 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.

## **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 Rtl teacher, the campus principal, school counselor, and a general education teacher. The general education teacher and Rtl teacher gathered information from other teachers to include in the progress monitoring of each student identified as needing academic or behavior interventions.

RMS partners with Communitas in Schools of Cameron County. Currently the program services 95-100 students. Students serviced are targeted as being At-Risk who need extra support to stay on the path to graduation. Through site coordination and case management, the site staff will connect the school and students with the following tiers of support to address school wide as well as individual needs.

Riverside Middle School partners with TSTC's EducationalTalent 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.

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

Riverside Middle School also hosts the After School Program to provide tutoring, extra curricular activities, and community events which engages the community and parents with our school.

## **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 has a Parent Specialist assigned to the campus through the FACE department 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**

1. 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.

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 (Prioritized):** Limited knowledge of Learning Management Systems, 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 (Prioritized):** Students are concerned about safety on and off campus. **Root Cause:** Increased, yet unsupervised social media use, combined with occasional incidents of bullying, fights, and drug use have created a concern for safety amongst students.

# 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 (Prioritized):** Insufficient student and staff recognition for following campus/district rules to promote a positive culture. **Root Cause:** Criteria and appropriate rewards/recognition for students and staff has not been established.

**Problem Statement 2 (Prioritized):** Influx of bullying reports and referrals for misconduct. **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 (Prioritized):** Teachers feel a lack of consistency in assigning consequences for bad behavior. **Root Cause:** Teachers are unfamiliar with campus discipline procedures and discipline rubrics.

# Priority Problem Statements

**Problem Statement 1:** Student overall enrollment has remained low.

**Root Cause 1:** Students enrolling in competing area schools, who are perceived to have greater achievement and offer more program options.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students are concerned about safety on and off campus.

**Root Cause 2:** Increased, yet unsupervised social media use, combined with occasional incidents of bullying, fights, and drug use have created a concern for safety amongst students.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Parental involvement is declining.

**Root Cause 3:** Discussion of parent, student, teacher compact and Title I policies are minimal.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** GT enrollment remains low.

**Root Cause 4:** Lack of understanding nomination procedures for the program.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Special Education students are the lowest performing subpopulation for 2019 STAAR Assessment.

**Root Cause 5:** Students do not participate in tutorials, frequently; therefore, cannot receive timely or effective intervention.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** 6th grade STAAR 2019 Mathematics-Improved by 8%, yet still behind 11% of State average; 7M improved by 8%, yet still behind 7% of State average; 8M STAAR scores may decline because of increased Algebra student enrollment.

**Root Cause 6:** Infrequent and ineffective formative assessments and interventions and eligibility scores for Algebra have decreased.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** 6th grade STAAR 2019 Reading -Improved by 5%, yet still behind 8% of State average; 7R improved by 13%, yet still behind 3% of State average; 8R decreased 1% in Approaches, but increased in Meets category.

**Root Cause 7:** Infrequent and ineffective formative assessments and interventions.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** 7th grade STAAR 2019 Writing- Improved by 20%, yet still 4% behind of State average.

**Root Cause 8:** Infrequent and ineffective formative assessments and interventions.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** 8th grade STAAR 2019 SCI increased by 3%, yet still behind 3% of State average.

**Root Cause 9:** Infrequent and ineffective formative assessments and interventions.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** 8th grade STAAR 2019 S.S. increased by 6%, yet still behind 10% of State average.

**Root Cause 10:** Infrequent and ineffective formative assessments and interventions.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Limited knowledge of Learning Management Systems, hinder the technology usage to deliver instruction.

**Root Cause 11:** Ongoing schedule of training for digital platforms and technology by instructional technologist specialists is limited.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** Insufficient student and staff recognition for following campus/district rules to promote a positive culture.

**Root Cause 12:** Criteria and appropriate rewards/recognition for students and staff has not been established.

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 13:** Influx of bullying reports and referrals for misconduct.

**Root Cause 13:** Lack of counseling groups for character building, anti-bullying, cyberbullying, social awareness, or self-awareness development skills to maintain positive relationship.

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 14:** Teachers feel a lack of consistency in assigning consequences for bad behavior.

**Root Cause 14:** Teachers are unfamiliar with campus discipline procedures and discipline rubrics.

**Problem Statement 14 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

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

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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**

- Student surveys and/or other feedback

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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 and SOCIAL STUDIES





- Students will increase Reading STAAR performance in grades 6th-8th to meet Texas Approaches Level at 60%
- Students will increase Writing STAAR performance in 7th grade to meet Texas Approaches Level at 60%
- Students will increase SS STAAR performance in 8th grade to meet Texas Approaches Level of 67%.

**Evaluation Data Sources:** 6-8 STAAR Reading Scores  
 7 STAAR Writing Scores  
 8 STAAR Social Studies Scores  
 Tutorial participation

**Summative Evaluation:** None

<p><b>Strategy 1:</b> ELAR - Students in grades 6-8 identified as needing interventions in ELA/Reading/Writing by the benchmark scores, CFA scores, previous STAAR scores, Beginning of the Year Assessment results, and student grades will participate in the morning, after, or during virtual or in-school school tiered interventions. The master schedule will be utilized strategically to provide increased instruction to improve student achievement (Ex. 90 min ELAR block or 30 minutes live instruction, small group assistance, and flexible scheduling for 8th Grade Reading SSI in the Spring.)</p> <p><b>Strategy's Expected Result/Impact:</b> - Students will show increased growth as measured by teacher observations and formal assessments in reading and writing            -Increase the percentage passing in STAAR's Approaches-, Meets-, and Master-s Grade Level            - increase the number of students who show growth from one performance level to the next in STAAR tests</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Dean            Principal            Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p> <p><b>Funding Sources:</b> extra duty pay - 199 - State Compensatory Education (SCE) - \$10,000, Interventions - 211 - Title I, Part A - 6397 - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

<p><b>Strategy 2:</b> ELAR - Teachers will utilize the TEKS Resource System curriculum and the Lead4ward strategies, to plan and deliver data-driven, engaging instruction to include novels, interest magazines, workbooks, computer intervention programs/software, professional development, consultants, and print &amp; digital media (such as Accelerated Reader, Edgenuity, iStation, Positive Learning, and Language Live).</p> <p><b>Strategy's Expected Result/Impact:</b> - increase assessment scores, including unit exams, benchmarks, and STAAR  - decrease failure rate  - increase proficiency of ELL students  - increase number of students exiting ESL program  -Student engagement and success will increase and demonstrated in formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers  Department Leaders  Dean</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p> <p><b>Funding Sources:</b> workbooks - 211 - Title I, Part A - \$4,000, magazines &amp; books - 199 - General Fund - \$1,000, consultation, professional development - 211 - Title I, Part A - 6219 - \$5,000, AR - 199 - State Compensatory Education (SCE) - \$8,000, - 199 - State Bilingual/ESL - \$4,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> Teachers will include district initiatives (Capturing Kids Hearts, ICLE) in the classroom instruction to promote student engagement, increase rigor, and bring relevance to the curriculum</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and interaction with the curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Dean  Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 4:</b> Social Studies teachers will utilize current events, historical selections, art, music, literature to:  -Emphasize main idea, summarization, basic understanding and comprehension skills.  -Construct maps, charts, timelines and graphs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student scores on Unit Assessments, CFAs, Benchmarks and STAAR.  Improve Performance of ELLs and SPEDs.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction  Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 5:</b> Students in Social Studies classes 6th -8th grade will participate in Google Classroom, Online Material, Online resources and use of technology equipment purchased to support implementation of Remote Learning or back on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student use of technology in the classroom. Increase classroom participation through digital tools. Increase student to student learning, by collaboration over technology tools.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 6:</b> SS - Teachers will provide tutorials for students identified as needing intervention to master the State Standards. Once we return to campus or during remote learning virtual sessions can be arranged to assist small groups after school and possibly Saturday Academies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student growth from one performance level to the next. Increase in student performance on Unit Assessment, CFAs and Benchmarks.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 7:</b> Social Studies Teachers from 6th and 7th grade will provide vertical alignment support through the use of 8th grade U.S. History concepts when applicable. -6th Grade- Geography and Culture (Maps, Charts, Graphs and Academic Terms.) -7th Grade- Geography, Government, Political, Social and Economic. (PEGS) (Maps, Charts, Graphs, Cause &amp; Effect and Academic Terms)</p> <p><b>Strategy's Expected Result/Impact:</b> Establishing baseline for measuring growth from data for 8th grade Teachers. Increase exposure to 8th grade hotspots. Improve 8th grade STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Special Education students are the lowest performing subpopulation for 2019 STAAR Assessment. <b>Root Cause:</b> Students do not participate in tutorials, frequently; therefore, cannot receive timely or effective intervention.</p>
<p><b>Problem Statement 2:</b> 6th grade STAAR 2019 Mathematics-Improved by 8%, yet still behind 11% of State average; 7M improved by 8%, yet still behind 7% of State average;</p>

8M STAAR scores may decline because of increased Algebra student enrollment. **Root Cause:** Infrequent and ineffective formative assessments and interventions and eligibility scores for Algebra have decreased.

**Problem Statement 3:** 6th grade STAAR 2019 Reading -Improved by 5%, yet still behind 8% of State average; 7R improved by 13%, yet still behind 3% of State average; 8R decreased 1% in Approaches, but increased in Meets category. **Root Cause:** Infrequent and ineffective formative assessments and interventions.

**Problem Statement 4:** 7th grade STAAR 2019 Writing- Improved by 20%, yet still 4% behind of State average. **Root Cause:** Infrequent and ineffective formative assessments and interventions.

**Problem Statement 5:** 8th grade STAAR 2019 SCI increased by 3%, yet still behind 3% of State average. **Root Cause:** Infrequent and ineffective formative assessments and interventions.

**Problem Statement 6:** 8th grade STAAR 2019 S.S. increased by 6%, yet still behind 10% of State average. **Root Cause:** Infrequent and ineffective formative assessments and interventions.

### School Processes & Programs

**Problem Statement 1:** Limited knowledge of Learning Management Systems, 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:** Students are concerned about safety on and off campus. **Root Cause:** Increased, yet unsupervised social media use, combined with occasional incidents of bullying, fights, and drug use have created a concern for safety amongst students.

### Perceptions

**Problem Statement 2:** Influx of bullying reports and referrals for misconduct. **Root Cause:** Lack of counseling groups for character building, anti-bullying, cyberbullying, social awareness, or self-awareness development skills to maintain positive relationship.

**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 and SCIENCE**

- All students will increase Math STAAR performance in grades 6th-8th to meet the Texas Approaches Level at 100%
- All students will increase Science STAAR performance in 8th grade to meet the Texas Approaches Level at 80%

**Evaluation Data Sources:** 6-8 STAAR Mathematics Scores  
 8 STAAR Science Scores  
 Tutorial participation

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Math - Students demonstrating need will be provided extended day tutorials in the morning, after school, and during the instructional day when in campus; virtual small groups for remote learning.</p> <p><b>Strategy's Expected Result/Impact:</b> - increased student assessment scores                      - decreased failure rates</p> <p><b>Staff Responsible for Monitoring:</b> Teachers                      Dean</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Math - Investigate and purchase researched-based math programs such as Positive Learning (EL-vocabulary), Edgenuity, Dreambox, and STAAR workbooks to enhance math instruction and provide extra help for struggling students. 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 and remote learning.</p> <p><b>Strategy's Expected Result/Impact:</b> - increase integration of technology in classroom lessons                      - TEKS aligned lessons                      - increase student assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction                      Department Head                      Teachers</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 3:</b> Science - Students identified as needing assistance mastering the Science standards will be targeted in the remote learning classroom. Teachers will utilize extra class time to assist small groups and offer 1 to 1 session.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance on unit and CFAs upon looking at data and areas of weakness and strengths</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers Principal Assistant Principal Dean Instructional Coach</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 4:</b> Science - Teachers will utilize TEKS Resource System, Edusmart, and other instructional digital platforms to support online learning and enhance student skills and knowledge. Meanwhile, teachers will utilize lead4ward resources along with district data from assessments to reflect on classroom practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Offer an array of information through different modes giving the student's opportunity to grow Improve teacher performance during PLCs to ensure effective delivery of instruction to improve student mastery</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers Instructional Coaches Dean</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> 6th grade STAAR 2019 Mathematics-Improved by 8%, yet still behind 11% of State average; 7M improved by 8%, yet still behind 7% of State average; 8M STAAR scores may decline because of increased Algebra student enrollment. <b>Root Cause:</b> Infrequent and ineffective formative assessments and interventions and eligibility scores for Algebra have decreased.</p>
<p><b>Problem Statement 5:</b> 8th grade STAAR 2019 SCI increased by 3%, yet still behind 3% of State average. <b>Root Cause:</b> Infrequent and ineffective formative assessments and interventions.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Limited knowledge of Learning Management Systems, hinder the technology usage to deliver instruction. <b>Root Cause:</b> Ongoing schedule of training for digital platforms and technology by instructional technologist specialists is limited.</p>

**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: SPECIAL POPULATION GROUPS**

ESL - The percentage of English Learners will show yearly growth toward being proficient in English on TELPAS. All AH ELs will be reclassified from the ESL Program.

SpEd - The percentage of special education learners will show growth and/or increase percentage in the Approaches Grade Level and Meets Grade Level

Migrant - Students will demonstrate competency in TEKS, ELPS, CCRS, and increase percentage of Approaches Grade Level and Meets Grade Level in all sections of STAAR.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** ESL - TELPAS Scores & STAAR Reading Scores

SpEd and Migrant - STAAR Scores

Tutorial participation

**Summative Evaluation:** None

<p><b>Strategy 1:</b> ESL students including newcomers, first &amp; second year immigrants, will receive a continuum of services ranging from one class of ESL (with intensive language support provided) to all other content areas in the regular classroom to ensure growth towards English language proficiency and academic progress leading to on-time graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> LPAC committee will meet to determine placement for each individual student which will assist in increased TELPAS ratings.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teachers School Counselor ESL Teacher Aide Dean</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> The LPAC Committee will make recommendations for assessments of 1st year and 2nd year ESL students needing to participate in STAAR assessments with linguistic accommodations to ensure EL students are successful on STAAR to be able to meet EL reclassification criteria and be reclassified from the ESL program by the end of the academic school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of students who exit the program and continue to be monitored as M1, M2, M3, and M4.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teachers School Counselor LPAC Administrator Dean</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 3:</b> ESL teachers will provide supplemental tutorials, and/or tiered instruction virtually through small group assistance, or before school, after school, and during instructional day (upon return to face to face instruction).</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 4:</b> TELPAS training will be provided to all core area teachers who will rate EL students and prepare students for TELPAS Assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> They will utilize TELPAS Training techniques to better support students to show growth on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction LPAC Lead Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 3:</b> 6th grade STAAR 2019 Reading -Improved by 5%, yet still behind 8% of State average; 7R improved by 13%, yet still behind 3% of State average; 8R decreased 1% in Approaches, but increased in Meets category. <b>Root Cause:</b> Infrequent and ineffective formative assessments and interventions.</p>

**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:** 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 Sources:** Department Lesson Plans

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Coaches will utilize measurement techniques to observe growth in student activity and health awareness. School will provide opportunities for students to obtain a comprehensive physical evaluation through the fitness gram.</p> <p><b>Strategy's Expected Result/Impact:</b> -increase the number of students in the average and above average stamina and endurance level.</p> <p><b>Staff Responsible for Monitoring:</b> Coaches Health Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Coaches will attend professional development provided by district, campus, regional, or state to identify strategies for developing athletic achievement across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> -provide quality education in physical education -improve student participation in athletics</p> <p><b>Staff Responsible for Monitoring:</b> District Personnel Coaches Health Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> Coaches will attend wellness conferences, CPR/AED training, and disease/illness awareness training sessions</p> <p><b>Strategy's Expected Result/Impact:</b> -provide a safe environment in classroom setting -enhance awareness about diabetes, obesity, and hypertension -decrease adolescent degenerative diseases</p> <p><b>Staff Responsible for Monitoring:</b> Coaches Health Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 5:** Fine Arts: The fine arts department will receive superior ratings at UIL Evaluations and competitions through the use of weekly tests, and teacher based evaluations created by reviewing our TEKS and SLO trackers.

**Evaluation Data Sources:** Department Lesson Plans, Teacher-Made Assessments, Classroom Observations Rewards

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The fine arts department will receive superior ratings at UIL Evaluations and art competitions through the use of weekly chair tests, and teacher based evaluations created by reviewing our TEKS and SLO trackers. This goal will address pit falls in musical literacy and retention of the seven elements of art.</p> <p><b>Strategy's Expected Result/Impact:</b> Regular and thoughtful assessments that reflect where students are in their learning will ensure that students are meeting their short term goals, and learning in a cohesive, progressive manner that will support superior ratings at their summative evaluations.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Fine Art Teachers (Art, Music, Band)</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> The fine arts department will create a culture of year long, optimal learning through the immediate implementation of thoughtful classroom practices and strategic procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> The practices and procedures put in place at the beginning of the year will lead to maximum time efficiency in each class period, and result in few, if any, distractions while each lesson is being taught, thus resulting in improved performance on every level by the end of the year. This can be measured through evidence of greater acquisition of musical and artistic knowledge. Given that we will be more efficient with our use of time and classroom management, we will be able to delve into more chapters/sections of our pedagogy that had previously not been reached.</p> <p><b>Staff Responsible for Monitoring:</b> Deans of Instruction Fine Arts Teachers (Art, Music, Band)</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 6:** TECHNOLOGY - Rigor and relevance will improve to 50% of instruction in quadrant D at least 50% of instructional time.

**Evaluation Data Sources:** Walk throughs, observations, surveys

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers will attend technology conferences, review and purchase technology devices, software, and other future-focused equipment/products/merchandise that is aligned to our curriculum when applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Share tech/train teachers on utilization of tech with teachers to increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> CTE teachers Dean</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 199 - State Career &amp; Technical Education (State CT - 6411</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> The Project Lead the Way (PLTW) teacher will facilitate the PLTW curriculum which incorporates the activity-project-problem based (APB) design.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Students will develop essential skills of problem solving, critical and creative thinking, communication, collaboration and perseverance.</p> <p>2. Students will develop an understanding of the characteristics, scope, and core concepts of technology.</p> <p>3. Students will develop an understanding of engineering design.</p> <p>4. Students will develop the abilities to apply the design process.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director, CTE Coordinator, PLTW teacher</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> The career and Technology Education teacher will administer Xello for career and college assessment. The Career and Technology Teacher will administer Xello to students to research their career interest, and explore post-secondary educational options.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase career awareness Increase occupational &amp; labor awareness Increase career interest Increase academic achievement Increase post secondary awareness</p> <p><b>Staff Responsible for Monitoring:</b> Counselor - CTE Dean of Instruction Exploring Careers - CTE Teacher</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 1:</b> Teachers will attend technology conferences, review and purchase technology devices, software, and other future-focused equipment/products/merchandise that is aligned to our curriculum when applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Share tech/train teachers on utilization of tech with teachers to increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> CTE teachers Dean</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 199 - State Career &amp; Technical Education (State CT - 6411</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> The Project Lead the Way (PLTW) teacher will facilitate the PLTW curriculum which incorporates the activity-project-problem based (APB) design.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Students will develop essential skills of problem solving, critical and creative thinking, communication, collaboration and perseverance.</p> <p>2. Students will develop an understanding of the characteristics, scope, and core concepts of technology.</p> <p>3. Students will develop an understanding of engineering design.</p> <p>4. Students will develop the abilities to apply the design process.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director, CTE Coordinator, PLTW teacher</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> The career and Technology Education teacher will administer Xello for career and college assessment. The Career and Technology Teacher will administer Xello to students to research their career interest, and explore post-secondary educational options.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase career awareness Increase occupational &amp; labor awareness Increase career interest Increase academic achievement Increase post secondary awareness</p> <p><b>Staff Responsible for Monitoring:</b> Counselor - CTE Dean of Instruction Exploring Careers - CTE Teacher</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 4:</b> Attend professional development for various technology hardware and software applications by attending state and local technology conferences. Texas Computer Education Association Conference - Region One Technology Conference.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendees will share the newly obtained knowledge with other teachers and students.          Improve instructional effectiveness          Increase knowledge and skills utilizing technology programs.</p> <p><b>Staff Responsible for Monitoring:</b> Dean          Assistant Principal          Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 6 Problem Statements:**





<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Limited knowledge of Learning Management Systems, hinder the technology usage to deliver instruction. <b>Root Cause:</b> Ongoing schedule of training for digital platforms and technology by instructional technologist specialists is limited.

**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:** 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 Sources:** Sign In Sheets, Field Trip Reports, Compositions

**Summative Evaluation:** None

<b>Strategy 1:</b> Students will participate in various historical, college-oriented, and reward-based events or locations. <b>Strategy's Expected Result/Impact:</b> Cultural Awareness, College Awareness, Incentives <b>Staff Responsible for Monitoring:</b> Admin <b>Funding Sources:</b> Field Trips - 211 - Title I, Part A - 6412 - \$5,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 8:** RTI teacher will support teachers by working one-on-one and/or small groups to enhance comprehension in core areas and increase higher-order thinking questioning/thinking.

**Evaluation Data Sources:** RTI Documents (Sign Ins)  
Individual RTI Progress Tracker (Assessment Tracker)

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Use a variety of research based strategies to assist low performing students (flash cards, one-on-one tutoring, software programs like Edgenuity, iStation, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement (pass class, pass STAAR)</p> <p><b>Staff Responsible for Monitoring:</b> RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 8 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> Special Education students are the lowest performing subpopulation for 2019 STAAR Assessment. <b>Root Cause:</b> Students do not participate in tutorials, frequently; therefore, cannot receive timely or effective intervention.
<b>Problem Statement 2:</b> 6th grade STAAR 2019 Mathematics-Improved by 8%, yet still behind 11% of State average; 7M improved by 8%, yet still behind 7% of State average; 8M STAAR scores may decline because of increased Algebra student enrollment. <b>Root Cause:</b> Infrequent and ineffective formative assessments and interventions and eligibility scores for Algebra have decreased.
<b>Problem Statement 3:</b> 6th grade STAAR 2019 Reading -Improved by 5%, yet still behind 8% of State average; 7R improved by 13%, yet still behind 3% of State average; 8R decreased 1% in Approaches, but increased in Meets category. <b>Root Cause:</b> Infrequent and ineffective formative assessments and interventions.
<b>Problem Statement 4:</b> 7th grade STAAR 2019 Writing- Improved by 20%, yet still 4% behind of State average. <b>Root Cause:</b> Infrequent and ineffective formative assessments and interventions.
<b>Problem Statement 5:</b> 8th grade STAAR 2019 SCI increased by 3%, yet still behind 3% of State average. <b>Root Cause:</b> Infrequent and ineffective formative assessments and interventions.
<b>Problem Statement 6:</b> 8th grade STAAR 2019 S.S. increased by 6%, yet still behind 10% of State average. <b>Root Cause:</b> Infrequent and ineffective formative assessments and interventions.





**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 and teachers with ESL endorsement will increase.

**Evaluation Data Sources:** Teaching Certificates

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> - increased student proficiency across content areas -differentiate instruction to increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> HR Personnel Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> - integration of strategies into lesson plans and classroom instruction - increased student achievement in all assessments -students will apply knowledge to new and unpredictable situations</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - 255 - Title II, Part A, TPTR - \$7,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> - 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</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teachers Principal LPAC Administrator Bilingual Director</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - 255 - Title II, Part A, TPTR - \$300</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 4:</b> Riverside Middle School will provide the needed technology and equipment for teachers to use during instruction, professional development sessions, and classroom observations.</p> <p><b>Strategy's Expected Result/Impact:</b> -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</p> <p><b>Staff Responsible for Monitoring:</b> Principal          Dean of Instruction          Campus Tech Rep          District Technology Director</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Computers, Digital Projectors, Document Cameras - 199 - General Fund - \$2,000, Chrome books &amp; charging carts - 199 - State Compensatory Education (SCE) - \$16,000, Chromebooks &amp; charging carts - 199 - State Bilingual/ESL - \$8,000, Poster-maker and other professional publishing equipment - 211 - Title I, Part A - \$2,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> - promote a positive campus climate          - increase retention rates of teachers          -increase quality of instruction</p> <p><b>Staff Responsible for Monitoring:</b> - Principal          - Dean of Instruction          - Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> awards - 199 - General Fund - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Evaluation of peer will be reviewed.

**Summative Evaluation:** None

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

**Performance Objective 3:** Quality professional development will be provided to 100% instructional staff and support staff (as needed) to ensure student success or legal compliance.

**Evaluation Data Sources:** Staff development attendance, surveys, and feedback.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Professional development will be provided to the staff in any areas of underachievement or areas of need for legal compliance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge (efficacy) Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Dean Principal Department Chairs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>Funding Sources:</b> Training - 199 - State Compensatory Education (SCE)</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue





**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 students will have a focus on college and career readiness through the use of technology by utilizing research-based programs purchased through the district in all classrooms that will prepare them for post-secondary education.

**Evaluation Data Sources:** Program log-in reports, Performance Evaluation and Progress Monitoring

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased proficiency in new software systems</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Technologist Principal Teacher(s) Dean</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> -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</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Instructional Technology Director Assistant Principal Principal Campus Instructional Technologist</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 3:</b> 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 Xello to all students to create their resumes, build and research their career interest, and explore post-secondary educational options.</p> <p><b>Strategy's Expected Result/Impact:</b> -increase career awareness -increase occupational &amp; labor awareness -increase career interest -increase academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Counselor(s), CTE Director, Dean of Instruction, GEAR UP Facilitator, Exploring Careers (CTE) Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 4:</b> CTE students will obtain proficiency in keyboarding skills using Microtype.</p> <p><b>Strategy's Expected Result/Impact:</b> -Students will gain basic knowledge and experience in keyboarding skills and be able to key by touch. -increase WPM</p> <p><b>Staff Responsible for Monitoring:</b> Core Subject Teachers, CTE Coordinator, CTE Director</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 5:</b> Attend professional development for various technology hardware and software applications by attending state and local technology conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> -Attendees will share the newly obtained knowledge with other teachers and students. -improve instructional effectiveness -increase knowledge and skills utilizing technology programs</p> <p><b>Staff Responsible for Monitoring:</b> Technology Teachers, Campus Instructional Technologist, Principal, CTE Director</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 increase performance percentages in "Masters Grade Level" or "Meets Grade Level" on all sections of STAAR.

**Evaluation Data Sources:** 6-8 STAAR Scores; TPSP Project Completion; GT teacher evaluations

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> - Increase number of students nominated to Gifted &amp; Talented Program - Increase parental engagement and awareness of programs offered on campus</p> <p><b>Staff Responsible for Monitoring:</b> GT Coordinator School Counselor Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> - increased differentiated instructional strategies used in classroom - increased assessment scores - targeted professional development to address subpopulation of students</p> <p><b>Staff Responsible for Monitoring:</b> Principal GT Coordinator Teachers</p> <p><b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

**Strategy 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.

**Strategy's Expected Result/Impact:** - Evaluation of GT program implementation  
 - Increased differentiated instructional strategies used in classroom  
 -increase extracurricular activities outside of the classroom environment

**Staff Responsible for Monitoring:** GT Coordinator  
 Teachers  
 Dean of Instruction  
 Assistant Principal

**Title I Schoolwide Elements: 2.5 - Comprehensive Support Strategy**

Reviews			
Formative			Summative
Nov	Jan	Apr	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**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.

**Evaluation Data Sources:** Practice Session Sign In Sheets, UIL Registration, UIL Awards Results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Students will participate in at least 3 practice sessions throughout the Fall Semester and compete in at least 1 UIL Academic Event in January.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student participation by 5% from the 2017-2018 school year.</p> <p><b>Staff Responsible for Monitoring:</b> UIL Campus Coordinator Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Registration Fees, Student Uniforms, Transportation, Meals - 199 - General Fund - 199-36-6399-22-043-8-99-A-00 - \$2,400</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Students who participate in the UIL Academics Competition will be recognized in a campus awards ceremony at the end of the season.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> UIL Campus Coordinator Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> award certificates - 199 - General Fund - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> Students and sponsors participating in UIL will be issued supplies needed for their field of competition.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student participation Increase teacher participation Increase student success in their event</p> <p><b>Staff Responsible for Monitoring:</b> UIL Campus Coordinator Sponsors/Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Evaluation Data Sources:** CIS Plan sheet completed  
 Student Sign In sheets when visiting CIS representative  
 Presentation sign in sheets

**Summative Evaluation:** None

<b>Strategy 1:</b> Meet with students November 20, 2020 and April 30, 2021 to complete college plan. Goal One: For 95 CIS students to do a pre and post test Goal Two: To increase level of college and career readiness <b>Strategy's Expected Result/Impact:</b> Students will have a clearer plan for college which will ultimately result in more students being prepared and going to college. <b>Staff Responsible for Monitoring:</b> CIS Site Coord.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**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: MATERIALS & SUPPLIES** - Teachers of all subjects and courses will actively utilize the district curriculum (TEKS Resource System) and purchase research-based materials, software, and hardware to support the implementation of curriculum , improve student achievement, promote innovative use of technology , or advance CCMR readiness

**Evaluation Data Sources:** Campus/District formative assessments

Digital platform reports

Teacher-made assessments

**Summative Evaluation:** None

**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 to 99%.

**Evaluation Data Sources:** Classroom Observations, Discipline Reports, Counselor intervention groups/individual sessions documentation

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement Student Code of Conduct and StopIt app and ensure parents, staff and students are aware of the campus expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> - decreased disciplinary incidents, including OSS, ISS, and PRC placements -safe campus environment</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction Teachers Counselors Campus Personnel</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> - increase assessment scores - increase attendance rate - decrease in disciplinary incidents</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Counselors RTI Teacher Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 3:</b> Students will exhibit appropriate behavior on a daily basis that will be reinforced through a character education program called LeadWorthy taught by PE/Health teachers, and implement district initiative Capturing Kids Hearts.</p> <p><b>Strategy's Expected Result/Impact:</b> - decreased disciplinary incidents, including OSS, ISS, and PRC placements          -improve campus safety environment          -increase student morale</p> <p><b>Staff Responsible for Monitoring:</b> PE Teachers          Health Teachers          Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> - increased attendance rate          - increased promotion rate          - decreased disciplinary incidents          - Behavioral Health Services - CIS MSW will help with presentation to students.          Goal One : Anti Bullying Presentation - Drug Free Environment</p> <p><b>Staff Responsible for Monitoring:</b> Afterschool program coordinator          Assistant Principal          Campus Climate Committee          Counselor(s), Principal          Communities in Schools representative, Teacher(s)</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 5:</b> Students' parents will be contacted regarding absences and truancy. Logs will be kept for documentation purposes.</p> <p><b>Strategy's Expected Result/Impact:</b> - increased attendance rate          -increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Officer          Communities in Schools          PEIMS clerk          Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

**Strategy 6:** Incentives will be purchased as a positive reinforcement for students demonstrating academic excellence or significant advancement in the academic areas and attendance.


**Strategy's Expected Result/Impact:** - increased assessment scores, including unit tests, district benchmarks, and state assessments  
 -increase attendance  
 -reinforce a positive campus climate  
 -improve academic performance; closing gaps

**Staff Responsible for Monitoring:** Principal  
 Teachers  
 School Counselors  
 Assistant Principal  
 Dean of Instruction  
 Attendance clerk

**Title I Schoolwide Elements:** 2.4, 2.6

**Funding Sources:** incentives - 461 - Campus Activity Fund - \$500, awards certificates - 199 - General Fund - \$500

Reviews			
Formative			Summative
Nov	Jan	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  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 to 100%.

**Evaluation Data Sources:** Discipline Reports, Nurse Screening Logs  
StopIt app

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Riverside Middle School will continue to enforce the district's student code of conduct and utilize consistent disciplinary practices throughout the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> - decrease disciplinary actions to include OSS, ISS, and PRC -improve student and campus safety</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Riverside Middle School will participate in Red Ribbon Week, invite guests speakers, and incorporate into the curriculum the importance of staying drug-free.</p> <p><b>Strategy's Expected Result/Impact:</b> - decrease number of disciplinary incidents involving drugs, alcohol, or gang related activity -improve student &amp; campus safety</p> <p><b>Staff Responsible for Monitoring:</b> Principal Community in Schools Representative Assistant Principal Teacher(s)</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> - increased community involvement - increased attendance rate -increase student health awareness</p> <p><b>Staff Responsible for Monitoring:</b> Nurse Campus Athletic Director Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Prevention of accidents, fights, conflicts, and other undeisreable behavior Assist adults in the supervision and monitoring of students and visitors</p> <p><b>Staff Responsible for Monitoring:</b> Administration Secutiy</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



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.

**Evaluation Data Sources:** Meeting sign in sheets, parent contact logs, and agendas

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers will invite parents to attend parent/teacher conferences at least twice a year.</p> <p><b>Strategy's Expected Result/Impact:</b> - increased parental involvement on campus                      - increased student attendance rates                      - decreased failure &amp; retention rates                      -increase distribution of campus notices (i.e. tutorial services schedule, progress reports, bell schedules, etc.)</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Teacher(s)</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> - increase parental involvement on campus                      - increase community involvement on campus                      -increase communication to parents</p> <p><b>Staff Responsible for Monitoring:</b> F.A.C.E. Liaison                      Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> - increased parental involvement on campus                      - decreased failure rates                      - increase student achievement scores on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      School Counselors                      F.A.C.E. Liaison</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 4:</b> The Community in Schools Site coordinator along with the Family and Community Engagement liaison will assist campus faculty with parent communication by making home visits, as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> - increased communication between school and parents</p> <ul style="list-style-type: none"> <li>- increased parental engagement on campus</li> <li>- increased student attendance rate per six weeks</li> <li>- Increase promotion rate</li> <li>- Decrease disciplinary incidents - remote</li> <li>- Increase student participation by remote learning from September 8, 2020 to June 18, 2021.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> CIS Campus Coordinator F.A.C.E. liaison Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 5:</b> Riverside Middle School provides adult literacy classes in partnership with UTRGV.</p> <p><b>Strategy's Expected Result/Impact:</b> - increase parental engagement on campus</p> <ul style="list-style-type: none"> <li>-empower the parents and community to increase collaboration between school and home</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Adult Literacy Teacher Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> - increase parental engagement on campus</p> <ul style="list-style-type: none"> <li>-increase collaboration amongst teachers and parents</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> refreshments - 461 - Campus Activity Fund - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# **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

## **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 to 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
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

# Campus Funding Summary

199 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	extra duty pay		\$10,000.00
1	1	2	AR		\$8,000.00
2	1	4	Chrome books & charging carts		\$16,000.00
2	3	1	Training		\$0.00
<b>Sub-Total</b>					<b>\$34,000.00</b>
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	magazines & books		\$1,000.00
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>					<b>\$7,400.00</b>
199 - State Career & Technical Education (State CT)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1		6411	\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$4,000.00
2	1	4	Chromebooks & charging carts		\$8,000.00
<b>Sub-Total</b>					<b>\$12,000.00</b>
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventions	6397	\$5,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	workbooks		\$4,000.00
1	1	2	consultation, professional development	6219	\$5,000.00
1	7	1	Field Trips	6412	\$5,000.00
2	1	4	Poster-maker and other professional publishing equipment		\$2,000.00
<b>Sub-Total</b>					\$21,000.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$7,000.00
2	1	3			\$300.00
<b>Sub-Total</b>					\$7,300.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	6	incentives		\$500.00
5	1	6	refreshments		\$500.00
<b>Sub-Total</b>					\$1,000.00
<b>Grand Total</b>					\$82,700.00

# Addendums