Ysleta Independent School District

Riverside High School

Accountability Rating: A

Distinction Designation:
Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

Riverside High School will commit to continuous improvement while ensuring students are learning in a safe environment that demonstrates excellence in academics, fine arts, athletics, and extra-curricular activities with an emphasis on college and career readiness.

Vision

The Vision of the Ysleta Independent School District is to improve lives by eliminating opportunity gaps while ensuring all students have a high-quality education that ignites and instills the confidence, creativity, and conceptual thinking students need to graduate college, career, and community ready.

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Comprehensive Needs Assessment

Demographics

Summary

RIVERSIDE HIGH SCHOOL is one of 52 campuses in Ysleta Independent School District. RIVERSIDE HIGH SCHOOL opened its doors in 1969 and serves predominantly low socioeconomic families. RIVERSIDE HIGH SCHOOL serves 915 students in grades 9 to 12. Seven years ago, 1145 students were served by the campus, which is a(n) decrease of 19.6%. The student population is 0.5% African-American, 0.5% Anglo, 0.00% Asian, 98.9% Hispanic, 53.3% male and 46.7% female with a low socioeconomic status of 86.3%. The staff population is 2.1% African-American, 9.8% Anglo, 0% Asian, 87.2% Hispanic, 52.1% male and 47.9% female. The drop-out rate of 5.8% and the average daily attendance rate for students is 93%. The average daily attendance rate for campus personnel is 93%. There were 677 discipline referrals this year. RIVERSIDE HIGH SCHOOL serves 389 English Language Learner students, 68 students in the Gifted and Talented program, 4.18% males, 3.60% females, and 0.19% Language English Proficient students, 89 students identified for 504 services, 5 students in RTI, 129 students served through special education services with 0.003% and 100% students tested, but not qualified for special education services. +

Strengths

Despite significant socioeconomic challenges, Riverside High School earned an **A rating** under the Texas accountability system, demonstrating that high expectations, strong instructional practices, and targeted student support lead to exceptional outcomes. Most notably, **98% of the Class of 2025 graduated College, Career, or Military Ready (CCMR)**, highlighting Riverside's commitment to ensuring every student graduates prepared for success beyond high school. The campus continues to build on these strengths through rigorous instruction, strong relationships, and a culture focused on continuous improvement.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Teachers and administrators are working to close achievement and behavioral gaps for all students: including subpopulations, EB and SPED. Students are required to score "meets grade level or above" on STAAR EOC exams, therefore prescriptive built-in interventions are delivered to students who do not meet state qualifications.	Inconsistent implementation of Tier 1 instructional practices across classrooms resulting in varying levels of rigor, student engagement, and academic success. Need for continued focus on differentiated instruction to ensure lessons address the diverse learning needs of English Learners, Special Education students, and other identified student groups.

★ = Priority

Student Learning

Summary

2025-2026 STAAR EOC English I (57% App, 40% Meets, 9% Masters), English II (67% App,52% Meets,4% Masters), and US History (92% App,60 % Meets ,23% Masters)scored below the district percentage.

2026-2027 STAAR EOC Goals US History Goals: Approaches: 95 % Meets: 70% Masters: 25% Biology Goals: 95% Approaches: 62%Meets: 19 % Masters: Algebra Goals: Approaches: 90% Meets 61%, master 36% English I Goals: 60 %Meets: 43% Masters: 12% English II Goals: Approaches: 70 %Meets: 55% Masters: 7% 34% of EB students will make progress on their composite score. TSIA2 GOALS for School Year 2025-2026 (percentage of students meeting college ready criteria) English III TSIA2 Goals- Reading 29.4%, Writing 42% CPELA TSIA2 Goals- Reading 27%,, Writing 65% Algebra II TSIA2 Goals-23% Geometry TSIA2 Goals-19% College Prep Math TSIA2 Goals-25% For the 2024-2025 school year, our YTD attendance rate was a 92.99% . Our district goal for attendance is 95%.

Strengths

Riverside High School demonstrated strengths in US History, with 92% of students achieving Approaches, 60% Meets, and 23% Masters grade level. English II also demonstrated higher performance than English I across all three STAAR EOC performance levels, with 67% Approaches, 52% Meets, and 4% Masters. The campus has established measurable STAAR EOC goals for 2026–2027 across all tested subjects, with a focus on increasing student achievement at the Approaches, Meets, and Masters levels. Additionally, targeted TSIA2 goals have been established to increase college readiness, along with a goal for 34% of Emergent Bilingual students to demonstrate progress on their composite scores. The campus maintained a 92.99% attendance rate during the 2025–2026 school year, providing a foundation for continued improvement toward the district's 95% attendance goal.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students and students receiving Special Education (SPED) services continue to demonstrate gaps in English I and English II STAAR EOC performance, particularly at the Meets and Masters grade-level standards.	Inconsistent implementation of differentiated Tier 1 instruction, targeted interventions, and effective PLT practices to analyze student performance, identify learning gaps, and adjust instruction to meet the academic and language needs of EB and SPED students.

★ = Priority

School Processes & Programs

Summary

Riverside High School implements a comprehensive system of instructional programs and processes designed to improve student achievement and support the academic, social, and emotional needs of all students. The campus prioritizes Good First Teach, the Gradual Release Model, differentiated instruction, and targeted interventions to ensure students receive rigorous, TEKS-aligned instruction. Professional Learning Teams (PLTs) utilize common formative assessments, district checkpoints, and student work analysis to identify learning gaps, adjust instruction, and provide appropriate interventions and enrichment. Campus leadership monitors instructional practices through strategic walkthroughs, learning walks, coaching conversations, and data talks aligned with T-TESS. Advisory periods, accelerated instruction, credit recovery, and specialized support services provide additional opportunities for students to achieve academic success. The campus also offers a variety of extracurricular and cocurricular programs, including athletics, fine arts, JROTC, and Career and Technical Education, to promote student engagement and college and career readiness.

Strengths

Riverside High School has established instructional programs and processes designed to support student achievement and continuous improvement. The campus prioritizes Good First Teach, the Gradual Release Model, and differentiated instruction to provide rigorous, TEKS-aligned learning experiences. Professional Learning Teams (PLTs) use student performance data, common formative assessments, and student work analysis to identify learning gaps and plan interventions. Campus leadership supports instructional improvement through strategic walkthroughs, learning walks, coaching conversations, and data talks. Additionally, advisory periods, accelerated instruction, credit recovery, and specialized support services provide students with opportunities to receive targeted academic support.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Instructional programs and processes are not consistently implemented across all classrooms and PLTs, limiting the effectiveness of Tier 1 instruction, targeted interventions, and the campus's ability to close achievement gaps, particularly among Emergent Bilingual (EB) students and students receiving Special Education (SPED) services.	Inconsistent implementation and monitoring of the PLT cycle and the observation, feedback, and coaching process have limited the use of student performance data to inform instructional decisions, strengthen differentiated instruction, and ensure timely interventions.

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Perceptions

Summary

The 2026 Parent Satisfaction and Employee Engagement Surveys reflect a positive school culture at Riverside High School, with strong relationships, staff collaboration, and a shared commitment to student success. However, the results identify opportunities to improve consistent teacher-parent communication, staff recognition, and stakeholder involvement in decision-making. The campus will focus on establishing clear communication expectations, strengthening two-way feedback, and increasing opportunities for staff and parent engagement to improve overall satisfaction and campus culture.

Strengths

Riverside High School demonstrates a positive school culture supported by strong relationships, a shared commitment to student success, and ongoing communication with families. According to the 2026 Parent Satisfaction Survey, 88.2% of responding parents agreed or strongly agreed that their child's success is a high priority, while 83.5% indicated that their families are treated with respect. The Employee Engagement Survey also reflected a strong commitment to students, with approximately 95% of responding employees agreeing or strongly agreeing that their work is meaningful and positively impacts student success. Parent and employee comments identified staff collaboration, supportive relationships, weekly communication, and extracurricular opportunities as campus strengths.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Although parent and employee surveys reflect positive relationships and a commitment to student success, communication, feedback, and opportunities for stakeholder input are not consistently experienced across the campus. Only 58.3% of responding parents agreed or strongly agreed that they receive regular communication from their child's teacher. Additionally, 45.6% of responding employees agreed	Campuswide expectations and monitoring processes for teacher-parent communication, staff feedback, recognition, and stakeholder involvement are not sufficiently consistent. Parent comments identified differences in teacher responsiveness and gradebook updates, while employee feedback highlighted opportunities to strengthen staff input, recognition, and communication about decisions. These findings

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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] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [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**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

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] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Observation Survey results**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Texas Success Initiative (TSI) data**
- [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] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [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] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**

- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **STEM and/or STEAM data**
- [x] **Pregnancy and related services data**
- [x] **Graduation plan types**
- [x] **Foster Care data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**

- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Focus Group(s) data**

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

RHS will provide supplemental, research-based instructional materials, technology, digital programs, and intervention resources aligned to the TEKS and identified areas of need to improve STAAR/EOC achievement.

Strategy's Expected Result/Impact: Increased student achievement on STAAR/EOC through access to supplemental TEKS-aligned instructional and intervention resources.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs

Funding Sources: Instructional Supplies Title I, Part A, 211.111, $17,223

Formative Reviews

November	March	May

Strategy 2

RHS will provide professional development, instructional coaching, and supplemental resources focused on strengthening Tier 1 instruction, differentiation, rigor, and effective instructional practices.

Strategy's Expected Result/Impact: Increased implementation of effective Tier 1 instructional practices and improved student performance across STAAR/EOC content areas.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

Formative Reviews

November	March	May

Strategy 3

RHS will provide supplemental tutoring, accelerated instruction, extended learning opportunities, and targeted academic support for students at risk of not meeting grade-level standards.

Strategy's Expected Result/Impact: Students receiving targeted support will demonstrate increased mastery of identified TEKS and improved STAAR/EOC performance.

Staff Responsible for Monitoring: Assistant Principals, Instructional Coaches, Counselors, Core Content Teachers

Formative Reviews

November	March	May

Performance Objective 2

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

Strategy 1

RHS will ensure core content teachers meet in PLTs three times per week to analyze assessment data and student work, identify learning gaps, plan TEKS-aligned instruction, and develop timely reteach, intervention, and enrichment to increase student growth.

Strategy's Expected Result/Impact: At least two in three students will demonstrate academic growth as measured by STAAR/EOC.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs, Core Content Teachers.

Formative Reviews

November	March	May

Strategy 2

RHS will provide supplemental small-group instruction, tutoring, accelerated instruction, and extended learning opportunities based on individual student performance and progress-monitoring data.

Strategy's Expected Result/Impact: Students identified as not demonstrating expected progress will show measurable growth on campus and district assessments.

Staff Responsible for Monitoring: Assistant Principals, Instructional Coaches, Core Content Teachers

Formative Reviews

November	March	May

Strategy 3

RHS will provide supplemental instructional and intervention resources, technology, and assessment tools to address identified learning gaps and accelerate student growth.

Strategy's Expected Result/Impact: Supplemental resources will address identified learning gaps and contribute to increased student growth on STAAR/EOC.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs

Formative Reviews

November	March	May

Performance Objective 3

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

Strategy 1

RHS will utilize PLTs three times per week to collaboratively plan rigorous TEKS-aligned instruction, analyze student work and assessment data, and develop differentiated learning opportunities designed to increase achievement at the Meets and Masters Grade Level standards.

Strategy's Expected Result/Impact: At least 60% of students will achieve Meets Grade Level or higher on STAAR/EOC.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs, Core Content Teachers

Formative Reviews

November	March	May

Strategy 2

RHS will provide supplemental tutoring, small-group instruction, enrichment opportunities, and

instructional resources targeted to students demonstrating readiness to achieve Meets or Masters Grade Level.

Strategy's Expected Result/Impact: Increased percentage of students progressing from Approaches to Meets and from Meets to Masters Grade Level.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Core Content Teachers

Formative Reviews

November	March	May

Strategy 3

RHS will provide professional development, instructional coaching, and supplemental resources focused on rigor, academic discourse, questioning, written response, and higher-order thinking.

Strategy's Expected Result/Impact: Increased use of rigorous instructional practices that require students to demonstrate grade-level mastery, reasoning, and application.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

Formative Reviews

November	March	May

Performance Objective 4

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

Strategy 1

RHS will utilize PLTs to analyze assessment, student work, and language-development data for EB students and plan differentiated content and language supports based on identified needs.

Strategy's Expected Result/Impact: At least one in three EB students will achieve Meets Grade Level or higher on STAAR/EOC. Increased TELPAS performance as well.

Staff Responsible for Monitoring: Assistant Principals, Instructional Coaches, LPAC/EB Personnel, Core Content Teachers

Formative Reviews

November	March	May

Strategy 2

RHS will provide supplemental language-development resources, technology, instructional materials, tutoring, and small-group interventions to increase EB students' access to rigorous grade-level content.

Strategy's Expected Result/Impact: EB students will demonstrate increased mastery of grade-level TEKS and improved STAAR/EOC performance.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, LPAC/ committee, Core Content Teachers

Formative Reviews

November	March	May

Strategy 3

RHS will provide professional development and instructional coaching focused on sheltered instruction, academic vocabulary, language development, differentiation, and effective instructional practices for EB students.

Strategy's Expected Result/Impact: Increased implementation of effective language-development and differentiated instructional practices for EB students.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, LPAC committee.

Formative Reviews

November	March	May

Performance Objective 5

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

Strategy 1

RHS will utilize PLTs to analyze the performance and progress of SPED students and collaboratively plan differentiated instruction, accommodations, and targeted interventions based on individual student needs.

Strategy's Expected Result/Impact: At least one in four SPED students will achieve Meets Grade Level or higher on STAAR/EOC.

Staff Responsible for Monitoring: Assistant Principals, Instructional Coaches, Special Education Personnel, Core Content Teachers

Formative Reviews

November	March	May

Strategy 2

RHS will provide supplemental instructional materials, assistive technology, intervention resources, tutoring, and small-group academic support to increase SPED student achievement.

Strategy's Expected Result/Impact: SPED students will demonstrate increased mastery of grade-level standards and improved STAAR/EOC performance.

Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education Personnel, Instructional Coaches, Teachers

Formative Reviews

November	March	May

Strategy 3

RHS will provide professional development and collaborative planning opportunities for general and special education teachers focused on differentiation, accommodations, specially designed instruction, and access to rigorous grade-level content.

Strategy's Expected Result/Impact: Increased implementation of effective differentiation, accommodations, and specially designed instruction for SPED students.

Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education Personnel, Instructional Coaches

Formative Reviews

November	March	May

Performance Objective 6

Nine in ten students will graduate from high school in four, five, or six years

Strategy 1

RHS will systematically monitor student credits, attendance, EOC completion, course performance, and graduation requirements to identify and provide early intervention for students

at risk of not graduating.

Strategy's Expected Result/Impact: At least 88% of students will graduate within four, five, or six years.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, At-Risk Coordinator, E2020 teacher, Parent Liaison

Formative Reviews

November	March	May

Strategy 2

RHS will provide supplemental credit recovery, tutoring, accelerated instruction, extended learning opportunities, and instructional resources for students who are off track for graduation.

Strategy's Expected Result/Impact: Increased credit attainment and reduction in the number of students who are off track for graduation.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Academic Center/Credit Recovery Personnel

Formative Reviews

November	March	May

Strategy 3

RHS will provide supplemental personnel, resources, and targeted student support to address academic, attendance, and other identified barriers to graduation.

Strategy's Expected Result/Impact: Increased persistence, attendance, credit completion, and graduation among students identified as at risk of dropping out.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Attendance Personnel, At-Risk Coordinators

Formative Reviews

November	March	May

Performance Objective 7

Maintain an A rating on the percent of graduates who are considered college, career, or military ready as

defined by state accountability

Strategy 1

RHS will monitor individual student progress toward CCMR indicators and provide targeted interventions and opportunities to ensure students are on track to demonstrate college, career, or military readiness prior to graduation.

Strategy's Expected Result/Impact: RHS will maintain an A-level CCMR outcome by increasing the percentage of graduates earning qualifying CCMR indicators.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Go Center Specialist

Formative Reviews

November	March	May

Strategy 2

RHS will provide supplemental personnel, instructional materials, technology, assessments, preparation resources, and testing opportunities to increase student attainment of qualifying CCMR indicators.

Strategy's Expected Result/Impact: Increased student attainment of qualifying college, career, and military readiness indicators.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Go Center Specialist

Funding Sources: CTE Instructional State Career and Technical, $78,684

Formative Reviews

November	March	May

Strategy 3

RHS will provide college, career, and military exploration, advising, preparation, and experiences that increase students' awareness of and access to postsecondary pathways.

Strategy's Expected Result/Impact: Increased student participation in and completion of postsecondary readiness opportunities.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Go Center Specialist, JROTC instructors

Formative Reviews

November	March	May

Performance Objective 8

Eight in ten graduates will be considered college ready as defined by state accountability

Strategy 1

RHS will provide supplemental TSIA2/SAT preparation, tutoring, instructional materials, digital resources, boot camps, and testing opportunities to increase the percentage of students demonstrating college readiness.

Strategy's Expected Result/Impact: At least 80% of graduates will meet a state-defined college-readiness assessment indicator.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Go Center specialist

Formative Reviews

November	March	May

Strategy 2

RHS will monitor individual student progress toward college-readiness indicators and provide targeted academic interventions for students who have not yet demonstrated college readiness.

Strategy's Expected Result/Impact: Increased number of students meeting college-readiness criteria prior to graduation.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Go Center Specialist

Formative Reviews

November	March	May

Strategy 3

RHS will increase student access to and successful completion of advanced academic and college-readiness opportunities through supplemental instructional resources, tutoring, advising, and academic support.

Strategy's Expected Result/Impact: Increased participation and successful completion of qualifying advanced academic and college-readiness opportunities.

Staff Responsible for Monitoring: Principal, Counselors, Advanced Academics teachers, Assistant Principals, Go Center Specialist

Formative Reviews

November	March	May

Performance Objective 9

Six in ten graduates will be considered career ready as defined by state accountability

Strategy 1

RHS will provide supplemental industry-aligned equipment, technology, software, instructional materials, and resources necessary to support high-quality CTE programs and career readiness.

Strategy's Expected Result/Impact: Increased student participation and successful completion of high-quality CTE programs leading to career readiness.

Staff Responsible for Monitoring: Principal, Counselor, CTC/CTE Administration, CTE Teachers

Funding Sources: State Career and Technical, $78,684

Formative Reviews

November	March	May

Strategy 2

RHS will provide certification preparation, instructional resources, practice assessments, testing opportunities, and targeted student support to increase Industry-Based Certification attainment.

Strategy's Expected Result/Impact: Increased number and percentage of students successfully earning state-approved Industry-Based Certifications.

Staff Responsible for Monitoring: Principal, Assistant Principal, CTC/CTE Administration, CTE Teachers, Counselors

Formative Reviews

November	March	May

Strategy 3

RHS will provide career exploration, work-based learning, industry partnerships, and other career-connected learning opportunities to prepare students for postsecondary education and the workforce.

Strategy's Expected Result/Impact: Increased student participation in career exploration and work-based learning opportunities that support career readiness.

Staff Responsible for Monitoring: Principal, Assistant Principal, CTC/CTE Administration, CTE Teachers, Counselors

Formative Reviews

November	March	May

Performance Objective 10

One in six SPED students will earn an advanced degree upon graduation

Strategy 1

RHS will identify and increase opportunities for SPED students to participate in advanced coursework by providing targeted advising, instructional resources, tutoring, accommodations, and academic support.

Strategy's Expected Result/Impact: At least one in six SPED students will successfully complete requirements for an advanced degree.

Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education Personnel, Counselors

Formative Reviews

November	March	May

Strategy 2

RHS will monitor SPED students' progress toward advanced degree requirements and provide individualized academic interventions and support based on identified student needs.

Strategy's Expected Result/Impact: Increased number of SPED students remaining on track to complete advanced graduation requirements.

Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education Personnel, Counselors

Formative Reviews

November	March	May

Strategy 3

RHS will provide supplemental instructional resources, technology, personnel, and extended learning opportunities to support SPED students in successfully completing advanced coursework and graduation requirements.

Strategy's Expected Result/Impact: Increased successful completion of advanced coursework by SPED students receiving targeted academic support.

Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education Personnel, Counselors

Formative Reviews

November	March	May

Performance Objective 11

One in three graduates will be considered college ready in both reading and math through the TSI-A or the SAT assessments

Strategy 1

RHS will provide supplemental TSIA2/SAT preparation programs, instructional materials, technology, tutoring, and targeted interventions in reading and mathematics.

Strategy's Expected Result/Impact: Increased percentage of graduates meeting college-readiness benchmarks in both reading and mathematics.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Go Center Specialist, English and Math Teachers

Formative Reviews

November	March	May

Strategy 2

RHS will provide multiple TSIA2/SAT testing opportunities and targeted academic intervention

between administrations to increase the percentage of students meeting college-readiness benchmarks in both reading and mathematics.

Strategy's Expected Result/Impact: Increased percentage of students meeting college-readiness benchmarks through multiple preparation and assessment opportunities.

Staff Responsible for Monitoring: Principal, Testing Coordinator, Counselors, Go Center Specialist, Administration

Formative Reviews

November	March	May

Strategy 3

RHS will analyze TSIA2/SAT performance data to identify students approaching college-readiness benchmarks and provide targeted small-group instruction, tutoring, and supplemental resources based on identified skill gaps.

Strategy's Expected Result/Impact: Students approaching college-ready benchmarks will demonstrate improved performance in identified reading and mathematics skills.

Staff Responsible for Monitoring: Administration, Instructional Coaches, English and Math Teachers, Counselors,

Formative Reviews

November	March	May

Performance Objective 12

One in three graduates will have earned college credits while in high school

Strategy 1

RHS will increase student access to dual credit and other college-credit-bearing opportunities through targeted recruitment, advising, instructional resources, and student support.

Strategy's Expected Result/Impact: At least one in three graduates will earn college credit prior to high school graduation.

Staff Responsible for Monitoring: Administration, Counselors, Dual Credit/Advanced Academics teachers

Formative Reviews

November	March	May

Strategy 2

RHS will provide supplemental tutoring, instructional materials, technology, and academic interventions to support students enrolled in college-level coursework.

Strategy's Expected Result/Impact: Increased successful completion and college-credit attainment among students enrolled in college-level coursework.

Staff Responsible for Monitoring: Administration, Counselors, Dual Credit/Advanced Academics teachers, Instructional Coaches

Formative Reviews

November	March	May

Strategy 3

RHS will provide preparation and testing opportunities necessary for students to meet eligibility requirements and successfully participate in dual credit courses.

Strategy's Expected Result/Impact: Increased number of students meeting eligibility requirements for and enrolling in college-credit-bearing coursework.

Staff Responsible for Monitoring: Administration, Counselors, Dual Credit/Advanced Academics teachers, Instructional Coaches, Go Center Specialist

Formative Reviews

November	March	May

Performance Objective 13

Six in ten graduates will have earned an industry-based certification and complete a program of study while in high school.

Strategy 1

RHS will provide industry-aligned equipment, technology, software, instructional materials, consumables, certification preparation resources, and testing opportunities necessary for

students to complete programs of study and earn Industry-Based Certifications.

Strategy's Expected Result/Impact: At least 60% of graduates will earn an IBC and complete an aligned program of study.

Staff Responsible for Monitoring: Principal, Counselors, CTC/CTE Administration, CTE Teachers

Formative Reviews

November	March	May

Strategy 2

RHS will provide supplemental tutoring, certification preparation, extended learning opportunities, and targeted interventions for students pursuing Industry-Based Certifications.

Strategy's Expected Result/Impact: Increased IBC examination pass rates and successful certification attainment.

Staff Responsible for Monitoring: Principal, Counselors, CTC/CTE Administration, CTE Teachers

Formative Reviews

November	March	May

Strategy 3

RHS will monitor individual student progress through CTE programs of study and provide advising, scheduling support, and targeted interventions to increase program completion and IBC attainment.

Strategy's Expected Result/Impact: Increased percentage of students successfully completing programs of study and earning aligned IBCs prior to graduation.

Staff Responsible for Monitoring: Principal, Counselors, CTC/CTE Administration, CTE Teachers

Formative Reviews

November	March	May

Performance Objective 14

One in ten SPED graduates will be considered college ready in both reading and math through the TSI-A or the SAT assessments

Strategy 1

RHS will provide supplemental TSIA2/SAT preparation, instructional materials, technology, tutoring, and small-group interventions designed to address the academic needs of SPED students in reading and mathematics.

Strategy's Expected Result/Impact: Increased percentatge of SPED graduates will meet college-readiness benchmarks in both reading and mathematics.

Staff Responsible for Monitoring: Special Education Personnel, English/Math Teachers, Counselors, Administration

Formative Reviews

November	March	May

Strategy 2

RHS will monitor SPED students' progress toward TSIA2/SAT college-readiness benchmarks and provide individualized interventions, accommodations, and additional testing opportunities based on identified needs.

Strategy's Expected Result/Impact: Increased number of SPED students progressing toward and achieving college-readiness benchmarks.

Staff Responsible for Monitoring: Special Education Personnel, English/Math Teachers, Counselors, Administration

Formative Reviews

November	March	May

Strategy 3

RHS will provide professional development, collaborative planning, supplemental resources, and instructional support to strengthen general and special education teachers' capacity to prepare SPED students for college-readiness assessments.

Strategy's Expected Result/Impact: Increased teacher capacity to provide appropriate academic support and preparation for SPED students pursuing college readiness.

Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education Personnel, Instructional Coaches

Formative Reviews

November	March	May

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

RHS will implement ongoing staff recognition, appreciation, and engagement opportunities to recognize employee contributions, strengthen morale, and promote a positive campus culture.

Strategy's Expected Result/Impact: RHS will achieve an Employee Engagement Survey score of 4.0 or higher and increase staff perceptions of recognition and campus culture.

Staff Responsible for Monitoring: Principal, Assistant Principals

Formative Reviews

November	March	May

Strategy 2

RHS will provide structured opportunities for staff input and two-way communication through faculty meetings, committees, surveys, and other feedback opportunities to strengthen employee involvement in campus decisions.

Strategy's Expected Result/Impact: Increased staff perceptions of opportunities to provide input, receive information, and participate in campus decision-making.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Educational Improvement Council

Formative Reviews

November	March	May

Strategy 3

RHS will provide professional development, coaching, collaboration opportunities, and supplemental resources based on identified staff needs to strengthen employee capacity,

support, and job satisfaction.

Strategy's Expected Result/Impact: Increased staff perceptions of professional support, access to resources, and opportunities for professional growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

Formative Reviews

November	March	May

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

RHS will strengthen consistent and timely communication with parents and families regarding student academic progress, attendance, campus programs, activities, and opportunities for involvement.

Strategy's Expected Result/Impact: RHS will achieve a Parent Satisfaction Survey score of 4.0 or higher and increase parent satisfaction with campus communication.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Formative Reviews

November	March	May

Strategy 2

RHS will provide parents and families with resources, training, information, and support to increase their understanding of academic expectations, graduation requirements, college and career readiness, and ways to support student success.

Strategy's Expected Result/Impact: Increased parent knowledge of academic expectations, graduation requirements, student resources, and college/career opportunities.

Staff Responsible for Monitoring: Administration, Counselors, Parent Liasion

Formative Reviews

November	March	May

Strategy 3

RHS will provide multiple opportunities for parents and families to provide feedback regarding campus programs, communication, student needs, and overall school experience and will utilize feedback to identify areas for improvement.

Strategy's Expected Result/Impact: Increased opportunities for parents to provide meaningful input into campus programs, needs, and improvement efforts.

Staff Responsible for Monitoring: Principal, Assistant Principals, CEIC/Campus Leadership

Formative Reviews

November	March	May

Performance Objective 3

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

Strategy 1

RHS will host at least one parent and family engagement activity each nine weeks focused on identified campus and family needs, including academics, attendance, graduation, college and career readiness, student programs, and available resources.

Strategy's Expected Result/Impact: RHS will conduct at least one parent/family engagement activity each nine weeks and increase family participation in campus programs.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Parent Liasion

Formative Reviews

November	March	May

Strategy 2

RHS will utilize supplemental resources and appropriate state and federal funds to support family engagement activities through informational materials, translation/interpretation, technology, supplies, and other allowable resources that reduce barriers to family participation.

Strategy's Expected Result/Impact: Families will have increased access to information, resources, and supports that promote meaningful participation in their student's education.

Staff Responsible for Monitoring: Principal, Parent Liaison, Budget/Business Clerk

Formative Reviews

November	March	May

Strategy 3

RHS will strengthen partnerships with community organizations, businesses, higher education institutions, and other stakeholders to provide families and students with additional academic, career, postsecondary, and community resources.

Strategy's Expected Result/Impact: Increased partnerships and community resources available to support students and families.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, CTC/CTE Personnel

Formative Reviews

November	March	May

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

RHS will provide and promote diverse academic, athletic, fine arts, leadership, CTE, service, and extracurricular opportunities designed to increase student participation and school connectedness.

Strategy's Expected Result/Impact: At least 50% of the student population will participate in one or more qualifying extracurricular activities.

Staff Responsible for Monitoring: Principal, Assistant Principals, Athletic/Fine Arts/Activity Sponsors

Formative Reviews

November	March	May

Strategy 2

RHS will monitor student participation in extracurricular activities and conduct targeted recruitment and outreach to students who are not currently involved in a campus organization,

program, team, or activity.

Strategy's Expected Result/Impact: Increased participation among students who are not currently connected to a campus activity or organization.

Staff Responsible for Monitoring: Assistant Principals, Counselors, Activity Sponsors, Coaches

Formative Reviews

November	March	May

Strategy 3

RHS will provide supplemental materials, supplies, transportation, registration fees, equipment, and other allowable resources to reduce barriers and increase student access to academic, leadership, service, and extracurricular opportunities.

Strategy's Expected Result/Impact: Reduced barriers to student participation and increased access to academic, leadership, service, and extracurricular opportunities.

Staff Responsible for Monitoring: Principal, Assistant Principals, Budget/Business Clerk, Program Sponsors

Formative Reviews

November	March	May

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

RHS will monitor campus, state, and federal budgets throughout the school year to ensure expenditures remain within allocated funding levels and are aligned with identified campus needs and improvement priorities.

Strategy's Expected Result/Impact: RHS will remain at or below its allocated campus budget while effectively utilizing available resources.

Staff Responsible for Monitoring: Principal, Budget/Business Clerk

Formative Reviews

November	March	May

Strategy 2

RHS will prioritize expenditures based on the Comprehensive Needs Assessment and Campus Improvement Plan to ensure resources are directed toward programs, personnel, instructional resources, and services that support student achievement and campus goals.

Strategy's Expected Result/Impact: Campus resources will be aligned with CNA-identified needs and CIP priorities.

Staff Responsible for Monitoring: Principal, Budget/Business Clerk, Campus Leadership Team

Formative Reviews

November	March	May

Strategy 3

RHS will regularly review expenditures, purchase orders, and remaining balances to maximize

available resources, prevent overspending, and make timely budget adjustments based on campus needs.

Strategy's Expected Result/Impact: RHS will maintain accurate budget balances, maximize available resources, and prevent overspending.

Staff Responsible for Monitoring: Principal, Budget/Business Clerk

Formative Reviews

November	March	May

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

RHS will ensure campus personnel responsible for purchasing, cash handling, activity funds, inventory, and other financial processes follow district procedures and complete required training.

Strategy's Expected Result/Impact: RHS will have no material audit, compliance, cash-handling, or financial procedure findings attributable to the campus.

Staff Responsible for Monitoring: Principal, Budget/Business Clerk, Campus Secretary

Formative Reviews

November	March	May

Strategy 2

RHS will conduct ongoing reviews of campus financial records, purchasing documentation, cash-handling procedures, inventory, and other required documentation to identify and correct potential compliance concerns.

Strategy's Expected Result/Impact: Financial and procedural concerns will be identified and corrected before resulting in audit or compliance findings.

Staff Responsible for Monitoring: Principal, Budget/Business Clerk

Formative Reviews

November **March** **May**

Strategy 3

RHS will maintain accurate inventory and asset records and conduct periodic reviews of campus equipment, technology, and other district property to ensure appropriate accountability and safeguarding of district resources.

Strategy's Expected Result/Impact: RHS will maintain accurate inventory records and accountability for district equipment, technology, and assets.

Staff Responsible for Monitoring: Principal, Budget/Business Clerk, Campus Technology Personnel

Formative Reviews

November **March** **May**

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

RHS will conduct and document 100% of required emergency drills and exercises in accordance with district and state requirements and review procedures with staff and students to strengthen campus preparedness.

Strategy's Expected Result/Impact: RHS will complete and document 100% of required emergency drills and exercises.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Safety/Security Personnel

Formative Reviews

November **March** **May**

Strategy 2

RHS will conduct ongoing safety checks of exterior doors, classrooms, facilities, and other identified areas to ensure compliance with campus, district, and state safety requirements and promptly address identified concerns.

Strategy's Expected Result/Impact: RHS will maintain compliance with applicable school safety requirements and have no findings on the Intruder Detection Audit.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Safety/Security Personnel

Formative Reviews

November	March	May

Strategy 3

RHS will provide necessary safety equipment, communication resources, technology, supplies, and training to strengthen emergency preparedness, campus security, and implementation of required safety procedures.

Strategy's Expected Result/Impact: Staff will have the training and resources necessary to effectively implement campus safety and emergency procedures.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Safety/Security Personnel

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Riverside High School

Total SCE Funds: $401,546.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

SCE funds are used to pay for 4 teachers, and 1 instructional coach.

Title I Summary

Title I

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

1.1 Description of CNA Process

Riverside High School conducted its Comprehensive Needs Assessment (CNA) as part of the development of the 2026–2027 Campus Improvement Plan. The Campus Educational Improvement Council (CEIC) met on August 12, 2026, and the Principal's Advisory Council met on September 24, 2026, to provide stakeholder input and review campus priorities.

The CNA process included an analysis of multiple data sources, including STAAR EOC performance, student demographics, attendance, college and career readiness, and the 2026 Parent Satisfaction and Employee Engagement Surveys. The assessment focused on four key areas: demographics, student achievement, programs and processes, and school culture and climate.

Through the review of campus data and stakeholder feedback, strengths and areas for improvement were identified, problem statements and root causes were developed, and measurable goals were established. The findings guided the development of campus improvement strategies focused on strengthening Tier 1 instruction, improving PLT effectiveness, providing targeted interventions, and increasing stakeholder engagement.

1.2 Location for Evidence of Multiple Meetings Held

Location for meeting minutes and agendas are held under the "committes" section.

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 High School began developing its 2026–2027 Campus Improvement Plan in August 2026 through the Comprehensive Needs Assessment (CNA) process. The Campus Educational Improvement Council (CEIC) met on August 12, 2026, to review campus data, identify strengths and areas of need, and establish improvement priorities. The Principal's Advisory Council met on September 24, 2026, to provide additional stakeholder input.

Throughout the development process, the campus reviewed student achievement, demographics, attendance, college and career readiness, instructional programs, and stakeholder survey results. These findings informed the development of problem statements, root causes, measurable goals, and improvement strategies.

Evidence of stakeholder meetings and CIP development is maintained in campus CEIC and Principal's Advisory Council documentation, including meeting agendas, minutes, sign-in sheets, and supporting data.

2.2 Stakeholders 1114(b)(2)

Riverside High School includes staff, families, students, and community stakeholders in the development of the 2026–2027 Campus Improvement Plan through the Campus Educational Improvement Council (CEIC), Principal's Advisory Council, and stakeholder surveys. The CEIC met on August 12, 2026, and the Principal's Advisory Council met on September 24, 2026, to provide input on campus needs and improvement priorities.

Feedback is solicited through committee discussions, the Parent Satisfaction Survey, and the Employee Engagement Survey. Stakeholder input is considered alongside student achievement, attendance, and other campus data to identify strengths, areas for improvement, and strategies that support student success.

Documentation: Stakeholder membership lists, meeting agendas, minutes, and sign-in sheets identifying participants by name and role should be maintained in the campus CEIC and Principal's Advisory Council records as evidence of participation in the CIP development process.

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

Riverside High School makes its Campus Improvement Plan available to district personnel, parents, and the community through the district website and upon request at the campus. The plan is presented in an organized, understandable format that outlines campus goals, improvement strategies, and measurable outcomes. The plan is made available in English and Spanish to ensure accessibility for families. Parents and community members may contact the campus for assistance in accessing or understanding the plan.

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

Riverside High School coordinates its Campus Improvement Plan with district, state, and federal programs to support student achievement and address the academic, social, and emotional needs of all students. The campus integrates Title I resources, Special Education, Emergent Bilingual services, Section 504, and HB 1416 accelerated instruction to provide targeted academic support. Career and Technical Education (CTE), college and career readiness programs, counseling services, and credit recovery opportunities further support student success and postsecondary preparation. Additionally, the campus coordinates with district departments and community partners to provide student safety, nutrition, attendance interventions, and family support services. These programs and resources are aligned with campus improvement goals to ensure a coordinated approach to student achievement and continuous improvement.

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

Riverside High School addresses Title I statutory requirements through campus improvement strategies aligned with the Comprehensive Needs Assessment. These strategies focus on strengthening Tier 1 instruction, improving student achievement, providing targeted interventions, supporting Emergent Bilingual and Special Education students, and increasing parent and family engagement. Each applicable strategy is aligned with the corresponding Title I requirements to ensure coordinated implementation and continuous monitoring of campus improvement efforts.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Riverside High School evaluates the effectiveness of its Campus Improvement Plan through ongoing monitoring of campus goals, strategies, and student performance data. Formative reviews are conducted throughout the school year, with a summative review completed annually to evaluate overall program effectiveness. Data reviewed include STAAR EOC results, district assessments, attendance, college and career readiness, and parent and employee surveys.

Documentation, including meeting agendas, sign-in sheets, data analysis, and evaluation notes, is maintained in campus CEIC records and the Campus Improvement Plan's Formative and Summative Review sections. Evaluation findings are incorporated into the following year's Comprehensive Needs Assessment to identify areas for improvement and guide

future planning.