Ysleta Independent School District

Riverside Elementary School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

Public Presentation Date:
October 21, 2026

Generated by Plan4Learning.com
October 11, 2026 at 10:14 PM

Mission Statement

At Riverside Elementary, we will commit to creating academic excellence for all students to cultivate and empower a successful community.

Vision

Riverside Elementary will shape the future of all students by instilling accountability, perseverance, and independence in the way they live and learn to be successful in their college and career paths.

Table of Contents

Comprehensive Needs Assessment 5

Needs Assessment Overview 6

Demographics 7

Student Learning 9

School Processes & Programs 11

Perceptions 13

Priority Problem Statements 15

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 19

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 20

Support Systems and Other Data 20

Goals 21

Goal 1 : Our Future 22

Goal 2 : Our People 35

Goal 3 : Our Investment 39

State Compensatory Education 42

Budget for Riverside Elementary School 43

Title I Summary 44

Title I 45

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 45

1.1 Description of CNA Process 45

1.2 Location for Evidence of Multiple Meetings Held 45

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 45

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 45

2.2 Stakeholders 1114(b)(2) 45

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 45

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 46

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 46

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 46

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Riverside Elementary serves approximately 565 students in Pre-K through Grade 5 in the Riverside community of El Paso, Texas. The student population is approximately 98% Hispanic, with nearly 90% of students identified as economically disadvantaged, creating a strong need for equitable access to high-quality instruction and targeted interventions. The campus also serves English Learners, students receiving Special Education services, and Gifted and Talented students

Demographics

Summary

Our school currently has a total enrollment of 565 students, reflecting a diverse and vibrant community. The student body is predominantly Hispanic, comprising 98.1% of our enrollment, which enriches our school culture with a wealth of cultural perspectives and experiences.

A significant portion of our students, 89.7%, are identified as economically disadvantaged. This highlights the importance of providing equitable resources and support to ensure that all students have the opportunity to succeed academically and personally.

We have a substantial number of emergent bilingual students, with 51.0% of our students learning English as an additional language. This underscores our commitment to fostering an inclusive environment that supports language development and academic achievement for English learners.

The data indicates that 70.4% of our students are considered at-risk, which necessitates targeted interventions and support systems to address the various challenges these students may face, ensuring they remain on a path to success.

Our special education program serves 22.8% of our student population, reflecting our dedication to providing tailored educational experiences that meet the diverse needs of all learners, ensuring they receive the support necessary to thrive.

The gifted and talented program includes 3.9% of our students, highlighting our efforts to challenge and engage students who demonstrate exceptional abilities, fostering their intellectual growth and creativity.

Lastly, 2.5% of our students are military connected, which brings unique perspectives and experiences to our school community. We are committed to supporting these students and their families, recognizing the unique challenges they may face.

Strengths

Riverside Elementary serves students with diverse language and learning needs. The campus offers both monolingual and dual language instruction, along with special education services and targeted supports. This range of programs helps the school respond to students' individual needs and provides opportunities for staff to collaborate across grade levels and programs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Riverside Elementary serves a student population that is approximately 98% Hispanic, with nearly 90% of students identified as economically disadvantaged, over half identified as Emergent Bilingual, more than 70% identified as at-risk, and nearly one-fourth receiving Special Education services. These demographic characteristics present a need for equitable instructional practices, data-driven deci	These demographic characteristics present a need for equitable instructional practices, data-driven decision-making, comprehensive support systems, and strong school-home partnerships to ensure all students achieve academic success

★ = Priority

Student Learning

Summary

Our school has received an overall state accountability rating of C, with a score of 77. This reflects our commitment to maintaining a standard of education that meets state requirements, while also highlighting areas where we can focus on improvement to enhance our overall performance.

In Domain 1, we achieved a score of 73, which corresponds to a C rating. This domain evaluates student achievement, and while we are meeting basic expectations, there is room for growth to ensure that all students reach their full potential.

Domain 2, which focuses on student growth and relative performance, saw us earn a B with a score of 82. Within this domain, student growth was rated at 66, indicating a need for targeted interventions to support student progress. However, our relative performance score of 82 demonstrates that we are performing well compared to similar schools, which is encouraging.

Domain 3, which assesses closing the gaps, resulted in a score of 68, earning a D rating. This indicates a significant area for improvement, as we strive to ensure equitable educational opportunities for all student groups.

In the TELPAS assessments, we earned 3 out of 4 points for TELPAS Progress, showing that our English language learners are making commendable progress in their language acquisition, which is crucial for their academic success.

Our STAAR performance data reveals that in reading, 74% of students met the standard in 2025, increasing to 79% in 2026, which is a positive trend. However, the percentage of students achieving mastery increased only slightly from 17% to 19%. In math, the percentage of students meeting the standard decreased slightly from 69% to 68%, with mastery levels remaining constant at 14%.

The STAAR growth data indicates a decline in reading growth from 60% in 2025 to 55% in 2026, and in math from 57% to 48%. These figures suggest a need for strategic interventions to support student growth in these core areas, ensuring that all students are progressing adequately year over year.

Strengths

Riverside Elementary earned an overall state accountability rating of C (77). The campus's strongest accountability result was in Domain 2, with a B (82). Its relative performance score of 82 indicates strong performance compared with schools serving similar student populations.

Reading is a relative academic strength. Eighty percent of students achieved Approaches Grade Level or above in reading, matching the district rate. Reading also had the highest campus results among the subjects shown at Meets Grade Level or above (49%) and Masters Grade Level (19%). In addition, the campus earned 3 of 4 possible points for TELPAS Progress, indicating progress in English language development among emergent bilingual students. These strengths provide a foundation for continued improvement in student achievement and growth.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student performance data indicates that achievement and academic growth are inconsistent across grade levels and student groups. A significant number of students are not meeting grade-level expectations, while performance at the Meets and Masters levels remains below campus goals.	These trends highlight the need to strengthen rigorous Tier 1 instruction, data-driven instructional planning, and targeted intervention and enrichment to ensure high levels of learning for all students.

★ = Priority

School Processes & Programs

Summary

Riverside Elementary is committed to providing a safe, supportive, and academically rigorous learning environment where all students achieve high levels of learning and growth. Instruction is aligned to the Texas Essential Knowledge and Skills (TEKS) and supported through the consistent use of high-quality instructional materials.

Teachers collaborate weekly in Professional Learning Communities (PLCs) to analyze student data, internalize lessons, review student work, and plan targeted instruction and interventions. Ongoing professional development, instructional coaching, and instructional rounds strengthen instructional practices and ensure the consistent implementation of rigorous Tier 1 instruction.

The Instructional Leadership Team regularly reviews student achievement data, monitors the implementation of the Campus Improvement Plan, and aligns professional learning and instructional priorities to campus goals. Through a Multi-Tiered System of Supports (MTSS), students receive timely academic and behavioral interventions based on individual needs.

Riverside Elementary also provides a variety of extracurricular opportunities, including robotics, esports, UIL, student leadership, fine arts, and after-school programs, to support students' academic, social, and leadership development. Together, these processes and programs foster continuous improvement and promote success for every student.

Strengths

- Collaborative Professional Learning Communities (PLCs) that use student data to drive instructional planning and intervention.
- Ongoing professional development, instructional coaching, and instructional rounds that strengthen high-quality Tier 1 instruction.
- Regular Instructional Leadership Team meetings to monitor student achievement, instructional practices, and campus goals.
- Consistent implementation of high-quality instructional materials aligned to the TEKS.
- A strong Multi-Tiered System of Supports (MTSS) that provides academic and behavioral interventions for students.
- Diverse extracurricular and enrichment opportunities that promote student engagement, leadership, and well-rounded development.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Instructional systems, including PLCs, professional development, instructional rounds, and the use of high-quality instructional materials, are not consistently implemented across all classrooms. This results in inconsistent instructional practices and student learning experiences	Campus instructional systems, including PLCs, professional development, instructional rounds, and the implementation of high-quality instructional materials, are not consistently monitored and implemented with fidelity. As a result, instructional practices, data-driven decision-making, and intervention planning vary across classrooms, leading to inconsistent student outcomes.
2 ★	A review of Riverside Elementary's campus budget expenditures indicates a need for more consistent monitoring of spending against campus improvement priorities. Without a regular review process, the campus may miss opportunities to adjust expenditures during the year and ensure that available funds support the students and instructional needs identified in the CIP	The campus has not established a consistent process for reviewing budget balances and expenditures with the leadership team, connecting purchases to CIP priorities, and making timely adjustments based on student data and emerging needs.
3 ★	Riverside Elementary must complete and document 100% of required safety drills and exercises within the established timelines. Inconsistent scheduling, documentation, or follow-up could prevent the campus from meeting this goal and identifying procedures that need improvement.	The campus needs a consistent system for assigning drill responsibilities, tracking completion and documentation, and reviewing each drill to address any gaps in staff and student response.

★ = Priority

Perceptions

Summary

Riverside Elementary reviewed the 2026 Employee Engagement and Parent Satisfaction surveys as part of its campus needs assessment. Responses from 40 employees and 55 parents identified strengths in staff commitment, the priority placed on student learning, and recognition of students' work. Feedback also identified opportunities to improve timely communication, consistent procedures and follow-through, meaningful staff input, and support for student behavior and safety. These findings will inform the campus's communication, instructional support, and engagement efforts in 2026–2027.

Strengths

Employees reported a strong sense of purpose. The highest-rated items were believing their work is meaningful (4.65 out of 5), demonstrating district values (4.65), and making a positive impact on students and the district (4.63). Employees also reported a clear understanding of their expectations (4.44).

Parents identified student recognition and academic focus as strengths. They reported that their children are recognized for good work (4.19), that learning is a high priority (4.15), and that they understand their children's learning goals (4.13).

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Feedback from families, staff, and students indicates that communication, opportunities for meaningful involvement, and a shared understanding of campus goals are not yet consistent across the school. These differences may affect family engagement, staff collaboration, and students' sense of belonging.	Riverside Elementary does not yet have a consistent process for gathering feedback, sharing how that feedback informs decisions, and checking whether communication and engagement efforts are reaching all families and staff. As a result, opportunities to participate and stay informed vary across the campus.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student performance data indicates that achievement and academic growth are inconsistent across grade levels and student groups. A significant number of students are not meeting grade-level expectations, while performance at the Meets and Masters levels remains below campus goals.	These trends highlight the need to strengthen rigorous Tier 1 instruction, data-driven instructional planning, and targeted intervention and enrichment to ensure high levels of learning for all students.
2 ★	Instructional systems, including PLCs, professional development, instructional rounds, and the use of high-quality instructional materials, are not consistently implemented across all classrooms. This results in inconsistent instructional practices and student learning experiences	Campus instructional systems, including PLCs, professional development, instructional rounds, and the implementation of high-quality instructional materials, are not consistently monitored and implemented with fidelity. As a result, instructional practices, data-driven decision-making, and intervention planning vary across classrooms, leading to inconsistent student outcomes.
3 ★	Feedback from families, staff, and students indicates that communication, opportunities for meaningful involvement, and a shared understanding of campus goals are not yet consistent across the school. These differences may affect family engagement, staff collaboration, and students' sense of belonging.	Riverside Elementary does not yet have a consistent process for gathering feedback, sharing how that feedback informs decisions, and checking whether communication and engagement efforts are reaching all families and staff. As a result, opportunities to participate and stay informed vary across the campus.
4 ★	A review of Riverside Elementary's campus budget expenditures indicates a need for more consistent monitoring of spending against campus improvement priorities. Without a regular review process, the campus may miss opportunities to adjust expenditures during the year and ensure that available funds support the students and instructional needs identified in the CIP	The campus has not established a consistent process for reviewing budget balances and expenditures with the leadership team, connecting purchases to CIP priorities, and making timely adjustments based on student data and emerging needs.
5 ★	Riverside Elementary must complete and document 100% of required safety drills and exercises within the established timelines. Inconsistent scheduling, documentation, or follow-up could prevent the campus from meeting this goal and identifying procedures that need improvement.	The campus needs a consistent system for assigning drill responsibilities, tracking completion and documentation, and reviewing each drill to address any gaps in staff and student response.

★ = Priority

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] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [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] **Effective Schools Framework data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**

- [x] **State-developed online interim assessments**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **T-TESS data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1

Will utilize research-based practices, resources, and materials to support, maximize student learning, and promote growth across all contents, grade levels and programs to include all subpopulations.

Strategy's Expected Result/Impact: The campus will see overall student growth increase to a score of 76.

Staff Responsible for Monitoring: Principal, Assistant Principal , Classroom Teacher(s) , Gifted and Talented Teacher , Grade Level
Teachers , Instructional Coaches , InstructionalTechnologists,Interventionist ,Librarian ,Paraprofessional , Principal, Special Education Teacher(s)

Problem Statements: Student Learning 1

Funding Sources: General Supplies (copy paper, pens, pencils, construction paper, chart tablets, butcher paper, laminating film, markers, folders, bulletin board borders, math manitpulatives, science lab materials) Title I, Part A, $1,215

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 2

Will utilize research-based practices, differentiated resources, and rigorous learning experiences to identify, support, and maximize the academic growth, creativity, critical thinking, and leadership potential of Gifted and Talented students across all content areas and grade levels.

Strategy's Expected Result/Impact: Gifted and Talented students will demonstrate measurable academic growth as measured on STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principal , Classroom Teacher(s) , Gifted and Talented Teacher , Grade Level
Teachers , Instructional Coaches , InstructionalTechnologists,Interventionist ,Librarian ,Paraprofessional , Principal, Special Education Teacher(s)

Problem Statements: Student Learning 1

Funding Sources: Differentiated instructional materials, advanced-level texts, STEM and enrichment supplies, technology and digital learning tools, project-based learning materials, general classroom supplies, field-trip experiences, admission fees, guest speakers, competition fees, professional development for staff, bus transportation, and fall/spring intersession Gifted and Talented, $3,396

Title I: 2.5.2

Formative Reviews

November	March	May

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student performance data indicates that achievement and academic growth are inconsistent across grade levels and student groups. A significant number of students are not meeting grade-level expectations, while performance at the Meets and Masters levels remains below campus goals.	These trends highlight the need to strengthen rigorous Tier 1 instruction, data-driven instructional planning, and targeted intervention and enrichment to ensure high levels of learning for all students.

Performance Objective 2

Nine in ten Pre-K students will be identified ready for reading and math as measured by the EOY Circle assessment composite score

Evaluation Data Source: EOY Circle Assessment

Strategy 1

Implement targeted, data-driven small-group instruction and developmentally appropriate interventions to strengthen Pre-K students' early literacy and numeracy skills, as measured through ongoing CIRCLE progress monitoring.

Strategy's Expected Result/Impact: Pre-K students will demonstrate measurable growth in foundational literacy and numeracy skills, resulting in at least 90% of students meeting the EOY CIRCLE assessment composite benchmark for kindergarten readiness.

Staff Responsible for Monitoring: Monitoring
Principal, Assistant Principal , Classroom Teacher(s) , Grade Level
Teachers , Instructional Coaches , InstructionalTechnologists,Interventionist ,Librarian
,Paraprofessional , Principal, Special Education Teacher(s)

Problem Statements: Student Learning 1

Funding Sources: Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student performance data indicates that achievement and academic growth are inconsistent across grade levels and student groups. A significant number of students are not meeting grade-level expectations, while performance at the Meets and Masters levels remains below campus goals.	These trends highlight the need to strengthen rigorous Tier 1 instruction, data-driven instructional planning, and targeted intervention and enrichment to ensure high levels of learning for all students.

Performance Objective 3

One in two Kindergarten through 2nd grade students will be ready for reading by achieving no less than level 4 in the EOY iStation assessment.

Evaluation Data Source: EOY iStation Assessments

Strategy 1

Riverside Elementary will strengthen early literacy instruction in Kindergarten through 2nd grade through explicit, systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers will use iStation and formative-assessment data during PLCs to identify skill gaps, plan differentiated small-group instruction, provide targeted interventions, and monitor student progress regularly.

Strategy's Expected Result/Impact: At least 50% of Kindergarten through 2nd grade students will demonstrate readiness for reading by achieving Level 4 or higher on the end-of-year iStation assessment. Students who are below grade-level expectations will receive timely, targeted support that accelerates literacy growth and strengthens foundational reading skills.

Staff Responsible for Monitoring: Principal, Assistant Principal, RLA Instructional Coach, Kindergarten-2nd Grade Teachers, Interventionists, SPED Teachers, and Emergent Bilingual Support Staff.

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: Instructional resources; district-adopted RLA curriculum; decodable texts; leveled readers; phonological-awareness and phonics materials; manipulatives such as letter tiles, sound boxes, and magnetic letters; small-group instructional materials; progress-monitoring tools; intervention resources; planning and PLC time; professional development in evidence-based early literacy practices; instructional technology; supplemental materials for SPED and Emergent Bilingual students; and funding for additional literacy resources as needed. Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student performance data indicates that achievement and academic growth are inconsistent across grade levels and student groups. A significant number of students are not meeting grade-level expectations, while performance at the Meets and Masters levels remains below campus goals.	These trends highlight the need to strengthen rigorous Tier 1 instruction, data-driven instructional planning, and targeted intervention and enrichment to ensure high levels of learning for all students.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instructional systems, including PLCs, professional development, instructional rounds, and the use of high-quality instructional materials, are not consistently implemented across all classrooms. This results in inconsistent instructional practices and student learning experiences	Campus instructional systems, including PLCs, professional development, instructional rounds, and the implementation of high-quality instructional materials, are not consistently monitored and implemented with fidelity. As a result, instructional practices, data-driven decision-making, and intervention planning vary across classrooms, leading to inconsistent student outcomes.

Performance Objective 4

One in four Kindergarten through 2nd grade students will be ready for math by achieving no less than level 4 in the EOY iReady assessment.

Strategy 1

Riverside Elementary will strengthen Kindergarten through 2nd grade mathematics instruction through explicit, standards-aligned lessons that emphasize number sense, conceptual understanding, mathematical reasoning, and problem-solving. Teachers will use i-Ready and formative-assessment data during PLCs to identify skill gaps, plan differentiated small-group instruction, provide targeted interventions, and monitor student progress regularly.

Strategy's Expected Result/Impact: At least 25% of Kindergarten through 2nd grade students will demonstrate readiness for mathematics by achieving Level 4 or higher on the end-of-year i-Ready assessment. Students performing below grade-level expectations will receive timely and targeted support designed to accelerate growth and strengthen foundational mathematics skills.

Staff Responsible for Monitoring: Principal, Assistant Principal, Math/Science Instructional Coach, Kindergarten-2nd Grade Teachers, Interventionists, SPED Teachers.

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: Instructional resources, district-adopted mathematics curriculum; TEKS-aligned supplemental materials; math manipulatives such as counters, ten frames, number lines, connecting cubes, place-value blocks, and rekenreks; small-group and intervention materials; progress-monitoring tools; instructional technology; planning and PLC time; professional development in evidence-based mathematics practices; and differentiated resources for SPED and Emergent Bilingual students. Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student performance data indicates that achievement and academic growth are inconsistent across grade levels and student groups. A significant number of students are not meeting grade-level expectations, while performance at the Meets and Masters levels remains below campus goals.	These trends highlight the need to strengthen rigorous Tier 1 instruction, data-driven instructional planning, and targeted intervention and enrichment to ensure high levels of learning for all students.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instructional systems, including PLCs, professional development, instructional rounds, and the use of high-quality instructional materials, are not consistently implemented across all classrooms. This results in inconsistent instructional practices and student learning experiences	Campus instructional systems, including PLCs, professional development, instructional rounds, and the implementation of high-quality instructional materials, are not consistently monitored and implemented with fidelity. As a result, instructional practices, data-driven decision-making, and intervention planning vary across classrooms, leading to inconsistent student outcomes.

Performance Objective 5

Two in three 3rd Grade students will be rated Meets Grade Level on STAAR

Strategy 1

Riverside Elementary will strengthen Tier 1 instruction in 3rd grade through rigorous, TEKS-aligned lessons, data-driven planning, and consistent progress monitoring. Teachers will analyze formative, district, and STAAR-aligned assessment data during PLCs to identify skill gaps, plan targeted small-group instruction and interventions, provide appropriate SPED and Emergent Bilingual scaffolds, and monitor student mastery through common assessments, exit tickets, and student-work analysis.

Strategy's Expected Result/Impact: At least two in three 3rd grade students will achieve Meets Grade Level or higher on the STAAR assessment. Students will demonstrate stronger mastery of grade-level TEKS, increased academic growth, and improved ability to apply their learning to rigorous, multistep, and STAAR-aligned tasks.

Staff Responsible for Monitoring: Principal, Assistant Principal, RLA Instructional Coach, Math/ Science Instructional Coach, 3rd Grade Teachers, Interventionists, SPED Teachers, and Paraprofessionals.

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: District-adopted curriculum and instructional materials; TEKS and STAAR-aligned resources; formative and common assessments; data-analysis and progress-monitoring tools; high-quality texts; math manipulatives and visual models; small-group and intervention materials; decodable texts as appropriate; instructional technology; extended planning and PLC time; ; planning time; professional development; tutoring and intersession support; and differentiated resources for SPED and Emergent Bilingual students. Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student performance data indicates that achievement and academic growth are inconsistent across grade levels and student groups. A significant number of students are not meeting grade-level expectations, while performance at the Meets and Masters levels remains below campus goals.	These trends highlight the need to strengthen rigorous Tier 1 instruction, data-driven instructional planning, and targeted intervention and enrichment to ensure high levels of learning for all students.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instructional systems, including PLCs, professional development, instructional rounds, and the use of high-quality instructional materials, are not consistently implemented across all classrooms. This results in inconsistent instructional practices and student learning experiences	Campus instructional systems, including PLCs, professional development, instructional rounds, and the implementation of high-quality instructional materials, are not consistently monitored and implemented with fidelity. As a result, instructional practices, data-driven decision-making, and intervention planning vary across classrooms, leading to inconsistent student outcomes.

Performance Objective 6

Two in three students will achieve growth as measured on STAAR/EOC

Strategy 1

Riverside Elementary will implement a campus-wide system of data-driven instruction and progress monitoring to ensure students receive rigorous, TEKS-aligned Tier 1 instruction and targeted support. Teachers will analyze formative, district, and STAAR assessment data during PLCs, identify individual growth needs, provide differentiated small-group instruction and interventions, and monitor progress through checks for understanding, common assessments, student-work analysis, and six-week data checkpoints.

Strategy's Expected Result/Impact: At least two in three students will meet or exceed their individual growth targets as measured by STAAR. Students will demonstrate increased mastery of grade-level TEKS, improved performance in identified areas of need, and stronger readiness for the next grade level.

Staff Responsible for Monitoring: Principal, Assistant Principal, RLA Instructional Coach, Math/ Science Instructional Coach, Classroom Teachers, Interventionists, SPED Teachers, Emergent Bilingual Support Staff, and Instructional Assistants.

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: District-adopted curriculum; TEKS- and STAAR-aligned instructional materials; formative and common assessments; progress-monitoring and data-analysis tools; high-quality texts; math manipulatives and visual models; small-group and intervention resources; instructional technology; protected PLC and extended-planning time; professional development; tutoring and intersession programs; and differentiated resources for SPED and Emergent Bilingual students. Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student performance data indicates that achievement and academic growth are inconsistent across grade levels and student groups. A significant number of students are not meeting grade-level expectations, while performance at the Meets and Masters levels remains below campus goals.	These trends highlight the need to strengthen rigorous Tier 1 instruction, data-driven instructional planning, and targeted intervention and enrichment to ensure high levels of learning for all students.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instructional systems, including PLCs, professional development, instructional rounds, and the use of high-quality instructional materials, are not consistently implemented across all classrooms. This results in inconsistent instructional practices and student learning experiences	Campus instructional systems, including PLCs, professional development, instructional rounds, and the implementation of high-quality instructional materials, are not consistently monitored and implemented with fidelity. As a result, instructional practices, data-driven decision-making, and intervention planning vary across classrooms, leading to inconsistent student outcomes.

Performance Objective 7

Strategy 1

Riverside Elementary will strengthen rigorous, TEKS-aligned Tier 1 instruction through collaborative planning, data-driven PLCs, frequent formative assessments, and student-work analysis. Teachers will use assessment data to identify unfinished learning, adjust instruction, provide differentiated small-group support, and deliver targeted interventions, tutoring, and intersession instruction for students who are not on track to reach the Meets Grade Level standard.

Strategy's Expected Result/Impact: At least one in two students will achieve Meets Grade Level or higher on the applicable STAAR assessments. Students will demonstrate stronger mastery of grade-level TEKS, increased academic growth, improved problem-solving and critical-thinking skills, and greater readiness for the next grade level.

Staff Responsible for Monitoring: Principal, Assistant Principal, RLA Instructional Coach, Math/ Science Instructional Coach, Classroom Teachers, Interventionists, SPED Teachers, Emergent Bilingual Support Staff, Instructional Assistants, and Tutors.

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: District-adopted curriculum; TEKS- and STAAR-aligned instructional materials; common and formative assessments; progress-monitoring and data-analysis tools; high-quality texts; math manipulatives and visual models; small-group and intervention materials; instructional technology; protected PLC and extended-planning time; professional development; tutoring and intersession resources; and differentiated supports for SPED and Emergent Bilingual students. Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student performance data indicates that achievement and academic growth are inconsistent across grade levels and student groups. A significant number of students are not meeting grade-level expectations, while performance at the Meets and Masters levels remains below campus goals.	These trends highlight the need to strengthen rigorous Tier 1 instruction, data-driven instructional planning, and targeted intervention and enrichment to ensure high levels of learning for all students.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instructional systems, including PLCs, professional development, instructional rounds, and the use of high-quality instructional materials, are not consistently implemented across all classrooms. This results in inconsistent instructional practices and student learning experiences	Campus instructional systems, including PLCs, professional development, instructional rounds, and the implementation of high-quality instructional materials, are not consistently monitored and implemented with fidelity. As a result, instructional practices, data-driven decision-making, and intervention planning vary across classrooms, leading to inconsistent student outcomes.

Performance Objective 8

One in three EB students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Riverside Elementary will strengthen instruction for Emergent Bilingual students through rigorous, TEKS-aligned lessons that intentionally integrate content and language development. Teachers will use the ELPS, sheltered-instruction strategies, academic vocabulary instruction, visuals, sentence stems, structured student discourse, small-group instruction, and targeted interventions. PLC teams will regularly disaggregate assessment data for EB students, monitor individual progress, and adjust instruction, tutoring, and intervention plans based on identified needs.

Strategy's Expected Result/Impact: At least one in three Emergent Bilingual students will achieve Meets Grade Level or higher on the applicable STAAR assessments. Students will demonstrate increased content mastery, academic-language proficiency, confidence in communicating their thinking, and readiness for the next grade level.

Staff Responsible for Monitoring: Principal, Assistant Principal, RLA Instructional Coach, Math/ Science Instructional Coach, Bilingual and General Education Teachers, EB/LPAC Coordinator, Interventionists, SPED Teachers, Paraprofessionals, and Tutors.

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: District-adopted bilingual and general education curriculum; TEKS- and ELPS-aligned instructional resources; bilingual texts and digital resources; academic-vocabulary materials; visuals, manipulatives, graphic organizers, sentence stems, and language supports; STAAR-aligned assessments; TELPAS and progress-monitoring data; translation and family-communication resources; instructional technology; PLC and collaborative-planning time; professional development in sheltered instruction and second-language acquisition; and tutoring and intersession resources. Title I, Part A, , District-adopted bilingual and general education curriculum; TEKS- and ELPS-aligned instructional resources; bilingual texts and digital resources; academic-vocabulary materials; visuals, manipulatives, graphic organizers, sentence stems, and language supports; STAAR-aligned assessments; TELPAS and progress-monitoring data; translation and family-communication resources; instructional technology; PLC and collaborative-planning time; professional development in sheltered instruction and second-language acquisition; and tutoring and intersession resources. State Bilingual,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student performance data indicates that achievement and academic growth are inconsistent across grade levels and student groups. A significant number of students are not meeting grade-level expectations, while performance at the Meets and Masters levels remains below campus goals.	These trends highlight the need to strengthen rigorous Tier 1 instruction, data-driven instructional planning, and targeted intervention and enrichment to ensure high levels of learning for all students.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instructional systems, including PLCs, professional development, instructional rounds, and the use of high-quality instructional materials, are not consistently implemented across all classrooms. This results in inconsistent instructional practices and student learning experiences	Campus instructional systems, including PLCs, professional development, instructional rounds, and the implementation of high-quality instructional materials, are not consistently monitored and implemented with fidelity. As a result, instructional practices, data-driven decision-making, and intervention planning vary across classrooms, leading to inconsistent student outcomes.

Performance Objective 9

One in four SPED students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Establish specialized SPED Professional Learning Team (PLT) sessions to analyze student performance data, identify priority TEKS and individual learning gaps, and plan targeted, standards-aligned instruction. SPED teachers, instructional coaches, and instructional leaders will collaborate to develop appropriate scaffolds, accommodations, and progress-monitoring systems to increase achievement, with the goal of at least one in four SPED students attaining Meets Grade Level on

STAAR assessments.

Strategy's Expected Result/Impact: The specialized SPED PLT will strengthen collaboration between special education staff, resulting in more targeted, TEKS-aligned instruction, consistent implementation of accommodations and scaffolds, and timely responses to student learning needs. Regular data analysis and progress monitoring will help teachers adjust instruction and interventions, increasing the number of SPED students who demonstrate growth and achieve
Meets Grade Level on STAR/EOC assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Paraprofessionals, Principal, Special Education Teacher(s)

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: Specialized SPED PLC and collaborative-planning time; district-adopted curriculum; TEKS- and STAAR-aligned instructional materials; IEP-aligned resources; progress-monitoring tools; formative and common assessments; scaffolded texts and tasks; manipulatives, visuals, graphic organizers, and assistive technology; approved accommodations and supplemental aids; small-group intervention materials; professional development in specially designed instruction and inclusive practices; and tutoring and intersession resources. Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student performance data indicates that achievement and academic growth are inconsistent across grade levels and student groups. A significant number of students are not meeting grade-level expectations, while performance at the Meets and Masters levels remains below campus goals.	These trends highlight the need to strengthen rigorous Tier 1 instruction, data-driven instructional planning, and targeted intervention and enrichment to ensure high levels of learning for all students.

Performance Objective 9 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instructional systems, including PLCs, professional development, instructional rounds, and the use of high-quality instructional materials, are not consistently implemented across all classrooms. This results in inconsistent instructional practices and student learning experiences	Campus instructional systems, including PLCs, professional development, instructional rounds, and the implementation of high-quality instructional materials, are not consistently monitored and implemented with fidelity. As a result, instructional practices, data-driven decision-making, and intervention planning vary across classrooms, leading to inconsistent student outcomes.

Goal 2 Our People

Performance Objective 1

Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Evaluation Data Source: Employee Engagement Survey

Strategy 1

Riverside Elementary will strengthen employee engagement by providing regular opportunities for staff feedback through surveys, team meetings, and individual check-ins. Campus leadership will review results with staff, identify priority areas, communicate action steps, recognize employee contributions, and monitor progress throughout the year.

Strategy's Expected Result/Impact: Staff members will feel heard, valued, informed, and supported. Increased trust, recognition, and responsiveness from campus leadership will improve staff morale, collaboration, retention, and overall job satisfaction, resulting in an Employee Engagement Survey score of 4.0 or higher.

Problem Statements: Perceptions 1

Formative Reviews

November	March	May

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Feedback from families, staff, and students indicates that communication, opportunities for meaningful involvement, and a shared understanding of campus goals are not yet consistent across the school. These differences may affect family engagement, staff collaboration, and students' sense of belonging.	Riverside Elementary does not yet have a consistent process for gathering feedback, sharing how that feedback informs decisions, and checking whether communication and engagement efforts are reaching all families and staff. As a result, opportunities to participate and stay informed vary across the campus.

Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction

Survey.

Strategy 1

Riverside Elementary will strengthen family engagement by providing consistent, timely, and accessible communication; offering meaningful opportunities for parent participation and feedback; and responding promptly to family questions and concerns. Campus administration will review and share parent survey results with the CEIC and during informational parent meetings, identify areas for improvement, and implement targeted actions to achieve a parent satisfaction score of 4.0 or higher.

Strategy's Expected Result/Impact: The strategy will increase transparency, strengthen trust between families and the campus, and ensure parent feedback informs campus decisions. Sharing survey results with the CEIC and during informational parent meetings will promote collaboration, help the campus address identified concerns, and improve the overall family experience, resulting in higher parent satisfaction.

Staff Responsible for Monitoring: Principal, Assistant Pincipal, Classroom Teachers, Support Staff

Problem Statements: Perceptions 1

Formative Reviews

November	March	May

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Feedback from families, staff, and students indicates that communication, opportunities for meaningful involvement, and a shared understanding of campus goals are not yet consistent across the school. These differences may affect family engagement, staff collaboration, and students' sense of belonging.	Riverside Elementary does not yet have a consistent process for gathering feedback, sharing how that feedback informs decisions, and checking whether communication and engagement efforts are reaching all families and staff. As a result, opportunities to participate and stay informed vary across the campus.

Performance Objective 3

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Strategy 1

The campus will have a Communities in School Coordinator (CIS Coordinator) on campus to connect at-risk students and their families with the community resources, basic needs, and

social-emotional support they need to stay in school and succeed

Strategy's Expected Result/Impact: Reduce chronic absenteeism by 2%. Increase identification fo students needing academic and community resources.

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS Coordinator

Problem Statements: Student Learning 1

Funding Sources: Hire a CIS Coordinator Title I, Part A, $35,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student performance data indicates that achievement and academic growth are inconsistent across grade levels and student groups. A significant number of students are not meeting grade-level expectations, while performance at the Meets and Masters levels remains below campus goals.	These trends highlight the need to strengthen rigorous Tier 1 instruction, data-driven instructional planning, and targeted intervention and enrichment to ensure high levels of learning for all students.

Performance Objective 4

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity.

Strategy 1

Riverside Elementary will expand and promote a variety of accessible academic, athletic, fine arts, leadership, and volunteer opportunities based on student interests. Campus staff will actively recruit students, reduce barriers to participation, and maintain a participation tracker to monitor involvement by grade level and student group.

Strategy's Expected Result/Impact: Increased student participation in extracurricular activities will strengthen students' sense of belonging, leadership skills, confidence, and connection to the school community. Greater engagement is expected to positively influence attendance, behavior, academic achievement, and overall student well-being.

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Support Staff, Club Sponsors

Problem Statements: Student Learning 1

Title I: 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student performance data indicates that achievement and academic growth are inconsistent across grade levels and student groups. A significant number of students are not meeting grade-level expectations, while performance at the Meets and Masters levels remains below campus goals.	These trends highlight the need to strengthen rigorous Tier 1 instruction, data-driven instructional planning, and targeted intervention and enrichment to ensure high levels of learning for all students.

Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Riverside Elementary will implement a bi-weekly budget-monitoring process to review expenditures, available balances, purchase requests, and projected campus needs. Campus administration will prioritize purchases aligned with the Campus Improvement Plan, follow district purchasing procedures, and adjust spending as needed to remain at or below the allocated campus budget.

Strategy's Expected Result/Impact: The strategy will promote responsible use of district funds and ensure resources are prioritized according to student needs and Campus Improvement Plan goals. Consistent monitoring will support informed financial decisions, maintain compliance with district procedures, and allow the campus to operate within its allocated budget.

Staff Responsible for Monitoring: Principal, Secretary

Problem Statements: School Processes & Programs 2

Formative Reviews

November	March	May

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	A review of Riverside Elementary's campus budget expenditures indicates a need for more consistent monitoring of spending against campus improvement priorities. Without a regular review process, the campus may miss opportunities to adjust expenditures during the year and ensure that available funds support the students and instructional needs identified in the CIP	The campus has not established a consistent process for reviewing budget balances and expenditures with the leadership team, connecting purchases to CIP priorities, and making timely adjustments based on student data and emerging needs.

Performance Objective 2

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Riverside Elementary will implement consistent financial oversight procedures that include staff training, routine reviews of campus financial records, accurate inventory tracking, proper cash-handling practices, timely documentation, and adherence to all district purchasing and compliance requirements. Campus administration will monitor and promptly correct identified concerns to prevent material audit, compliance, inventory, cash-handling, or financial procedure findi

Strategy's Expected Result/Impact: The strategy will strengthen financial accountability, safeguard district assets, reduce the risk of errors or noncompliance, and ensure accurate and transparent financial practices. Consistent monitoring and timely corrective action will help prevent material campus findings and support the district's achievement of a FIRST Rating of Standard Achievement or higher.

Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary

Problem Statements: School Processes & Programs 2

Formative Reviews

November	March	May

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	A review of Riverside Elementary's campus budget expenditures indicates a need for more consistent monitoring of spending against campus improvement priorities. Without a regular review process, the campus may miss opportunities to adjust expenditures during the year and ensure that available funds support the students and instructional needs identified in the CIP	The campus has not established a consistent process for reviewing budget balances and expenditures with the leadership team, connecting purchases to CIP priorities, and making timely adjustments based on student data and emerging needs.

Performance Objective 3

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Riverside Elementary will implement a comprehensive campus safety monitoring system that includes scheduling and documenting all required drills and exercises, providing ongoing safety training for staff and students, conducting routine inspections of exterior doors and campus access points, and promptly correcting identified concerns. Campus administration will review safety documentation and procedures monthly to ensure full compliance with district and Texas School Safety Center requirements and readiness for the Intruder Detection Audit.

Strategy's Expected Result/Impact: The strategy will strengthen campus preparedness, ensure consistent implementation of safety procedures, and help staff and students respond effectively during emergencies. Regular monitoring and corrective action will reduce safety risks, support full compliance with district and state requirements, and promote a secure learning environment with no findings on the Intruder Detection Audit.

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Support Staff, Armed Security Officer

Problem Statements: School Processes & Programs 3

Formative Reviews

November	March	May

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Riverside Elementary must complete and document 100% of required safety drills and exercises within the established timelines. Inconsistent scheduling, documentation, or follow-up could prevent the campus from meeting this goal and identifying procedures that need improvement.	The campus needs a consistent system for assigning drill responsibilities, tracking completion and documentation, and reviewing each drill to address any gaps in staff and student response.

State Compensatory Education

State Compensatory

Budget for Riverside Elementary School

Total SCE Funds: $553,966.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

All SCE Accelerated Education funds are used for employee salaries.

Title I Summary

Title I

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

1.1 Description of CNA Process

Riverside Elementary conducted its Comprehensive Needs Assessment through the Campus Educational Improvement Committee (CEIC), which met on **8/13/26 and on 9/2/26**. CEIC membership brought together campus staff and stakeholder representatives to review needs and provide input. The committee examined demographics, student achievement and growth, school processes and programs, and parent and employee perceptions. Data were selected for their relevance to campus goals and included state accountability and assessment results, local student performance data, and the 2026 parent and employee surveys. The findings were used to identify campus strengths, priority problem statements, and root causes for the 2026–2027 Campus Improvement Plan.

1.2 Location for Evidence of Multiple Meetings Held

Our Campus Educational Improvement Committee (CEIC) met on 9/2/2026 to review the campus needs assessment. Evidence of meeting is located in the 'Commitee' section of the campus improvement plan.

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

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

Riverside Elementary developed its Campus Improvement Plan (CIP) with input from the Campus Educational Improvement Committee (CEIC). The committee reviewed the campus needs assessment and available student achievement, attendance, safety, budget, and family and staff feedback data. Members discussed campus strengths and needs, identified root causes, and provided input on goals and strategies aligned to those needs.

The CEIC then reviewed the draft CIP and provided feedback on the proposed actions, resources, and measures of progress. As implementation continues, the campus will review progress with the CEIC, examine updated data, and revise strategies as needed to support student growth and meet campus goals.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members participate in developing Riverside Elementary's Campus Improvement Plan through the Campus Educational Improvement Committee (CEIC). The committee reviews campus data, identifies needs, and provides input on priorities, strategies, and the draft plan. Feedback is also solicited through parent and employee surveys and during CEIC discussions. The campus reviews that input before finalizing the plan and continues to gather feedback as implementation is monitored. The stakeholder list and CEIC sign-in sheets, including participants' names and roles, are maintained in the Site-Based Committee meeting documentation in the meetings listed section.

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

The plan is posted on the district website.

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

Not applicable

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

Not applicable

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation of program effectiveness is maintained in the Campus Improvement Plan's formative and summative evaluations and in CEIC meeting agendas, minutes, and sign-in sheets. The campus leadership team and CEIC review student outcome data and implementation evidence throughout the year, assess progress toward CIP goals, and document any needed adjustments.