

Carrollton-Farmers Branch Independent School District

Riverchase Elementary

2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

CFBISD BELIEVES IN...

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

Motto

High Expectations for ALL

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	5
Student Achievement	5
School Processes and Programs	6
Perceptions	6
Summary of Priority Needs	7
Demographics	8
Student Learning	10
School Processes & Programs	12
Perceptions	15
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	19
Guiding Objectives	21
Guiding Objective 1: Optimize Engaging and Diverse Learning	21
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs	33
Guiding Objective 3: Optimize Community Engagement	34
Guiding Objective 4: Optimize Social and Emotional Health of all students	36
Guiding Objective 5: Optimize All Available Resources	38
State Compensatory	39
Budget for Riverchase Elementary	39
Title I	40
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)	40
1.1: Description of CNA Process	40
1.2: Location for Evidence of Multiple Meetings Held	41
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)	41
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)	41
2.2: Stakeholders 1114(b)(2)	41
2.3: Description of Plan Availability, Format, and Language 1114(b)(4)	41
2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)	42
Alignment with District and State Priorities	42
Collaboration Across Programs	42
Collaborative Planning and Review	42
Continuous Improvement	42
2.5: Statutorily Required Descriptions 1114(b)(7)(A)	42
3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)	43
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation	43

Evaluation Process	43
Responsible Parties	43
Evaluation Timeline	43
Documentation and Reporting	44
Title I Personnel	45
Campus Improvement Committee	46
Campus Funding Summary	47
Policies, Procedures, and Requirements	48

Comprehensive Needs Assessment

Revised/Approved: July 14, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

Riverchase Elementary, located in the Carrollton-Farmers Branch Independent School District, serves a highly diverse and dynamic student population. With students representing over 22 countries and multiple languages spoken, Riverchase is uniquely positioned to provide a culturally rich and inclusive learning environment. As one of only five STEM-designated campuses in the district, the school offers specialized instruction and supports that align with the needs of its student population.

Demographics

Strengths:

- Rich cultural and linguistic diversity
- Robust early childhood and bilingual programs
- Highly qualified and culturally responsive staff

Needs Identified:

- High student mobility (30.8%) impacting continuity of instruction
- Over half of the student body is economically disadvantaged (53.83%) and/or at-risk (64.92%)

Root Cause:

- A transient student population from multiple apartment complexes, motels, and neighboring cities presents challenges in providing consistent, long-term academic support.

Student Achievement

Strengths:

- Strong STAAR performance in 5th grade reading and math
- High levels of participation and progress among Emergent Bilinguals and SPED students in targeted programs

Needs Identified:

- Gaps in performance among African American, SPED, and economically disadvantaged students

- Third-grade performance in both math and reading reveals a need for strengthened foundational skills

Root Cause:

- Inconsistent Tier I instruction and limited data-driven differentiation for at-risk and sub-population student groups

School Processes and Programs

Strengths:

- STEM-focused curriculum with project-based learning
- Expanded bilingual programming and early childhood support
- Ongoing instructional coaching and data meetings

Needs Identified:

- Greater consistency in implementing Tier I best practices across grade levels
- Structured time for collaboration and professional learning tied directly to student data

Root Cause:

- Varied levels of teacher experience and instructional expertise; competing demands that reduce time for deep planning and coaching cycles

Perceptions

Strengths:

- Strong staff and parent belief in the value of diversity and inclusion
- Positive feedback from families about student safety and belonging
- Active community partnerships and visible leadership

Needs Identified:

- Inconsistent parent engagement
- Gaps in staff feedback collection and responsiveness

Root Cause:

- Limited bilingual communication systems and inconsistent family outreach practices; absence of systematic structures to capture and respond to staff voice

Summary of Priority Needs

1. Improve Tier I instruction through targeted professional development and coaching aligned to student data.
2. Close achievement gaps for SPED, African American, and economically disadvantaged students through intentional support and monitoring.
3. Increase student and family engagement, particularly among high-mobility and multilingual families.
4. Strengthen collaboration structures to allow for shared leadership and instructional planning.

This needs assessment will guide the development of the Campus Improvement Plan and ensure all strategic actions are tailored to Riverchase's specific student and staff needs.

Demographics

Demographics Summary

Riverchase Elementary is in the Carrollton-Farmers Branch Independent School District. It is the only campus located in the city of Coppell on the district's west side. While some students live less than 2 miles from the school, most live in the neighboring cities of North Irving and Carrollton. Additionally, four bus routes bring students from 19 apartment complexes, two schools, one mobile home park, and one motel. In May 2025, there were 496 students enrolled in grades EC-5. 28% of those students were in our EE or PK programs. The diversity of students and staff is celebrated. In 2024-2025, the student population was 25% Asian, 42.14% Hispanic, 22.38% African American, 5% White, 4.23% multi-racial, and 1.21% American Indian or Alaska Native. Students were born in 22 countries and the top languages spoken are Telugu, Spanish, Tamil, Hindi, Arabic, and Urdu. Females made up 47.58% of the learners, and males represented 52.42%.

The school offers numerous programs to meet the needs of its diverse learners. Riverchase is 1 of 5 STEM campuses in the district. The campus serves 5.24% of students in the gifted and talented program. The campus expanded its one-way bilingual program this school year and offered special education classes that include Early Learning Class (ELC) for 3 and 4-year-olds, Functional Support/Learning, and Fundamentals.

The last published mobility rate of 30.8% is well above the state average of 13.6%. The average daily attendance for our campus is 93.3% an increase of 0.3% from the previous school year. Riverchase Elementary serves 56.65% Emergent Bilinguals, 5.2% GT, and 18.75% Special Education. Additionally, 53.83% are economically disadvantaged, and 64.92% are identified as at-risk.

Riverchase Elementary employed a highly qualified, talented staff with varying levels of professional experience. The staff included 34 teachers, 1 long-term substitute, 1 dyslexia interventionist, 1 Title I small group interventionist, 13 instructional aides, 1 counselor, 1 diagnostician, 1 Speech Language Pathologist, 1 part-time Emotional Behavior Support Specialist, 1 librarian, 3 custodial staff, 1 nurse, 2 full and 1 part-time administrative staff, and 2 campus administrators.

Demographics Strengths

Riverchase Elementary's greatest demographic strength is its rich cultural, linguistic, and socioeconomic diversity, which provides a unique and inclusive learning environment for students. As the only CFBISD campus located in the city of Coppell, Riverchase draws students from a wide geographic area, including North Irving and Carrollton, representing a broad range of backgrounds and life experiences.

The school's multicultural student population includes learners from 22 countries, with languages such as Telugu, Spanish, Tamil, Hindi, Arabic, and Urdu commonly spoken at home. This diversity supports a global perspective on learning and fosters an environment where cultural awareness and inclusion are celebrated. In the 2024-2025 school year, the student body was composed of 25% Asian, 42.14% Hispanic, 22.38% African American, 5% White, 4.23% multi-racial, and 1.21% American Indian or Alaska Native.

Riverchase is well-positioned to support a broad spectrum of student needs through specialized programming. The school serves a high percentage of Emergent Bilingual students (56.65%) and at-risk students (64.92%) and has implemented targeted programs, including a one-way bilingual program, multiple special education settings, and early learning classrooms. In addition, Riverchase is one of only five STEM-designated campuses in the district, offering students access to enriched instruction in science, technology, engineering, and math.

The campus also benefits from a highly qualified and diverse staff who bring varying levels of professional experience and cultural competence. This ensures that instructional practices are responsive, inclusive, and aligned with student needs.

Despite challenges such as a mobility rate of 30.8% and 53.83% of students identified as economically disadvantaged, Riverchase continues to make steady gains in student attendance and academic growth, a testament to its strong commitment to equity, access, and continuous improvement.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While Riverchase benefits from a richly diverse student population representing multiple cultures, languages, and socioeconomic backgrounds, the campus faces challenges related to high student mobility (30.8%). These factors contribute to inconsistencies in student attendance, engagement, and access to stable, continuous instruction.

Root Cause: The root causes stem from the transitory nature of the community and economic barriers faced by many families, which create obstacles to sustained student attendance, engagement, and access to resources. Additionally, the wide range of linguistic and cultural needs requires ongoing adaptation of instructional practices and support services.

Student Learning

Student Learning Summary

An analysis of 3rd-5th-grade 2025 STAAR **Math** data revealed the following:

- 5th Approaches- 83%, Meets- 70%, Masters- 43%
- 4th- Approaches- 83%, Meets- 50%, Masters- 25%
- 3rd- Approaches- 66%, Meets- 44%, Masters- 10%
- 3rd- Spanish- 50%, Meets- 0%, Masters- 0%
- The largest gap between students who met the standard and those who did not is in 3rd grade, 33%
- There is a gap between African Americans, SPED, the Economically Disadvantaged, and all other student groups.

An analysis of 3rd-5th-grade 2025 STAAR **Reading** data revealed the following:

- 3rd- Approaches- 91%, Meets- 47%, Masters-28%
- 3rd Spanish- Approaches- 81%, Meets- 37%, Masters- 18%
- 4th- Approaches- 81%, Meets- 60%, Masters- 14%
- 5th- Approaches- 81%, Meets- 64%, Masters 39%
- The largest gap between students who met the standard and those who did not is in 4th grade reading- 18%

An analysis of 5th-grade 2025 STAAR **Science** data revealed the following:

- 5th- Approaches- 74%, Meets- 27%, Masters- 10%

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

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

Student Learning Strengths

An analysis of 2024-2025 STAAR results for Grades 3–5 highlights several areas of student learning strength at Riverchase Elementary:

- **Strong Performance in 5th Grade Math and Reading:**

5th-grade students demonstrated solid academic achievement in both math and reading.

- In **math**, 83% of students performed at the *Approaches* level, 70% at *Meets*, and 43% at *Masters*, indicating strength in problem-solving and numerical reasoning skills.
- In **reading**, 81% of students achieved *Approaches*, 64% *Meets*, and 39% *Masters*, reflecting strong comprehension and fluency skills.
-
- **High Approaches Rates Across Multiple Grades:**
 - In **3rd-grade reading**, 91% of students reached *Approaches*, showing a strong foundation in early literacy, decoding, and text engagement.
 - 4th grade also showed consistent achievement, with 82% of students reaching *Approaches* in math and 80% in reading.
 -
- **Early Literacy Foundation:**
 - Despite gaps in *Meets* and *Masters* levels for some groups, the overall percentage of students achieving *Approaches* in reading across grades shows that foundational literacy is a relative strength for the campus.
- **Growth Potential in Science:**
 - While only 27% of 5th grade students met grade level in science, the 74% *Approaches* rate suggests a solid starting point for building content mastery through aligned Tier I instruction and hands-on engagement.

These results indicate that while there are clear areas for growth—especially among specific student groups such as African American, Special Education, Economically Disadvantaged, and Emergent Bilingual students—the campus has established academic strengths in early literacy and upper-grade mathematics that can be leveraged to accelerate learning schoolwide.

The data supports a strategic focus on strengthening Tier I instruction and implementing targeted interventions, while building on the strong foundations that many students have already demonstrated.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While Riverchase students demonstrate strong foundational skills in reading and math at the *Approaches* level, a significant number of students are not meeting grade-level proficiency (*Meets* and *Masters*) in Tier 1 core content areas, particularly in early grades and among student groups including African American, Special Education, Economically Disadvantaged, and Emergent Bilingual students.

Root Cause: Inconsistent implementation of high-quality Tier I instruction and lack of targeted, data-driven interventions have resulted in limited academic growth for certain student groups. Additionally, there is a need for more intentional progress monitoring, differentiated instruction, and culturally responsive teaching practices to close achievement gaps and move more students toward grade-level mastery.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

Riverchase implements a rigorous, standards-aligned curriculum that emphasizes core academic skills in reading, math, science, and social studies. As a designated STEM campus, the school integrates science, technology, engineering, and mathematics concepts across grade levels. Differentiated instruction and culturally responsive teaching practices support the diverse needs of Emergent Bilinguals, Special Education students, and Gifted & Talented learners. Regular progress monitoring guides targeted interventions and enrichment during our campus wide MTSS block,

Professional Development

Ongoing professional development and campus PLC are prioritized to enhance instructional quality and build teacher capacity. Staff engage in job-embedded learning through professional learning communities (PLCs), district-led training sessions, and targeted workshops focused on Tier I instruction, language acquisition strategies, data analysis, and social-emotional learning. Mentorship and coaching support early career teachers and those new to the campus.

Leadership & Decision-Making Processes

Leadership at Riverchase is collaborative and data-driven. The Campus Leadership Team (CLT) and Campus Improvement Committee (CIC) include administrators, teachers, and support staff who regularly meet to review data, evaluate programs, and guide campus improvement efforts. Input from families and community members is actively sought to ensure decisions reflect the needs of all stakeholders.

Communication

Communication strategies include regular updates via the Riverchase Review staff newsletter, the Eagles Nest parent newsletter, parent-teacher conferences, and the campus website. Bilingual communication supports families speaking Spanish and other home languages, with interpreters available during meetings and events. Social media and Parent Square are also utilized to keep families informed and engaged.

Organization & Context

The campus day is structured to maximize instructional time while providing designated periods for interventions, special education services, and enrichment. Scheduling allows collaboration time for teachers and specialists. Support services, including counseling, speech therapy, and behavioral support, are embedded into the school day to address students' holistic needs.

Extracurricular/Co-curricular Opportunities

Students have access to a variety of extracurricular clubs and activities, such as Choir, Robotics/STEM Club, Safety Patrol, and Student Council. These programs foster leadership, creativity, and school spirit while reinforcing academic and social skills.

Technology Integration/Plan

Riverchase integrates technology as a key instructional tool, providing classroom sets of devices and access to digital learning platforms. The campus technology plan focuses on equitable access, digital literacy, and professional development for teachers to effectively incorporate technology into instruction.

Other Programs & Supports

The campus offers a one-way bilingual program to support Emergent Bilingual students and specialized early childhood classes such as the Early Learning Class (ELC). Title I resources fund supplemental instruction and family engagement initiatives. Social-emotional learning and behavioral support are prioritized to create a positive, safe school climate.

School Processes & Programs Strengths

- **Rigorous, Inclusive Curriculum and Instruction:**
Riverchase delivers a strong Tier 1 standards-based curriculum with an emphasis on STEM integration and differentiated instruction, effectively meeting the needs of diverse learners, including Emergent Bilinguals, Special Education, and Gifted & Talented students.
-
- **Collaborative Leadership and Data-Driven Decision Making:**
The Campus Leadership Team (CLT) and Campus Improvement Committee (CIC) foster a culture of collaboration and continuous improvement by regularly analyzing data and involving multiple stakeholders in planning and problem-solving.
-
- **Comprehensive Professional Development:**
Targeted, ongoing professional learning—including PLCs, coaching, and district-led trainings—supports teachers in refining instructional strategies and responding to student needs.
-
- **Effective Communication and Family Engagement:**
The campus uses multiple communication channels, including bilingual outreach, newsletters, and technology platforms, to maintain strong connections with families and the community.
-
- **Well-Structured Scheduling and Support Services:**
The school day is thoughtfully organized to include intervention time, specialized support services, and collaboration periods, ensuring students receive tailored academic and social-emotional supports.
-
- **Diverse Extracurricular Opportunities:**
Clubs such as Choir, Robotics, and Student Council provide students with enriching experiences that promote leadership, creativity, and engagement beyond the classroom.
-
- **Technology Integration:**
Riverchase prioritizes equitable access to technology, utilizing digital tools to enhance learning and prepare students with essential 21st-century skills.
-
- **Strong Social-Emotional and Behavioral Supports:**

Embedded counseling and behavior specialists contribute to a safe, nurturing environment that supports students' holistic development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Despite a variety of programs and structured processes designed to support student learning and engagement, inconsistent implementation and coordination of these programs sometimes limit their full effectiveness. This leads to gaps in meeting the diverse academic, social-emotional, and behavioral needs of all student groups, particularly among Emergent Bilinguals, and Special Education students.

Root Cause: The root causes include challenges with aligning and integrating multiple programs and services across grade levels, variability in staff training and capacity, and limited time and resources for collaboration and progress monitoring.

Perceptions

Perceptions Summary

Riverchase Elementary is widely recognized for its inclusive and welcoming school culture. Feedback from staff, students, and families consistently reflects a sense of belonging, community, and shared commitment to student success. The school celebrates diversity, promotes equity, and values strong relationships among all stakeholders.

Parent and Community Engagement:

Parent engagement has steadily increased through events such as Popsicles with the Principal, curriculum nights, family STEM events, and cultural celebrations. Parent surveys and informal feedback indicate appreciation for open lines of communication, but some families—particularly those with language barriers or high mobility—express a need for more frequent and accessible outreach. Volunteer participation remains strong, especially among families with long-term ties to the school, and community partnerships with local organizations and businesses are active but have room to grow.

Staff Culture and Retention:

Staff retention at Riverchase remains stable, with many teachers and support staff returning year after year. Surveys and leadership feedback show that staff feel valued and supported, though professional development and workload balance are recurring topics in feedback loops. The school fosters a positive climate through shared leadership, collaboration, and clear expectations rooted in trust and transparency.

Student Voice and Climate:

Students report feeling safe, included, and cared for at school. Student surveys show a strong connection to their teachers and a belief that their cultures and identities are respected. However, students in need of additional behavioral, SEL, or academic supports sometimes express difficulty navigating expectations or accessing timely interventions.

Communication and Responsiveness:

Communication is a clear strength at Riverchase, with families noting consistent updates through newsletters, LiveSchool, the school website, and bilingual communication efforts. Staff feel that communication within teams is generally effective.

Mission Statement

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

Vision

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

Eagle Traits

Excellence

A+ Attitude

Good Choices

Leadership

Effort

Service to Others

Perceptions Strengths

Welcoming and Inclusive School Culture

- Riverchase is widely seen as a warm and inclusive environment where students, staff, and families feel welcomed, respected, and valued.
- Cultural diversity is celebrated, contributing to a climate of acceptance and belonging.

Positive Staff Climate and Collaboration

- Staff surveys and feedback indicate strong collegial relationships and a shared commitment to student success.
- Teachers report feeling supported by leadership and empowered through collaboration and shared decision-making.

Consistent and Bilingual Communication

- Regular communication tools (newsletters, LiveSchool, school website) are used effectively to keep families informed.
- Communication is provided in multiple languages, addressing the needs of the diverse school community.

Student Voice and Connection

- Students express that they feel safe, included, and connected to their teachers and peers.
- Many students report that their cultures, languages, and backgrounds are acknowledged and celebrated.

Strong Parent and Family Engagement

- Family participation in events such as curriculum nights, STEM nights, and cultural programs is strong.
- Parent feedback reflects appreciation for opportunities to be involved in their children's education.

Community and Volunteer Involvement

- The school maintains partnerships with local businesses and organizations.
- Volunteers are regularly present and contribute meaningfully to school events and daily activities.

Stable Staff Retention

- Riverchase enjoys a stable teaching staff, with many returning year after year, fostering consistency in classroom instruction and school culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent and staff surveys indicate that although families feel welcomed, many are unaware of opportunities to participate.

Root Cause: Limited multilingual outreach and inconsistent follow-up on parent involvement opportunities may hinder family participation.

Priority Problem Statements

Problem Statement 1: While Riverchase students demonstrate strong foundational skills in reading and math at the Approaches level, a significant number of students are not meeting grade-level proficiency (Meets and Masters) in Tier 1 core content areas, particularly in early grades and among student groups including African American, Special Education, Economically Disadvantaged, and Emergent Bilingual students.

Root Cause 1: Inconsistent implementation of high-quality Tier I instruction and lack of targeted, data-driven interventions have resulted in limited academic growth for certain student groups. Additionally, there is a need for more intentional progress monitoring, differentiated instruction, and culturally responsive teaching practices to close achievement gaps and move more students toward grade-level mastery.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Parent and staff surveys indicate that although families feel welcomed, many are unaware of opportunities to participate.

Root Cause 2: Limited multilingual outreach and inconsistent follow-up on parent involvement opportunities may hinder family participation.

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Objectives

Revised/Approved: July 14, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of the 2025-2026 school year, Riverchase will increase the percentage of students from 56% to 58% meeting growth measures from Beginning of Year to End of Year assessments on the Math MAP.

High Priority

Evaluation Data Sources: BOY-EOY MAP Data (2024-2025; 56% met projected growth goal)

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide educators with training and resources to effectively manage diverse classrooms and support students with various academic backgrounds.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Dyslexia Interventionist Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Title I Small Group Interventionist - 211 Title I - 211-11-6117-00-123-30-000 - \$23,040, Title I Instructional Coach - 211 Title I - 211-13-6119-00-123-30-000 - \$44,108, Supplemental intervention and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$282,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	This area is intentionally left blank for data entry			

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement early detection systems to identify mobile students and provide them with tailored support to ease their transition and foster a sense of belonging.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Attendance Committee</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a school-wide MTSS/RTI time on the master schedule to provide small group support to meet the reading and math needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Dyslexia Interventionist Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the 2025-2026 school year, Riverchase will increase the percentage of students from 48% to 50% meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP.

High Priority

Evaluation Data Sources: BOY-EOY MAP Data (2024-2025; 48% met projected growth goal)

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide educators with training and resources to effectively manage diverse classrooms and support students with various academic backgrounds.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Dyslexia Interventionist Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental intervention and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$0, Title I Small Group Interventionist - 211 Title I - 211-11-6117-00-123-30-000 - \$15,652</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement early detection systems to identify mobile students and provide them with tailored support to ease their transition and foster a sense of belonging.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Dyslexia Interventionist Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
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<p>Strategy 3: Implement a school-wide MTSS/RTI time on the master schedule to provide small group support to meet the reading and math needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Dyslexia Interventionist Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: Riverchase will increase the percentage of kindergarten - second grade students who perform at meets grade level on foundational skills mastery on MAP Reading Fluency Literacy screener in phonics and phonological awareness.

High Priority

Evaluation Data Sources: BOY-EOY MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide educators with training and resources to effectively manage diverse classrooms and support students with various academic backgrounds.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Dyslexia Interventionist Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By the end of the 2025-2026 school year, Riverchase will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 54% to 59%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: 2025-2026 STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide educators with training and resources to effectively manage diverse classrooms and support students with various academic backgrounds.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Dyslexia Interventionist Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement early detection systems to identify mobile students and provide them with tailored support to ease their transition and foster a sense of belonging.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Attendance Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a school-wide MTSS/RTI time on the master schedule to provide small group support to meet the reading and math needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Dyslexia Interventionist Instructional Coaches</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By the end of the 2025-2026 school year, Riverchase will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 44% to 49%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: 2025-2026 STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide educators with training and resources to effectively manage diverse classrooms and support students with various academic backgrounds</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Dyslexia Interventionist Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement early detection systems to identify mobile students and provide them with tailored support to ease their transition and foster a sense of belonging.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Attendance Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a school-wide MTSS/RTI time on the master schedule to provide small group support to meet the reading and math needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Dyslexia Interventionist Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: By the end of the 2025-2026 school year, Riverchase Elementary will increase a minimum of 2% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 71% to 73%.

High Priority

Evaluation Data Sources: STAAR, DCFA, MAP, Classroom Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Walkthrough feedback cycles to monitor instruction and use of multilingual instructional strategies will include coaching from district level administrators, campus administrators and instructional coaches. Specific monitoring on Tier 1 expectations, Fundamental 5,ELPS, visuals and curriculum alignment will be tracked, monitored and reinforced through staff development.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will increase in meets grade level by a minimum of 3%.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: By the end of the 2025-2026 school year, Riverchase will increase the percentage of emergent bilingual students from 29% advancing at least one TELPAS proficiency level to 31%.

High Priority

Evaluation Data Sources: 2025 & 2026 TELPAS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Train all staff on QSSSA and ELPS strategies.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Dyslexia Interventionist Instructional Coaches</p> <p>Funding Sources: Supplemental intervention and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$0, Title I Small Group Interventionist - 211 Title I - 211-11-6117-00-123-30-000 - \$0, Title I Instructional Coach - 211 Title I - 211-11-6119-00-123-30-000 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement early detection systems to identify mobile students and provide them with tailored support to ease their transition and foster a sense of belonging.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Attendance Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Goal 1: By the end of the 2025-2026 school year, 100% of the required safety and security drills will be conducted and monitored through Raptor for effectiveness.

High Priority

Evaluation Data Sources: safety and security documentation logs; crisis team meeting agendas, Code Adam team meetings

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

Guiding Objective 3: Optimize Community Engagement

Goal 1: By the end of the 2025-2026 school year, parent participation rates in family engagement activities around supporting student learning will increase by 25%.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Create flexible and varied opportunities for family engagement that accommodate different schedules and preferences.</p> <p>Strategy's Expected Result/Impact: Increased family engagement and student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Title I Parental Engagement - 211 Title I - 211-61-6399-00-123-30-000 - \$1,680</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Guiding Objective 3: Optimize Community Engagement

Goal 2: By the end of the 2025-2026 school year, 75% of K-5th grade families new to Riverchase will have participated in a Campus Family Welcome Orientation Event: A warm and inclusive gathering designed to introduce new families to the campus community, providing essential information, resources, and opportunities for engagement.

High Priority

Evaluation Data Sources: sign-in logs, parent square post, event sign-in logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule quarterly Family Welcome Orientation Events to create a positive and inclusive school environment that fosters a sense of belonging and emotional support for our mobile students.</p> <p>Strategy's Expected Result/Impact: New students and families will have a successful transition to Riverchase.</p> <p>Staff Responsible for Monitoring: PEIMS Specialist Campus Administrators Counselor Attendance clerk</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Goal 1: By the end of the 2025-2026 school year, the number of discipline referrals will decrease by 10%.

High Priority

Evaluation Data Sources: discipline referrals, LiveSchool PBIS points

Strategy 1 Details	Reviews			
<p>Strategy 1: Train teachers and staff in the LiveSchools Culture and Behavior Management System. Train teachers and staff in the CHAMPS campus-wide behavior system.</p> <p>Strategy's Expected Result/Impact: positive school culture; an increase in the percentage of students who feel like they belong in school as evidenced by the Panorama survey; a decrease in the number of discipline referrals</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Goal 2: By the end of the 2025-2026 school year, the number of tardies will decrease by 10% in each quarter.

Evaluation Data Sources: Attendance reports, tardy reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a Tiered Tardy Reduction System with Positive Reinforcement and Targeted Intervention.</p> <p>Strategy's Expected Result/Impact: positive campus culture; a reduction in tardiness will increase student attendance in class and increase student participation; increased student engagement;</p> <p>Staff Responsible for Monitoring: Campus administrators, counselor, and the attendance committee</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 5: Optimize All Available Resources

Goal 1: By the end of the 2025-2026 school year, our campus will retain at least 85% of staff who plan to continue in the same role in education.

High Priority

Evaluation Data Sources: staff roster for the 2025-2026 school year; number of resignations, staff survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide timely onboarding practices to support new staff members through a systematic mentoring program designed to model, teach, inform, and build relationships.</p> <p>Strategy's Expected Result/Impact: Increased staff retention; increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Riverchase Elementary

Total SCE Funds: \$282,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Riverchase Elementary engages in an ongoing, collaborative Comprehensive Needs Assessment (CNA) process to identify campus strengths, challenges, and priorities that directly inform the development of the Campus Improvement Plan (CIP). The CNA process is data-driven and designed to ensure equitable access to high-quality instruction and resources for all student groups.

The CNA began in the spring and continued into the summer with a thorough review of multiple data sources. The Campus Improvement Committee, which includes administrators, teachers from various grade levels and content areas, the counselor, support staff, and parent representatives, met to review and analyze:

- STAAR results (3rd–5th grade)
- TELPAS, MAP Growth, and district common assessments
- Attendance and mobility trends
- Discipline data
- Demographic shifts
- Special program participation (SPED, GT, EB, etc.)
- Student progress monitoring tools
- Staff, student, and parent surveys
- Staff retention and professional development needs

This analysis focused on disaggregated data to identify performance gaps among student groups, including African American, Hispanic, Economically Disadvantaged, Special Education, and Emergent Bilingual students. The team also evaluated the effectiveness of current programs, instructional strategies, and campus systems.

Each committee member contributed to identifying strengths and root causes of challenges across four key domains: Student Achievement, School Culture and Climate, Staff Quality and Professional Development, and Family and Community Involvement.

The CNA findings were then used to develop problem statements, establish priorities, and set measurable goals aligned with the HB3 Board Outcome Goals and district strategic priorities. These findings were also presented to the full staff to build shared understanding and ownership of the improvement plan.

The CNA process at Riverchase is not a one-time event—it is monitored and revisited throughout the year using PLC meetings, data talks, and campus leadership meetings to ensure that the strategies in the CIP remain relevant and effective.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CIP was developed through an initial data review of STAAR, TELPAS, MAP, attendance, behavior, mobility, and other student performance data. Gather staff and parent input through surveys. The Campus Improvement Committee met in March and May 2025 to conduct a comprehensive needs assessment (CNA) meeting with stakeholders to review data and identify strengths and areas for growth. The Campus Leadership Team then met in May 2025 to finalize data analysis, identify priority needs, and begin root cause analysis. Draft problem statements and goal suggestions.

June 2025- Leadership team collaborated to set SMART goals, define strategies and performance objectives, and align with district and HB3 goals.

July 2025- Submit finalized CIP for district approval.

2.2: Stakeholders 1114(b)(2)

CIC Stakeholders:

Stakeholder Group	Role/Contribution
Campus Principal	Facilitates committee work, ensures alignment with district/campus goals and compliance.
Campus Administrator (AP)	Supports implementation, logistics, and contributes to data analysis and planning.
Classroom Teachers (across grade levels)	Share instructional insight, student needs, and help develop improvement strategies.
Parents/Guardians	Bring the family perspective, highlight communication needs, and support engagement.
Community Representative	Offers external viewpoints, helps connect school to community resources.
Business Representative	May support school-community partnerships and offer feedback on workforce readiness.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan (CIP) for Riverchase Elementary is made readily available to all stakeholders to ensure transparency, accessibility, and inclusivity.

- The CIP is available on the CFBISD and Riverchase Elementary websites.
- A printed copy is also available in the front office upon request for families and community members.
- The plan is shared with stakeholders during Campus Improvement Committee meetings and discussed during Title I Parent Meetings and PTA meetings, in English and Spanish.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

At Riverchase Elementary, the Campus Improvement Plan (CIP) is intentionally designed to align with district goals, state mandates, federal requirements, and the unique needs of our campus community. Coordination efforts ensure all resources, programs, and services work in unison to support student achievement and promote equity across all student groups.

Alignment with District and State Priorities

- The CIP is developed in alignment with the Carrollton-Farmers Branch ISD District Improvement Plan, particularly in support of House Bill 3 (HB3) goals around early literacy and numeracy.
- The plan also reflects state and federal accountability expectations, such as those outlined in Title I, State Comp Ed, and Texas Education Code requirements.

Collaboration Across Programs

The plan coordinates across multiple campus programs and funding sources to ensure cohesive and efficient implementation:

- Title I, Part A funds are used to support small group interventions, parent engagement, and professional development.
- Special Education and 504 services are integrated into campus instructional planning to provide inclusive, differentiated learning experiences.
- The Bilingual/ESL program is aligned to support the high number of Emergent Bilingual students with both language acquisition and grade-level instruction.
- The Gifted & Talented (GT) program and STEM initiative are aligned to provide enrichment opportunities and challenge advanced learners.
- Social-emotional supports such as counseling services and the Emotional Behavioral Support Specialist are woven into the academic framework to support the whole child.

Collaborative Planning and Review

- The Campus Leadership Team, which includes administrators, teachers, support staff, and specialists, meets regularly to ensure that the CIP strategies are implemented with fidelity.
- The Campus Improvement Committee (CIC) meets quarterly to review data, monitor progress, and make necessary adjustments.
- Input is also gathered from parent and community stakeholders, especially during Title I meetings and annual parent surveys.

Continuous Improvement

- The CIP is a living document, revisited throughout the year based on ongoing student data, feedback, and campus needs.
- Annual needs assessments, including review of STAAR, MAP, attendance, behavior, and demographic trends, guide updates and refinement of the plan.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The CIP includes:

- Academic interventions (MTSS Time, small group, tutoring)
- Increased learning time and targeted supports for at-risk, SPED, and EB students
- Professional development (Tier I instruction, intervention strategies)
- Family engagement (PTA relaunch, Parent University, monthly welcome orientations)
- SEL initiatives and behavior systems (LiveSchool, Panorama)

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Riverchase Elementary uses a continuous improvement cycle to evaluate the effectiveness of the Campus Improvement Plan (CIP). The evaluation process focuses on how well strategies are implemented, their impact on student achievement, and whether the targeted goals and objectives are being met.

Evaluation Process

- Student Data Analysis: Regular review of academic performance data, including STAAR results, MAP growth, TELPAS, universal screeners, and local assessments, is conducted to monitor student progress across all content areas and student groups.
- Progress Monitoring: CIP strategies are tracked through scheduled walkthroughs, lesson plan reviews, coaching logs, intervention records, and PLC agendas. Adjustments are made in real-time to respond to data trends or identified needs.
- Interim Reports: Mid-year and end-of-year evaluations are conducted using performance indicators tied directly to each goal or strategy within the plan.
- Feedback Loops: Staff, student, and parent feedback collected through surveys, family engagement events, and committee meetings contributes to determining the effectiveness of implementation.

Responsible Parties

- Campus Leadership Team (CLT) oversees the day-to-day monitoring and ensures that progress is reported consistently.
- Campus Improvement Committee (CIC) evaluates long-term effectiveness, makes recommendations for revisions, and ensures alignment with student needs and federal/state guidelines.

Evaluation Timeline

- Ongoing: Formative reviews and real-time instructional adjustments based on student data and teacher observations.
- December: Mid-year evaluation of CIP progress and performance data to inform spring semester planning.

- May/June: End-of-year summative evaluation, stakeholder reflection, and planning for the next school year.

Documentation and Reporting

- Evidence of CIP implementation and impact is documented through meeting minutes, classroom walkthrough summaries, and professional development logs.
- The final evaluation summary is shared with staff and district leadership and used to guide the next Comprehensive Needs Assessment and CIP development.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ellaree Lehman	Title I Instructional Math Coach	Title I	.5

Campus Improvement Committee

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

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental intervention and resources to support at-risk students		\$282,000.00
1	2	1	Supplemental intervention and resources to support at-risk students		\$0.00
1	7	1	Supplemental intervention and resources to support at-risk students		\$0.00
Sub-Total					\$282,000.00
Budgeted Fund Source Amount					\$282,000.00
+/- Difference					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I Small Group Interventionist	211-11-6117-00-123-30-000	\$23,040.00
1	1	1	Title I Instructional Coach	211-13-6119-00-123-30-000	\$44,108.00
1	2	1	Title I Small Group Interventionist	211-11-6117-00-123-30-000	\$15,652.00
1	7	1	Title I Instructional Coach	211-11-6119-00-123-30-000	\$0.00
1	7	1	Title I Small Group Interventionist	211-11-6117-00-123-30-000	\$0.00
3	1	1	Title I Parental Engagement	211-61-6399-00-123-30-000	\$1,680.00
Sub-Total					\$84,480.00
Budgeted Fund Source Amount					\$84,480.00
+/- Difference					\$0.00
Grand Total Budgeted					\$366,480.00
Grand Total Spent					\$366,480.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025