San Benito Consolidated Independent School District



Riverside Middle School

2025-2026 Campus Improvement Plan

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Mission Statement

Educate. Empower. *Excel.*

Vision

Always W.O.R.C. (Winning in Our Relationships through C ollaboration) **and Never L.O.S.E.** (Let Ourselves Stop Excelling)

Value Statement

We are D.A.W.G.S. (Dignity, Attitude to Win, Grit, Service above Self)!

School Motto: **We Play To Win**

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Comprehensive Needs Assessment

Demographics

Summary

WELCOME TO RIVERSIDE MIDDLE SCHOOL

HOME OF THE MIGHTY BULLDOGS

Riverside Middle School (RMS) is a 6th-8th 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.

Enrollment Approx 556

Riverside Middle School consists of approximately 40 educators, 4 administrators (Principal, 2 Assistant Principal, and Dean), 2 counselors, and support staff.

Strengths

1. Collective teacher efficacy is priority and the growth of Reading, Writing and Vocabulary is the instructional focus for all.
2. Parental Involvement Center for parent volunteers provides presentations for parents on various topics such as: Special Education, RTI, Health Care, Title I, etc.
3. Communities in Schools continues to provide food, clothing, and other personal, social or academic support.
4. Campus website and social media are updated regularly to provide parents with updated information on campus events.
5. UIL participants has increased yearly
6. After school programs available for all students with CCMR focus (Cosmetology, Audio Visual Production, Soft-Skills, etc.
7. RMS has added Lead Worthy and Capturing Kids' Hearts initiatives to promote leadership, develop character education and establishing collaborative agreements of acceptable behavior.
8. Advanced/Accelerated Pathway increased cohort numbers in 6th Grade class (4 classes versus 1 per grade)

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	7th Grade Math has stagnant Meets and Masters data, reflecting difficulty closing performance gaps, especially for struggling student groups.	Lack of differentiated instruction and tiered intervention plans for students performing below grade level.
2	6th Grade Reading regressed significantly, suggesting achievement gaps widened, likely impacting English Learners or economically disadvantaged students.	Inconsistent reading comprehension strategies being implemented across classrooms.

★ = Priority

Student Learning

Summary

The following summaries are based on the STAAR data for 2024-2025.1. Achievement

- **7th Grade Math and Reading** have consistently low Meets and Masters rates, suggesting persistent challenges in foundational skills.
- **6th Grade Reading** shows a significant regression in all performance categories, indicating a drop in student proficiency and comprehension skills.
- **8th Grade Social Studies** and **Science** remain underperforming in Masters Grade Level, needing targeted interventions.

2. Growth

- **8th Grade Math and Reading** show encouraging growth, particularly in Meets and Masters.
- **English I** shows substantial improvement in Masters (15% → 46%), signaling excellent instructional impact.
- **6th Grade Math** also improved in all categories, especially in Approaches (50% → 61%).

3. Closing the Gaps

- **7th Grade Math** has stagnant Meets and Masters data, reflecting difficulty closing performance gaps, especially for struggling student groups.
- **6th Grade Reading** regressed significantly, suggesting achievement gaps widened, likely impacting English Learners or economically disadvantaged students.

4. Student Progress

- **Algebra I** maintained exceptional performance, though slight dip in Meets suggests a need to monitor support for middle-achieving students.
- **English I** progress in Masters shows potential for extending support to move more students from Meets to Masters.
- **8th Grade Science** showed large gains across all levels, indicating strong progress from 2024 to 2025.

Content Area Summary – Strengths & Weaknesses Math

Weaknesses:

- 7th Grade Math is stagnant and low, especially in Masters (1% → 1%).
- Slight regression in 8th Grade Math Approaches (85% → 81%).

Reading

Weaknesses:

- 6th Grade Reading declined sharply in all areas, especially Approaches (57% → 41%) and Meets (26% → 13%).

Science

Weaknesses:

- Masters remains low (8%), though it doubled from 4%.

Social Studies

Weaknesses:

- Masters dropped slightly (10% → 9%), and overall performance is still low across all levels.

Strengths

Content Area Summary – Weaknesses Math

Strengths:

- 6th Grade Math improved in all areas (Approaches +11%, Meets +2%, Masters +2%).
- 8th Grade Math had a big jump in Meets (+15%) and Masters (+10%).
- Algebra I maintained perfect Approaches and high Masters.

Reading

Strengths:

- 7th Grade Reading improved across the board (Approaches +11%, Meets +13%, Masters +6%).
- 8th Grade Reading showed strong growth in Meets and Masters.
- English I had a dramatic increase in Masters (15% → 46%).

Science

Strengths:

- 8th Grade Science made large gains in Approaches (+20%) and Meets (+20%).

Social Studies

Strengths:

- Slight improvement in Approaches and Meets.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	7th Grade Math and Reading have consistently low Meets and Masters rates, suggesting persistent challenges in foundational skills.	Gaps in foundational numeracy and literacy skills from prior grades are not being addressed systematically.
2	6th Grade Reading shows a significant regression in all performance categories, indicating a drop in student proficiency and comprehension skills.	Limited exposure to complex texts and lack of structured reading intervention programs.
3	8th Grade Social Studies and Science remain underperforming in Masters Grade Level, needing targeted interventions.	Rote memorization of facts is prioritized over critical thinking and connections to historical themes or processes

★ = Priority

School Processes & Programs

Summary

PERSONNEL

Riverside Middle School employs high-quality teachers who are certified as Generalist EC-6 and 4-8 certification 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 1 new teacher to our district for the 2025-2026 school year. The teachers 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 entities.

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, Imagine Math, TEKS Resource System, Lead4Ward, Fudemental 5, District Instructional Play Book and Summit K-12.

Teachers are observed and given feedback through the campus leadership team via Instructional Walkthroughs, with an emphasis on rigor and relevance and the use of technology to enhance learning. Riverside Middle School teachers are anticipating to increase academic achievement for our EB population by utilizing Summit K-12 online platform. Teachers are observed and given feedback with an emphasis on EB strategy implementation. Dr. ET and Dr. Marie Moreno will also be hired as a consultant to provide instructional strategies and feedback to teachers to. help improve student performance on the TELPAS test.

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 Computer 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 online registration to ensure rules, consequences, and consistency is implemented throughout the school year. Information is shared with parents through the campus website, social media, letters home, phone calls (School Messenger), and the campus marquee. Information is shared in English and Spanish.

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

RMS partners with Communities 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.

Riveside 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.

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: FlipGrid, GimKit, Moodle, Quizlet, Blooket, Sakai, Padlet, JamBoard, Nearpod, EDpuzzle, Poll Everywhere, Popplet, Kahoot, and Spark to name a few.
2. PLC norms & schedules have been established and implemented.
3. Common Formative Assessments are utilized weekly in the teacher classrooms.
4. A master schedule allows for a combination of maximized instructional time (includes academic advisory periodand 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. Three different bell schedules are available to ensure instructional time is not disrupted - regular & pep-rally and early release schedule
6. The Google Bulldog calendar efficiently maximizes the amount of instructional time to effectively target struggling and/or advanced learners to improve and display academic progress. It also provides transparency amongst all campus personnel.
7. Recognition and appreciation activities include:

- Tenacious Bulldog for staff
- Attendance incentives for students
- Protocols and procedures have been developed and implemented.
- The district has provided resources to improve & increase student achievement and success.
- The district has hired instructional coaches to facilitate date disaggregation, lesson planning, creating assessments, and improving/enhancing teaching strategies.
- Best practices and researched-based strategies are being implemented and monitored.
- The district is offering ESL certificate training for current SBCISD teachers.

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" and Words of Wisdom curriculum is announced over the PA system every morning.

Teachers classroom expectations are also discussed at the beginning of the school year by administration via student assemblies and powerpoints presented in AA. A Google classroom for maintaining information and opening communication lines was created for campus staff. 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.

A periodic reviews of disciplinary incidents will be conducted and shared with staff. Disciplinary incidents will be analyzed for recurrences and patterns of behavior. The most common action reasons were noted as:

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

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.

Strengths

Areas of need to address with students and staff for the 2025-2026 school year will include school bullying, drug awareness, and school gang activity. This Fall, we will enjoy Drug Awareness Week activities (dress up days and a drug-dog assembly) as well as Spirit Week during Homecoming.

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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.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **PSAT**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Annual dropout rate data**

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

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

Goals

Goal 1

RMS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1

Campus stakeholders will work to grow academic performance on STAAR Math, RLA, Science, Social Studies, and Algebra I in efforts to have all students achieve the growth of one performance level for every student.

Evaluation Data Source: 6-8 STAAR Reading Scores
8 STAAR Social Studies Scores
Tutorial participation
NWEA MAP BOY
MOY
EOY Data
iReady Math and Reading

Strategy 1

RLA, Math, Science- Students in grades 6-8 identified as needing interventions in ELA/Reading/ Writing by the NWEA MAP scores, M-Class scores for 6th Grade, ISIP iStation scores, previous STAAR scores and student grades will participate in the morning, after school and in-school school tiered interventions via AA class. The master schedule will be utilized strategically to provide increased instruction to improve student achievement (Ex. 58 min ELAR class , small group assistance, and the AA/Flex Period provided daily based on district and classroom assessments.)

Strategy's Expected Result/Impact: - Students will show increased growth as measured by teacher observations and common formative assessments in reading.
-Increase the percentage passing in STAAR's Approaches, Meets, and Masters
- Increase the number of students who show growth from one performance level to the next in STAAR tests.

Staff Responsible for Monitoring: Teachers
Dean
Principal
Assistant Principal
RTI Teacher

Funding Sources: extra duty pay 199 - State Compensatory Education (SCE), $10,000, Interventions 211 - Title I, Part A, 6397, $5,000

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

December	March	May	June

Strategy 2

RLA, Math, Science- Teachers will utilize the TEKS Resource System curriculum and the Lead4ward strategies, to plan and deliver engaging, data-driven instruction to include novels, interest magazines, workbooks, computer intervention programs/software, professional development, consultants, and print & digital media (such as Accelerated Reader, Edgenuity, Amplify, Scholastic Magazine, Imagine Math and Summit K-12).

Strategy's Expected Result/Impact: - increase assessment scores, including unit exams, benchmarks, and STAAR
- decrease failure rate
- increase proficiency of EB students
-Student engagement and success will increase and demonstrated in formative and summative assessments.

Staff Responsible for Monitoring: Teachers
Department Leaders
Dean

Funding Sources: workbooks 211 - Title I, Part A, $4,000, magazines & 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

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

December	March	May	June

Strategy 3

Teachers will include district initiatives (Fundamental 5, Instructional Playbook, and Capturing Kids Hearts) in the classroom instruction to promote student engagement, increase rigor, and bring relevance to the curriculum.

Strategy's Expected Result/Impact: Increased student engagement and interaction with the curriculum.

Staff Responsible for Monitoring: Dean
Teacher
Administrator

Formative Reviews

Some Progress

December	March	May	June

Strategy 4

Social Studies teachers will utilize current events, historical selections, art, music, literature to: - Emphasize main idea, summarization, basic understanding and comprehension skills through

state adopted textbook for 7th grade. -Construct maps, charts, timelines and graphs.

Strategy's Expected Result/Impact: Improved student scores on Unit Assessments, CBAs, Benchmarks and STAAR.
Improve Performance of ELLs and SPEDs.

Staff Responsible for Monitoring: Dean of Instruction
Teachers

Formative Reviews

Some Progress

December	March	May	June

Strategy 5

Students in Social Studies classes 6th -8th grade will participate in Google Classroom, Online Material, Utilize Online resources such as the use of Discovery Education, STEM Scopes, Lowman, and Nearpod.

Strategy's Expected Result/Impact: Increase student use of technology in the classroom.
Increase classroom participation through digital tools.
Increase student to student learning, by collaboration utilizing technology tools and textbook use.

Staff Responsible for Monitoring: Dean of Instruction
Teacher

Formative Reviews

Some Progress

December	March	May	June

Strategy 6

SS - Teachers will provide tutorials based on CBA's for students identified as needing intervention to master the State Standards. Tutorials will be provided to assist small groups after school and possibly Saturday Academies.

Strategy's Expected Result/Impact: Increase in student growth from one performance level to the next.
Increase in student performance on Unit Assessment, CBAs and Benchmarks.

Staff Responsible for Monitoring: Dean of Instruction
Teachers

Formative Reviews

No Progress

December March May June

Strategy 7

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 & Effect and Academic Terms)

Strategy's Expected Result/Impact: Establishing baseline for measuring growth from data for 8th grade Teachers.
Increase exposure to 8th grade hotspots.
Improve 8th grade STAAR scores.

Staff Responsible for Monitoring: Dean of Instruction
Teachers

Formative Reviews

Some Progress

December March May June

Performance Objective 2 ☑ High Priority

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. At-Risk - Students will set goals for growth from DNM to the 110% growth level.

Evaluation Data Source: ESL - TELPAS Scores & STAAR Reading Scores
SpEd and Migrant - STAAR Scores
Tutorial participation

Strategy 1

ESL students including newcomers and first & 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.

Strategy's Expected Result/Impact: LPAC committee will meet to determine placement for each individual student which will assist in increased TELPAS ratings.

Staff Responsible for Monitoring: ESL Teachers
School Counselor
ESL Teacher Aide
Dean
LPAC Lead Teacher
LPAC Administrator

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December **March** **May** **June**

Strategy 2

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 EB reclassification criteria and be reclassified from the ESL program by the end of the academic school year.

Strategy's Expected Result/Impact: Increase of students who exit the program and continue to be monitored as M1, M2, M3, and M4.

Staff Responsible for Monitoring: ESL/RLA Teachers
School Counselor
LPAC Administrator
LPAC Lead Teacher
Dean

Formative Reviews

Some Progress

December **March** **May** **June**

Strategy 3

ESL/RLA teachers will provide supplemental tutorials, and/or tiered instruction through small group assistance, or before school, after school, and during instructional day.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: ESL/RLA Teachers

Formative Reviews

Some Progress

December	March	May	June

Strategy 4

TELPAS training will be provided to all core area teachers who will rate EB students and prepare students for TELPAS Assessment. Teachers will also attend professional development that will contribute to their knowledge. of strategies for EB students (TABE, RGV TABE, Ellevation, Etc)

Strategy's Expected Result/Impact: They will utilize TELPAS Training techniques to better support students to show growth on TELPAS.

Staff Responsible for Monitoring: Dean of Instruction
LPAC Lead Teacher
LPAC Administartor

Formative Reviews

Some Progress

December	March	May	June

Performance Objective 3

Fine Arts: The fine arts department will receive superior ratings at UIL Evaluations and competitions through regular practices, special competitions and exhibitions, and specialized instruction focusing on the growth of skills.

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

Strategy 1

The fine arts department will receive excellent to 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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Dean of Instruction
Fine Art Teachers (Art, Music, Band)

Formative Reviews

Some Progress

December | March | May | June

Strategy 2

The fine arts department will create a culture of year long, optimal learning through the immediate implementation of thoughtful classroom practices and strategic procedures.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Deans of Instruction
Fine Arts Teachers (Art, Music, Band)

Formative Reviews

Some Progress

December | March | May | June

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 and increase the level of team and individual performances, focused on placing in district competitions and improving yearly records.

Evaluation Data Source: Department Lesson Plans

Strategy 1

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.

Strategy's Expected Result/Impact: -increase the number of students in the average and above average stamina and endurance level.
-increase the number of athletes who participate in UIL sports.

Staff Responsible for Monitoring: Coaches
Health Teacher

Formative Reviews

Some Progress

December | March | May | June

Strategy 2

Coaches will attend professional development provided by district, campus, regional, or state to identify strategies for developing athletic achievement across all grade levels.

Strategy's Expected Result/Impact: -provide quality education in physical education
-improve student participation in athletics

Staff Responsible for Monitoring: District Personnel
Coaches
Health Teacher

Formative Reviews

Some Progress

December | March | May | June

Strategy 3

Coaches will attend wellness conferences, CPR/AED training, and disease/illness awareness training sessions

Strategy's Expected Result/Impact: -provide a safe environment in classroom setting
-enhance awareness about diabetes, obesity, and hypertension
-decrease adolescent degenerative diseases

Staff Responsible for Monitoring: Coaches
Health Teacher

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

December | March | May | June

Performance Objective 5

RTI teacher will support teachers by working one-to-one and/or in small groups with students to enhance comprehension in core areas and increase higher-order thinking questioning/thinking, address attendance and behavior concerns and develop comprehensive plans for addressing common hurdles faced by students in their learning.

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

Strategy 1

Use a variety of research based strategies and platforms to assist low performing students (flash cards, one-on-one tutoring, software programs like Edgenuity, iStation, Amplify Summit K-12, Get More Math, and Imagine Math.)

Strategy's Expected Result/Impact: Improved student achievement (pass class, pass STAAR)

Staff Responsible for Monitoring: RTI Teacher

Formative Reviews

Some Progress

December	March	May	June

Strategy 2

The RTI Committee will make placement recommendations for students who are receiving RTI services based on progress monitoring.

Strategy's Expected Result/Impact: Data will be collected from formal assessments both teacher and district.
Fundamental 5
Capturing Kids Hearts

Staff Responsible for Monitoring: RTI Teacher
Content Area Teacher
Adminsitator

Formative Reviews

Some Progress

December	March	May	June

Strategy 3

RTI teacher will assist content area teachers with supplemental tutorials after school through small group instruction as needed.

Strategy's Expected Result/Impact: Improve student achievement of targeted RTI students

Staff Responsible for Monitoring: Content Area Teacher
RTI Teacher

Formative Reviews

Some Progress

December | March | May | June

Strategy 4

RTI teacher will attend professional development and trainings of programs and platforms that teachers will be utilizing this academic school year. RTI teacher will train content area teachers who will be implementing the programs.

Strategy's Expected Result/Impact: Increased utilizing of district adopted educational platforms

Staff Responsible for Monitoring: RTI Teacher

Formative Reviews

Some Progress

December | March | May | June

Performance Objective 6

TECHNOLOGY - Students will utilize technology to provide individualized support in Reading, Math and Science. Platforms and programs such as Lowman, etc. will be used in a structured manner and with fidelity to address individual needs for students.

Evaluation Data Source: Walk throughs, observations, surveys

Strategy 1

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.

Strategy's Expected Result/Impact: Share tech/train teachers on utilization of tech with teachers to increase student achievement.

Staff Responsible for Monitoring: CTE teachers
Dean

Funding Sources: 199 - State Career & Technical Education (State CT, 6411,

Formative Reviews

Some Progress

December | March | May | June

Strategy 2

The Project Lead the Way (PLTW) teacher will facilitate the PLTW curriculum which incorporates the activity-project-problem based (APB) design.

Strategy's Expected Result/Impact: 1. Students will develop essential skills of problem solving, critical and creative thinking, communication, collaboration and perseverance.

2. Students will develop an understanding of the characteristics, scope, and core concepts of technology.

3. Students will develop an understanding of engineering design.

4. Students will develop the abilities to apply the design process.

Staff Responsible for Monitoring: CTE Director, CTE Coordinator, PLTW teacher

TEA Priorities: Connect high school to career and college

Formative Reviews

Discontinue

December	March	May	June

Strategy 3

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.

Strategy's Expected Result/Impact: Increase career awareness
Increase occupational & labor awareness
Increase career interest
Increase academic achievement
Increase post secondary awareness

Staff Responsible for Monitoring: Counselor - CTE
Dean of Instruction
Exploring Careers - CTE Teacher

TEA Priorities: Connect high school to career and college

Formative Reviews

Accomplished

December	March	May	June

Strategy 4

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.

Strategy's Expected Result/Impact: Attendees will share the newly obtained knowledge with other teachers and students.
Improve instructional effectiveness
Increase knowledge and skills utilizing technology programs.

Staff Responsible for Monitoring: Dean
Assistant Principal
Principal

Formative Reviews

December	March	May	June
Some Progress			

Goal 2 RMS will build a high-performing, compliant, and supportive workforce.

Performance Objective 1

Quality professional development will be provided to 100% instructional staff and support staff (as needed) to ensure student success or legal compliance with a focus on Reading, Writing and Vocabulary.

Evaluation Data Source: Staff development attendance, surveys, and feedback.

Strategy 1

Professional development will be provided to the staff in any areas of need as well as areas for legal compliance.

Strategy's Expected Result/Impact: Increased knowledge (efficacy)
Increased student achievement

Staff Responsible for Monitoring: Dean
Principal
Department Chairs

Funding Sources: Training 199 - State Compensatory Education (SCE),

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

	December	March	May	June
Some Progress				

Performance Objective 2

With support from the district, the number of state certified teachers and teachers with ESL endorsement will increase.

Evaluation Data Source: Teaching Certificates

Strategy 1

Riverside Middle School will continue to hire highly qualified staff, and will work with the district to find more teachers who have ESL certification to teach in core content areas at all grade levels.

Strategy's Expected Result/Impact: - increased student proficiency across content areas
-differentiate instruction to increase student achievement

Staff Responsible for Monitoring: HR Personnel
Principal

Formative Reviews

Accomplished

December	March	May	June

Strategy 2

Riverside Middle School staff will participate in district, regional, state, and campus professional development workshops/conferences identified in the Comprehensive Needs Assessment; including, PLCs, CBA data reviews, and grade level planning as well as additional PD hours based on staff needs.

Strategy's Expected Result/Impact: - integration of strategies into lesson plans and classroom instruction
- increased student achievement in all assessments
-students will apply knowledge to new and unpredictable situations

Staff Responsible for Monitoring: Principal
Dean of Instruction
Assistant Principal

Funding Sources: 255 - Title II, Part A, TPTR, $7,000

Formative Reviews

Some Progress

December	March	May	June

Strategy 3

ESL Educators and administrators will have the opportunity to attend bilingual education conferences, such as TABE, and professional development to ensure they are aware of research-based instructional strategies for bilingual academia.

Strategy's Expected Result/Impact: - 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

Staff Responsible for Monitoring: ESL Teachers
Principal
LPAC Administrator
Bilingual Director

Funding Sources: 255 - Title II, Part A, TPTR, $300

Formative Reviews

Some Progress

December	March	May	June

Strategy 4

Riverside Middle School will provide the needed technology and equipment for teachers to use during instruction, professional development sessions, and classroom observations.

Strategy's Expected Result/Impact: -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

Staff Responsible for Monitoring: Principal
Dean of Instruction
Campus Tech Rep
District Technology Director

Funding Sources: Computers, Digital Projectors, Document Cameras 199 - General Fund, $2,000, Chrome books & charging carts 199 - State Compensatory Education (SCE), $16,000, Chromebooks & charging carts 199 - State Bilingual/ESL, $8,000, Poster-maker and other professional publishing equipment 211 - Title I, Part A, $2,000

Formative Reviews

Some Progress

December	March	May	June

Strategy 5

In order to attract and retain highly qualified teachers, teachers will receive special recognition awards throughout the year and during Teacher Appreciation Week. Teachers will also attend professional collaboration and shared decision-making workshops and trainings.

Strategy's Expected Result/Impact: - promote a positive campus climate
- increase retention rates of teachers
-increase quality of instruction

Staff Responsible for Monitoring: - Principal
- Dean of Instruction
- Department Heads

Funding Sources: awards 199 - General Fund, $1,000

Formative Reviews

December	March	May	June
Some Progress			

Goal 3 RMS will improve public relations, communications, and community engagement skills.

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 Source: Meeting sign in sheets, parent contact logs, and agendas

Strategy 1

Teachers will invite parents to attend parent/teacher conferences at least twice a year.

Strategy's Expected Result/Impact: - increased parental involvement on campus
- increased student attendance rates
- decreased failure & retention rates

Staff Responsible for Monitoring: Principal
Teacher(s)

Formative Reviews

December	March	May	June
Some Progress			

Strategy 2

The campus Family and Community Engagement center will be open weekly to provide parenting sessions, communicate upcoming events and assessments, provide opportunities for parents to assist teachers, as needed, and give parents an opportunity to make suggestions on how to improve the parental involvement program.

Strategy's Expected Result/Impact: - increase parental involvement on campus
- increase community involvement on campus
- increase communication to parents

Staff Responsible for Monitoring: F.A.C.E. Liaison
Principal

Formative Reviews

December	March	May	June
Considerable Progress			

Strategy 3

Riverside Middle School will provide timely information in English and Spanish via mail, email, and Parent Messenger, to parents in a language they can understand regarding general school information, the level of achievement their child earns in each of the required state assessments, and parental involvement opportunities.

Strategy's Expected Result/Impact: - increased parental involvement on campus
- decreased failure rates
- increase student achievement on assessments and other academic instruction

Staff Responsible for Monitoring: Principal
School Counselors
F.A.C.E. Liaison
Communities In Schools Representative

Formative Reviews

Some Progress

December **March** **May** **June**

Strategy 4

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.

Strategy's Expected Result/Impact: - increased communication between school and parents
- increased parental engagement on campus
- increased student attendance rate per nine weeks
- Increase promotion rate
- Decrease disciplinary incidents
- Increase student participation

Staff Responsible for Monitoring: CIS Campus Coordinator
F.A.C.E. liaison
Principal

Formative Reviews

Moderate Progress

December **March** **May** **June**

Strategy 5

Riverside Middle School provides adult literacy classes in partnership with UTRGV.

Strategy's Expected Result/Impact: - increase parental engagement on campus
- empower the parents and community to increase collaboration between school and home

Staff Responsible for Monitoring: Adult Literacy Teacher
Principal
F.A.C.E. Liaison
Communities in Schools

Formative Reviews

Discontinue

December	March	May	June

Strategy 6

Riverside Middle School will host a "Meet the Teacher" night, in the Fall Semester, to give parents an opportunity to tour the campus and greet teachers. RMS will also host an "Open House" so parents may meet with teachers and observe student work.

Strategy's Expected Result/Impact: - increase parental engagement on campus
-increase collaboration amongst teachers and parents

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Instruction
Teachers

Funding Sources: refreshments 461 - Campus Activity Fund, $500

Formative Reviews

Moderate Progress

December	March	May	June

Performance Objective 2

Parent sessions supporting student attendance, academics, CCMR, and other instructionally focused topics will be provided to as many parents as possible. RMS will also provide enhanced opportunities for feeder elementaries to visit and experience the campus as part of the recruitment and retention of student enrollment.

Evaluation Data Source: Event sign in sheets
Photos and video

Performance Objective 3

Parent organizations focused on building relational capacity will be planned and begin forming this year. Parent leaders will be trained and provided opportunities to take part in events empowering parents to be involved and take interest in student learning at school as well as at home.

Evaluation Data Source: Meeting sign in sheets
Trainings and planning sessions
Events (photos and videos)

Goal 4

RMS will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1

Protocols and procedures for progress monitoring attendance in efforts to increase ADA to 95%.

Evaluation Data Source: ADA reports
Home visits

Strategy 1

Attendance Committee meetings will be conducted each 9 weeks.

Strategy's Expected Result/Impact: Improved communication and information on students with attendance issues.

Formative Reviews



December | March | May | June

Strategy 2

Provide students meeting the 96% attendance goal incentives and increased choices.

Strategy's Expected Result/Impact: Students meeting the goal will increase.

Formative Reviews



December | March | May | June

Performance Objective 2

Campus beautification of areas highly visible to passing traffic, including new fence lines, marquees, etc. will be a priority to ensure the best image of a well-maintained, welcoming and prideful campus is being presented to the community.

Performance Objective 3

Campus social media sites and web site will be kept up-to-date and showcase as many student events,

accomplishments, etc. as possible. Campus Audio Visual Production teams will also work to provide insight and student perspective to the community about RMS.

Performance Objective 4

Capturing Kids Hearts will continue to be implemented at all levels. Intentional initiatives to improve implementation will be conducted. Social Contracts are non-negotiable in all areas of the campus.

Evaluation Data Source: Observations
Meetings
Trainings
Campus Visits
Surveys

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Eusebio Cervantes	Migrant Teacher	Title I, A	
Jennifer Esquivel	RTI Teacher	Title I, Part A	
Lorena Valdez	Assistant Principal	Title I, Part A	1
Rosa Hernandez	ESL/Bilingual Instructional Aide	Title III, Part A	1

Plan Notes

Plan Notes

CIP Meeting #2

Tuesday, May 30th @ 3:45PM

I. Follow up Meeting

II. Changes to current CIP

- ELL: activities will stay close to what is already being used; going back to show % changes later

- SpEd: left several activities the same; add more computer software and hardware in classroom to practice for STAAR testing (will look into software that will mimic STAAR test); add more training on Eduphoria to run reports, differentiate & gather data; add training on Google Classroom; increase technology in classroom (COW, iPads & desktops for students)

- Math: 70% to meet the Approaches Grade Level; morning tutoring done by After School Program (games mostly), start time in November; workbooks to meet the updated TEKS; Compass Learning not effective for RTI (similar to BCMS program - "Think Through Math"); grades need to be more aligned to reflect classroom progress

- SS: 60% passing score; pattern of scores from previous years - smaller group interventions in past; implement reading BME methods for summaries; Activity #2 rid of morning tutorials & add "Zero" period; Activity #3 integration of technology software in classroom - Kahoot, Quizziz; Activity #5 - professional development for chromebooks

- ELA: Change morning, after OR during school; RTI teacher will support teachers by working one on one for grades 6 through 8; #4 Grades 6 through 8; #5 6 through 8 focus on writing & remove keeping the samples for 6 weeks; 6789 kept the same; #10 ESL integrate into regular classrooms Advanced and Advanced High; Trainings in Revising/Editing writing and SIOP

- SCI: change to 80%; including Saturday Academies as part of tutoring; #2 - rotation of students through science lab to give all students an opportunity to research for PBL experience; #5 investigate and purchase scientifically researched programs (STEMScopes); Science Labs for investigations purposes (move teachers into a regular classroom and leave labs empty for labs); Eduphoria training needed; implementation of RUBIES strategies for next year

- Athletics/PE: implement curriculum - SPARK or CATCH (SPARK at RMS), physical education and health curriculum will go hand in hand with PE; CPR training for students & bring someone in (preferably with no cost); professional development in CPR, AED, diabetes (prevention), hypertension, obesity; physical examinations at 6th grade level (all) for base level information/health concerns; PE/health teachers training (TAHPERD) during summers

- 90% change; #2 target group 8th grade only & person responsible Exploring Career Teacher & CTE Director; include color printers per department as part of technology & target group add at-risk, person in charge is campus instructional technologist; #4 no longer a CTE coordinator; #5 Exploring Careers Teacher & CTE director; #6 person in charge remove CTE coordinator and each six weeks timeline; #7 change timeline; Added PD

III. Findings: What do all departments have in common

1. Trainings:

--Eduphoria Training: gather data and analyze information

--SIOP Training

--Technology hardware (chromebooks) and applications (Google Classroom)

--Content-based trainings

2. Technology:

--increase technology in classroom, increase amount of equipment in classroom

IV. Strengths, Challenges & Areas to Address

- PBL: how will it be implemented next year? start at 6th grade and spread vertically; research new program to use for greater support in developing projects and less emphasis on rubric building/online forums;

- clustering teachers: leaving too many areas open during passing periods & during PLC times

V. Where do we go from here?

- complete rough draft during the summer

- meet at beginning of school year to update information & edit more changes

Technology - July 5, 2017

During the 2016-2017 school year, Riverside Middle School allocated funds to purchase 180 Dell Chromebooks and 60 Dell desktop computers for student use. The Chromebooks were divided into 7 sets of Computers on Wheels (COWs) for classroom use. These will be used to help facilitate Project-Based Learning, as well as differentiated learning opportunities for students. Riverside 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. The desktop computers will be replacing outdated and/or non-functioning computers in the labs.

While the School Technology and Readiness (STAAR Chart), the district technology survey, was not conducted during the 2016-2017 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. Budget allocations will allow for the purchase of additional technology during the 2017-2018 school year, including iPads and additional laptops.

Strengths:

-Teachers are able to reserve one of three computer labs for class activities

-Students have access to the Library computers on a first-come, first-served basis and are monitored by Library staff.

-Two existing COWs are consistently utilized across the campus

-All teachers have a laptop.

-One class set of iPads are available for classroom use.

-Google Classroom is utilized by all teachers for lesson planning and collaboration.

-Wireless hotspots throughout campus.

-TechRep on campus for instructional technology needs.

Technology Needs:

-Professional Development and continued support for effective classroom technology integration.

-Training for Chromebook use.

-Rewiring of campus computer lab(s) to address safety concerns.

-Maintenance of online presence beyond the school website (Facebook, Twitter, etc.)

-Guest WiFi for parent access.

II. ELA Department Input

Objective 2. 75% of Riverside Middle School students will meet "Approaches Grade Level" or "Master Grade Level" in the English Language Arts of the appropriate STAAR assessments.

1. Students in grades 6-8 identified as needing interventions in ELA/Reading/Writing will participate in the morning, after, or during school tutorials.

2. RTI Teacher will support teachers by working one-on-one and/or small groups to promote reading and writing processes, critical

thinking skills, and hands-on

activities that promote academic success for grades 6-8.

3. Instructional leaders and teachers will continue to review curriculum and ensure resources provided are researched, purchased, and readily available to teachers. Resources include novels, interest magazines, workbooks, and regular software.

4. Students will participate in supplemental research-based literacy programs such as Accelerated Reader (AR). Imagine Learning, and the Compass Learning/Compass Pathblazer lab to enhance reading instruction, to meet identifies student needs, and to provide timely intervention when necessary.

5. Students in grades 6-8 will be engaged in writing compositions that focus on the writing process and will focus on organization, prewriting, drafting, revising and editing.

6. All students needing dyslexia services will be served using a research-based program through an additional class period or pull-out program with a trained professional.

7. All students in grades 6-8 will be provided with 90 minutes of instructional time in ELA.

8. Flexible scheduling will be used to provide intensive intervention for students who participate in the 8th grade. Student Success Initiative (SSI) STAAR Reading in the spring semester.

9. ELAR educators will continue to utilize the Design, Delivery, Monitoring, and Evalutaion Instructional Resource Tools(STP/DDME), the TEKS Resource System, or any district-approved curriculum. Materials, supplies, electronic hardware as well as software will be researched and purchased to ensure that all reading/writing programs have the required resources necessary to support implementation on campus.

10. ELAR teachers in grades 6-8 will receive training in the areas of writing and Sheltered Instruction Operation Protocol (SIOP) strategies.

III. ESL Department Input

Objective 2. 100% of English Language Learners will show yearly growth toward being proficient in English and will Approach or Master Grade Level in all sections of the STAAR assessments.

IV. Social Studies Input