Ysleta Independent School District

Riverside Middle School

Accountability Rating: B

2026-2027 Campus Improvement Plan

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Mission Statement

Our mission is to make the Ysleta Independent School District synonymous with excellence in the arts by inspiring every student to embrace and celebrate their cultural heritage, develop their unique talents, and reach their fullest potential through diverse programs, creative media, and meaningful experiences. Through the **FOR the Valley mentality**, we will empower students to create, perform, lead, and use the arts to enrich their schools and strengthen their community.

Vision

Our Vision: FOR the Valley

All students who enroll in our schools will graduate from high school fluent in two or more languages, prepared and inspired to pursue a four-year college, university, or other institution of higher education. Through the **FOR the Valley mentality**, we will empower every student to become a successful, responsible, and contributing citizen who is prepared to lead, serve, and make a lasting difference in our community.

Value Statement

We believe every student deserves the opportunity to discover their voice, celebrate their cultural identity, and develop their talents through the arts. We value creativity, excellence, collaboration, inclusion, perseverance, and service. Through the **FOR the Valley mentality**, we are committed to providing meaningful artistic experiences that inspire students to lead, contribute, and make a positive impact in their schools, families, and community.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Strengths

Riverside Middle School demonstrates a strong commitment to continuous improvement by using staff and parent survey data to identify areas of strength and need. Campus leadership intentionally reviews stakeholder feedback and incorporates the findings into planning, professional learning, communication, and decision-making processes.

A major strength is the campus leadership structure, which provides opportunities for administrators and staff to collaboratively review needs and develop responsive solutions through **PLT meetings** and other leadership structures. The campus also demonstrates a willingness to address identified concerns directly by improving internal communication, providing targeted professional development, and clarifying district expectations and procedures.

Additional strengths include:

- Use of staff and parent survey data to guide campus improvement efforts.
- A collaborative approach to reviewing needs and developing solutions.
- Commitment to improving communication between administration, faculty, staff, and families.
- Professional development opportunities aligned to identified staff needs and current campus challenges.
- Recognition of the importance of celebrating faculty and staff contributions.
- Attention to personnel needs to ensure appropriate staffing and support for students.
- A focus on strengthening teacher-parent communication and family engagement.
- Commitment to recognizing and celebrating student achievement throughout the school year.
- Collaboration among administration, department heads, technology staff, and the librarian to support campus initiatives.
- A culture of reflection and responsiveness in which stakeholder feedback is used to improve school processes and programs.

Demographics

Summary

Our faculty and staff demographics reflect a dedicated team of 48 teachers, including itinerant educators, who are committed to providing quality education to our students. We are supported by 9 instructional aides who assist in delivering personalized learning experiences. Our school is maintained by 7 custodians who ensure a clean and safe environment for learning. The leadership team comprises 3 administrators who oversee the school's operations and strategic direction. Additionally, we have 2 instructional coaches who work closely with teachers to enhance instructional practices, a librarian who fosters a love for reading and research, and a CIS Coordinator who supports community and student engagement. We are proud to maintain a low turnover rate, which speaks to the positive and supportive work environment we have cultivated.

Our student demographics highlight the diverse and unique needs of our student body. With 90.4% of our students identified as economically disadvantaged, we are committed to providing equitable access to resources and opportunities that support their academic and personal growth. The English Bilingual (EB) population stands at 44%, indicating a significant portion of our students are developing proficiency in English, and we are dedicated to supporting their language acquisition and academic success. Our mobility rate is 14.6%, which presents challenges in maintaining continuity in education, and we strive to provide stability and support for students who transition in and out of our school. Additionally, 16.8% of our students receive special education services, and we are committed to delivering individualized support to meet their diverse learning needs.

Strengths

Campus Strengths

Our campus is strengthened by a dedicated and experienced team committed to meeting the academic, social, and emotional needs of every student. Our 48 teachers, including itinerant educators, bring diverse expertise and work collaboratively to provide high-quality instruction. Nine instructional aides enhance this work by supporting differentiated instruction and providing students with individualized assistance.

Our campus also benefits from a comprehensive support structure that includes three administrators, two instructional coaches, a librarian, and a Communities In Schools Coordinator. Together, these professionals provide instructional leadership, strengthen classroom practices, promote literacy and research, and connect students and families with valuable school and community resources. Our seven custodians contribute significantly to student success by maintaining a clean, welcoming, and safe learning environment.

A major campus strength is our low staff turnover rate. This stability reflects the positive, supportive culture established across the campus and allows staff members to build strong relationships with students, families, and one another. Staff continuity also supports consistent expectations, sustained professional growth, and long-term implementation of campus initiatives.

The diversity of our student population is another important strength. With 44% of students identified as Emergent Bilingual, our campus is enriched by multiple languages, cultures, and experiences. This provides opportunities to promote bilingualism, cultural awareness, and inclusive instructional practices.

Our staff demonstrates a strong commitment to equity, ensuring that students who are economically disadvantaged have access to meaningful educational opportunities, resources, and support systems. The campus is also experienced in serving students with diverse learning needs, including the 16.8% of students who receive special education services. Teachers, instructional aides, and

support personnel collaborate to provide individualized instruction, accommodations, and interventions that promote student growth.

Although student mobility requires ongoing responsiveness, our campus has developed systems to welcome new students, identify their needs, and connect them with academic and social supports. Overall, our greatest strength is a stable, caring, and collaborative school community that remains focused on removing barriers and helping every student succeed.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Riverside Middle School serves a student population with significant and diverse instructional needs, including 90.4% economically disadvantaged students, 44% Emergent Bilingual students, 16.8% of students receiving special education services, and a 14.6% mobility rate. While the campus benefits from a stable and dedicated faculty and staff, these student needs require greater consistency in rigor	Root Cause: Inconsistent use of collaborative planning, student data, and differentiated Tier 1 instructional practices has limited the campus's ability to consistently meet the diverse academic needs of all students.

★ = Priority

Student Learning

Summary

Faculty responses indicate that teachers at Riverside Middle School use a variety of formal and informal data sources to monitor student growth and adjust instruction. Commonly referenced data sources include STAAR results, district checkpoints, interim assessments, common and unit assessments, quizzes, exit tickets, bell ringers, student work, Lexia, Students in all tested content areas receive support beyond the core curriculum through resources such as Lowman/Blitz, Progress Learning, Lead4ward, STAAR Masters, Closing the Distance, Hand2Mind, and STEMscopes, and daily checks for understanding. Teachers reported using this information to identify strengths, weaknesses, misconceptions, and specific TEKS that require additional support.

The responses also show that data is being used to make instructional decisions such as reteaching missed concepts, spiraling skills into future lessons, forming small groups, adjusting seating charts, planning tutoring and interventions, and modifying instruction when students are not demonstrating mastery. Several teachers described using data collaboratively to plan enrichment, reteaching, and targeted support for individual students.

Overall, the feedback demonstrates a strong awareness of the importance of assessment and progress monitoring. A potential area for continued growth is ensuring that these data practices are implemented **consistently across classrooms and PLTs**, with a common process for analyzing results, responding to misconceptions during Tier 1 instruction, and monitoring whether instructional adjustments are producing measurable student growth.

Strengths

- **Student Learning Strengths**
    - **Consistent access to supplemental instructional resources:** Students in all tested content areas receive support beyond the core curriculum through resources such as **Lowman/Blitz, Progress Learning, Lead4ward, STAAR Masters, Closing the Distance, Hand2Mind, and STEMscopes**.
    - **Targeted intervention and acceleration:** Programs are used to address unfinished learning, reinforce priority TEKS, provide reteaching, and prepare students for increased rigor.
    - **Multiple opportunities for practice and mastery:** Students interact with content through digital programs, workbooks, targeted STAAR practice, curriculum resources, and teacher-created instructional strategies.
    - **Strong alignment to assessed standards:** Lead4ward Field Guides, Lowman resources, Progress Learning, and STAAR-focused materials help teachers maintain a clear connection between daily instruction and state standards.
    - **Common instructional strategies across classrooms:** In RLA, students benefit from consistent approaches to annotation, writing, revising/editing, and vocabulary development, including **Headlines, 8-Square, and 4-Square writing**.
    - **Content-specific supports:** Resources are selected to meet the needs of individual subjects, including **STEMscopes and Hand2Mind in math/science, StudySync and CommonLit in RLA, and College Board resources for Algebra I**.
    - **Data-informed differentiation:** These resources provide teachers with additional tools to respond to assessment data through small-group instruction, intervention, enrichment, spiraling, and targeted practice.
      A significant student learning strength at Riverside Middle School is the consistent implementation of multiple research-aligned instructional and intervention resources across all tested subject areas. Students are provided with targeted practice, reteaching, enrichment, and multiple opportunities to demonstrate mastery of priority TEKS. The combination of common instructional resources, content-specific programs, and consistent strategies supports differentiated instruction and allows teachers to respond to student learning needs based on ongoing assessment data.
      For a campus needs assessment, you could make it even more concise:
      Students benefit from consistent, TEKS-aligned instructional resources and intervention programs across all tested content areas, providing multiple opportunities for targeted practice, reteaching, enrichment, and mastery.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	While the district's 8th-grade Social Studies performance currently ranks the lowest across all YISD campuses, instructional interventions frequently target low-performing students, leaving the critical gap in "Meets" and "Masters" achievement unaddressed.	Teacher conformity, Teachers not knowing Data, False desire for autonomy
2	During the 2025-2026 school year, only 47% of seventh-grade students met their expected growth targets in mathematics. This indicates that more than half of students are not making the level of academic progress needed to achieve grade-level proficiency.	Teacher behaviors, teacher conformity
3	Data from the 2025-2026 school year indicates that 41% of seventh-grade students met their established growth target at Meets in RLA. This trend highlights a critical gap, as more than half of the student population is falling short of the academic trajectories necessary for grade-level proficiency.	Teacher conformity, false desire for autonomy

★ = Priority

School Processes & Programs

Summary

School Processes & Programs

Riverside Middle School has established a variety of academic supports, leadership structures, and communication systems designed to promote student success and continuous campus improvement.

The **Academic Center** serves as an important resource for students who need additional academic assistance. It provides a structured environment where students can receive targeted support, complete assignments, and access resources that reinforce classroom instruction.

SEE Tutors provide individualized and small-group academic support for students who require additional assistance in specific content areas. Tutors work with students to address identified learning needs, close academic gaps, and strengthen understanding of essential skills and concepts.

Extended Learning Opportunities (ELOs) provide students with additional time and support beyond the regular instructional day. These opportunities allow students to receive reteaching, intervention, enrichment, and additional practice to support mastery of the curriculum.

Technology support is also available to assist students and families with the **Home Access Center (HAC)**. This assistance helps parents and students access grades, attendance information, assignments, and other academic information so they can remain informed and engaged in the educational process.

Riverside Middle School utilizes several leadership and decision-making structures to maintain alignment and support continuous improvement. **Leadership Meetings are conducted weekly** to provide administrators and campus leaders with an opportunity to review campus needs, discuss instructional and operational priorities, address concerns, and ensure progress toward campus goals.

The **Instructional Leadership Team (ILT)**, consisting of the principal, assistant principals, and instructional coaches, meets regularly to establish academic priorities, analyze student performance, review instructional practices, and develop strategies to support teachers and improve student outcomes.

Department Head Meetings are held monthly to provide academic department leaders with opportunities to collaborate on curriculum, instructional strategies, assessment data, professional learning, and department-specific goals. Department heads also serve as an important communication link between campus leadership and classroom teachers.

Faculty Meetings are conducted monthly to communicate campus expectations, provide professional learning, address schoolwide priorities, recognize accomplishments, and ensure that staff members remain informed and aligned with campus initiatives.

The **Campus Educational Improvement Council (CEIC)** provides a formal structure for stakeholder participation in campus planning and continuous improvement. The council includes representatives from different areas of the school community and provides opportunities to review campus needs, discuss programs and initiatives, and contribute to decisions that support student achievement and school improvement.

Together, these programs and leadership structures provide Riverside Middle School with systems for academic intervention, collaboration, communication, and shared decision-making. A continued area of focus is ensuring that these processes also provide consistent opportunities for students, families, staff, and community members to share their perspectives and contribute meaningful feedback regarding campus programs, services, and priorities.

Strengths

Processes & Programs:

- **Multiple layers of academic support** through the Academic Center, SEE Tutors, and Extended Learning Opportunities.

- **Targeted intervention opportunities** that provide students with additional time, reteaching, and personalized assistance.
- **Strong leadership structures** with weekly leadership meetings and regular Instructional Leadership Team meetings.
- **Collaborative decision-making** involving administrators, instructional coaches, department heads, faculty, and CEIC members.
- **Consistent opportunities for staff communication** through monthly faculty and department head meetings.
- **Focus on continuous improvement** through CEIC, leadership discussions, goal setting, and review of campus needs.
- **Technology support for families** through assistance with HAC, helping parents monitor grades, attendance, and student progress.
- **Shared academic focus** through the principal, assistant principals, and instructional coaches working together to establish and monitor campus goals.
- **Department-level collaboration** that supports curriculum alignment, instructional planning, and consistent expectations.
- **Commitment to student success beyond the regular school day** through tutoring and extended learning opportunities.

Riverside Middle School's strengths include a comprehensive system of academic supports, collaborative leadership structures, regular staff communication, and multiple intervention opportunities designed to meet individual student needs and promote continuous improvement.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Riverside Middle School lacks a consistent and systematic communication process to ensure that school programs, procedures, expectations, and available supports are clearly understood and implemented by all stakeholders. Inconsistent communication among staff, students, and families can lead to gaps in awareness, uneven implementation of campus processes, and missed opportunities to access program	Riverside Middle School does not yet have a consistent, accessible platform or structured process that allows families and community members to regularly express their voices, provide feedback, and participate in decisions related to school processes, programs, and student success.

★ = Priority

Perceptions

Summary

Communication

Problem Statement:
Riverside Middle School provides multiple opportunities for communication and stakeholder engagement; however, communication between the campus and community is not always consistent across platforms, resulting in some families receiving information at different times or through different sources.

Root Cause:
Campus information is shared through multiple communication platforms, including newsletters, the school website, Thrillshare, parent conferences, CEIC meetings, surveys, and Coffee with the Principal, but there is not yet a fully standardized communication process that ensures information is timely, consistent, accessible, and reinforced across all platforms.

Identified Need:
Riverside Middle School needs to strengthen and streamline its communication system so that families and community members consistently receive accurate, timely, and accessible information while also having regular opportunities to provide feedback and express their perspectives.

Strengths:
Riverside Middle School has established multiple avenues for stakeholder engagement, including CEIC meetings, Parent-Teacher Conferences, Parent Satisfaction Surveys, Coffee with the Principal, Staff Surveys, newsletters, the campus website, and Thrillshare. These systems demonstrate a commitment to transparency, relationship-building, and community involvement. Longstanding campus traditions and strong legacy-family connections also contribute to a sense of pride, trust, and continuity within the Riverside community.

Strengths

Strengths

Riverside Middle School demonstrates a strong commitment to communication, transparency, and community engagement. The campus provides multiple opportunities for families, staff, and community members to stay informed and share feedback through CEIC meetings, Parent-Teacher Conferences, Parent Satisfaction Surveys, Staff Surveys, Coffee with the Principal, newsletters, the campus website, and Thrillshare.

The school also benefits from strong relationships with legacy families who have longstanding connections to the Riverside feeder pattern. These relationships help reinforce shared expectations, traditions, and a sense of pride within the community.

Additional strengths include:

- Multiple communication platforms that allow information to reach families in different ways.
- Structured opportunities for stakeholder feedback throughout the school year.
- Strong parent-school relationships supported through conferences and informal engagement opportunities.
- A culture of transparency and openness between school leadership and the community.
- Longstanding traditions that strengthen school identity, trust, and community pride.
- Consistent opportunities for staff voice through surveys and campus meetings.
- Established structures such as CEIC that support shared decision-making and continuous improvement.
- Strong community connection and continuity through multigenerational and legacy families.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Riverside Middle School is viewed as a campus with a strong commitment to student success, positive relationships, and continued academic growth. Staff members demonstrate pride in the school community and work to create a safe, supportive, and engaging environment for students. Families recognize the efforts of teachers and campus leaders to provide opportunities for students academically, social	Riverside Middle School needs a consistent system for collecting, analyzing, and responding to stakeholder perceptions so that student, family, staff, and community voices are meaningfully incorporated into campus planning and decision-making.

★ = 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)**

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**
- [x] **Results Driven Accountability (RDA)**
- [x] **Alternative Education Accountability (AEA) data**
- [x] **Local Accountability Systems (LAS) data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

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

- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Texas Success Initiative (TSI) 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] **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] **Class size averages by grade and subject**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

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

- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Teacher recruitment/retention rates and other data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**

Support Systems and Other Data

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

Provide targeted, data-driven remediation during Advisory, the school day, before and after school, Saturdays, and fall and spring intersessions. Students will be assigned to and rotated through Advisory classes based on their individual academic needs.

Strategy's Expected Result/Impact: Students will receive targeted, data-driven support to close learning gaps, increase mastery, and improve academic growth.

Staff Responsible for Monitoring: Administration and Instructional Coaches

Funding Sources: General school supplies and instructional materials to support student learning, strengthen Tier 1 instruction, and increase student engagement and academic achievement. Title I, Part A, $2,500, Chromebook Chargers for Students Title I, Part A, $350, Science Supplies for students to complete hands on experiments/labs Title I, Part A, $1,200

Formative Reviews

November	March	May

Strategy 2

Increase the percentage of Emergent Bilingual/English Learner students achieving Meets Grade Level or above on the English Language Arts/Reading STAAR/EOC assessment by providing targeted, data-driven instruction, language supports, and progress monitoring throughout the school year.

Formative Reviews

November	March	May

Strategy 3

Provide targeted remediation and intervention during Advisory, the instructional day, before and

after school, Saturdays, and fall/spring intersessions. Students will be assigned to Advisory or Curriculum Enrichment classes based on individual assessment data, identified learning gaps, and priority TEKS. Student placement will be reviewed regularly, and students will rotate as needed based on progress-monitoring data and demonstrated mastery.

Formative Reviews

November	March	May

Strategy 4

Close the academic learning gap by providing our students in Emergent Bilingual Students with interventions during and after school

Formative Reviews

November	March	May

Performance Objective 2

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

Strategy 1

Provide targeted remediation and intervention during Advisory, the school day, before and after school, Saturdays, and fall/spring intersessions. Students will be placed in Advisory or Curriculum Enrichment classes based on individual student data, identified academic needs, and priority TEKS, with placements reviewed and adjusted regularly based on progress and mastery.

Strategy's Expected Result/Impact: Students will receive timely, individualized support based on identified learning gaps, resulting in increased mastery of priority TEKS, improved academic performance, and stronger growth on campus, district, and state assessments. Regular progress monitoring and flexible student placement will allow teachers to adjust interventions as needed and ensure students receive the appropriate level of support. The expected result is an increase in the percentage of students, including Emergent Bilingual and Special Education students, achieving Meets Grade Level or above on STAAR/EOC assessments.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration

Formative Reviews

November	March	May

Performance Objective 3

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

Strategy 1

Provide Gifted and Talented students with opportunities to work together through TPSP & other core class projects; including the materials for the various projects & provide students the opportunity to participate in competitions such as QBEC.

Formative Reviews

November	March	May

Strategy 2

Provide RMS students an opportunity to participate in Robotics through Independent Study. 8th grade students will also participate in College and Career Readiness Class.

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

Provide targeted remediation and intervention during Advisory, the school day, before and after school, Saturdays, and fall/spring intersessions. Students will be placed in Advisory or Curriculum Enrichment classes based on individual student data, identified academic needs, and priority TEKS, with placements reviewed and adjusted regularly based on progress and mastery. The goal is for at least one in three Emergent Bilingual students, or approximately 33%, to achieve Meets Grade Level or above on STAAR/EOC assessments.

Strategy's Expected Result/Impact: Emergent Bilingual students will receive targeted, data-driven support to address identified learning gaps and strengthen mastery of priority TEKS. As a result, students are expected to demonstrate increased academic growth, improved performance on campus and district assessments, and greater success on STAAR/EOC. The intended impact is for at least **33% of Emergent Bilingual students to achieve Meets Grade Level or above**, while also increasing the number of students who show measurable progress toward grade-level proficiency throughout the year.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration

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

At least one in four students receiving special education services, or approximately 25%, will achieve Meets Grade Level or above on STAAR/EOC assessments. To support this goal, targeted remediation and intervention will be provided during Advisory, the instructional day, before and after school, Saturdays, and fall/spring intersessions. Students will be placed in Advisory or Curriculum Enrichment classes based on individual student data, identified academic needs, and priority TEKS. Student progress will be monitored regularly, and placements and interventions will be adjusted based on demonstrated growth and mastery.

Strategy's Expected Result/Impact: Students receiving special education services will demonstrate increased mastery of priority TEKS, improved performance on campus and district assessments, and measurable academic growth throughout the year. Ongoing progress monitoring and targeted intervention will help ensure that instruction is responsive to individual student needs. The expected impact is for at least 25% of students receiving special education services to achieve Meets Grade Level or above on STAAR/EOC assessments, while increasing the number of students making progress toward grade-level proficiency.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration

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

Provide a systemic professional development model that improves professional learning to align with high levels of student academic achievement. Provide professional development opportunities as requested/found necessary based on CNA and to include Holiday Exchange opportunities, Teacher Professional Development, and TAGT Conference.

Strategy's Expected Result/Impact: Improved instructional practices, increased teacher effectiveness, and higher levels of student engagement and academic achievement.

Staff Responsible for Monitoring: Administration, Instructional Coaches, Counselors

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.

Evaluation Data Source: Parent Engagement Survey

Strategy 1

Increase or maintain a Parent Satisfaction Survey score of at least 4.10 out of 5.0 by strengthening parent involvement opportunities, maintaining consistent and timely communication, promoting an open-door policy, and providing support through Communities In Schools (CIS), the counseling center, teachers, and campus leadership.

Strategy's Expected Result/Impact: Parents and families will experience improved communication, increased opportunities for involvement, and greater access to campus support systems. The expected result is to increase or maintain a **Parent Satisfaction Survey score of at least 4.10 out of 5.0**. The overall impact will be stronger school-family partnerships, increased parent engagement, improved trust and communication, and greater parent confidence in the academic, social, and emotional support provided by Riverside Middle School.

Staff Responsible for Monitoring: Teachers, CIS, Counselors, Administration

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.

Evaluation Data Source: Sign In Sheets, Flyers of Family Engagement Opportunities

Strategy 1

During the 2026-2027 school year, CIS and campus staff will provide parent involvement opportunities, including trainings, workshops, and informational sessions. CIS salary expenses are included.

Strategy's Expected Result/Impact: Increased parent engagement and stronger home-school partnerships to support student achievement, attendance, and overall success.

Staff Responsible for Monitoring: Administration, CIS Coordinator, CIS Central Office, Budget Clerk/ Secretary

Funding Sources: CIS Salary for 2026-2027 Title I, Part A, $35,000, Student SEL mentoring with R Ramirez and champion belt Title I, Part A, $3,200, Microphones for Family Engagement and school wide events Title I, Part A, $750

Formative Reviews

November	March	May

Strategy 2

Increase or maintain a Parent Satisfaction Survey score of 3.92 out of 5.0 by providing meaningful parent involvement opportunities, consistent communication, an open-door policy, and support through CIS, counselors, and teachers.

Strategy's Expected Result/Impact: Improved parent satisfaction, stronger family-school partnerships, and increased support for student achievement and well-being.

Staff Responsible for Monitoring: Administration, CIS Coordinator, Counselors

Formative Reviews

November	March	May

Strategy 3

Riverside Middle School will maintain or improve its Employee Engagement Survey score of 4.10 out of 5.0 by promoting consistent communication, transparency, and staff collaboration.

Strategy's Expected Result/Impact: Increased employee engagement, trust, collaboration, and staff satisfaction, resulting in a more positive and productive school culture.

Staff Responsible for Monitoring: Administration, Counselors, CIS Coordinator

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

Increase student participation in extracurricular and co-curricular opportunities by actively promoting and expanding access to academic clubs, athletics, fine arts, leadership organizations, and volunteer/service activities. Campus staff will identify students who are not currently involved, provide targeted recruitment and encouragement, reduce participation barriers when possible, and monitor involvement throughout the year. The goal is for at least 50% of the student population to participate in at least one academic, athletic, fine arts, leadership, and/or volunteer extracurricular activity.

Strategy's Expected Result/Impact: Students will have increased access to meaningful extracurricular and co-curricular opportunities that promote school connectedness, leadership, teamwork, responsibility, and a sense of belonging. The expected result is for at least **50% of the student population to participate in one or more academic, athletic, fine arts, leadership, and/or volunteer activities**. The overall impact will be increased student engagement, stronger relationships with peers and adults, improved campus culture, and greater student connection to Riverside Middle School.

Staff Responsible for Monitoring: Coaches, Administration, and Teachers

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

Review the campus budget monthly to monitor spending and identify potential variances early.

Strategy's Expected Result/Impact: Monthly budget reviews will increase financial accountability and allow the campus to identify and address spending variances early, helping ensure resources are used effectively and the campus remains within its allocated budget.

Staff Responsible for Monitoring: Principal and Budget 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

Maintain strong campus financial controls and procedures aligned with district expectations by ensuring timely and accurate completion of required financial documentation, inventory processes, cash handling procedures, purchasing requirements, and compliance reviews. Campus leadership and designated staff will regularly monitor records, provide staff guidance and training as needed, and address discrepancies promptly. The goal is to have no material audit, compliance, inventory, cash handling, or financial procedure findings attributable to the campus, thereby supporting the district's achievement of a FIRST Rating of Standard Achievement or higher.

Strategy's Expected Result/Impact: The campus will demonstrate consistent financial accountability, accurate recordkeeping, and compliance with district procedures for purchasing, inventory, cash handling, and financial documentation. The expected result is no material audit, compliance, inventory, cash handling, or financial procedure findings attributable to the campus. The overall impact will be stronger internal controls, reduced financial risk, improved stewardship of campus resources, and continued support of the district's achievement of a FIRST Rating of Standard Achievement or higher.

Staff Responsible for Monitoring: Administration, Head Custodian, Budget Clerk

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

Implement and monitor a comprehensive campus safety plan aligned with district and Texas School Safety Center requirements. The campus will complete 100% of required safety drills and exercises, maintain accurate documentation, conduct regular reviews of emergency procedures, and provide staff training on safety protocols and response expectations. Campus leadership will also conduct routine checks of exterior doors, access points, communication procedures, and required safety documentation to identify and correct concerns promptly. The goal is to maintain full compliance and achieve no findings on the Intruder Detection Audit.

Strategy's Expected Result/Impact: The campus will maintain a safe, secure, and prepared learning environment through consistent implementation of required safety procedures, drills, and staff training. The expected result is 100% completion of required drills and exercises and no findings on the Intruder Detection Audit. The overall impact will be increased staff and student preparedness, improved response to emergencies, stronger compliance with district and Texas School Safety Center requirements, and greater confidence among students, staff, and families in campus safety procedures.

Staff Responsible for Monitoring: Counselors, Administration, Security

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Riverside Middle School

Total SCE Funds: $48,277.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Strategy: Provide targeted tutoring and academic interventions, ensure students have access to necessary school supplies and instructional materials, and utilize the CIS Coordinator to connect students and families with campus and community resources that address academic, social, and basic needs. Expected Result/Impact: Students will have greater access to the academic and personal supports needed to be successful, resulting in improved participation, attendance, academic performance, and family engagement while reducing barriers that may interfere with student learning.

Title I Summary

Title I

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

1.1 Description of CNA Process

Riverside Middle School conducts its Campus Needs Assessment (CNA) annually at the end of the school year. Staff members provide feedback through a Google Form, and the principal and administrative team review the responses prior to meeting with staff during the final PLT meetings of the year. These meetings serve as a campus "listening tour," allowing teachers and staff to share concerns, identify strengths and areas for growth, and suggest possible solutions.

All staff members are included in the process to ensure broad stakeholder representation. During the CNA process, the campus examines areas such as student achievement, attendance, discipline, instructional practices, campus climate, communication, professional development, programs, interventions, and available resources. Data reviewed may include STAAR results, district and campus assessments, attendance and discipline data, surveys, program data, teacher feedback, and other relevant campus information. The feedback and data collected are then used to identify campus priorities and guide the development of improvement goals, strategies, and action steps for the upcoming school year.

1.2 Location for Evidence of Multiple Meetings Held

Riverside Middle School provided multiple opportunities throughout the school year for stakeholders to participate in the Campus Needs Assessment and campus improvement process. Stakeholders met three times during the school year, with an additional meeting held at the end of the year to review progress, provide feedback, identify areas of need, and offer recommendations for the upcoming school year.

The end-of-year meeting also served as an opportunity to gather final stakeholder input as part of the CNA process and ensure that identified needs, concerns, and proposed solutions were considered in campus planning.

Evidence of stakeholder participation and meeting opportunities is maintained in the Campus Improvement Plan (CIP). Documentation includes dated meeting agendas, meeting notes and minutes, sign-in sheets, and other supporting evidence. All required documentation has been uploaded to the CIP for review and verification.

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 Middle School develops its Schoolwide Plan/Campus Improvement Plan through an ongoing process that begins with the review of campus data and stakeholder feedback at the end of the school year. The principal, administrative team, and campus stakeholders identify strengths, needs, priorities, and possible action steps that guide planning for the upcoming school year.

The CIP is then developed and refined prior to and during the beginning of the new school year. Progress toward campus goals and strategies is reviewed during three stakeholder meetings held throughout the year, with an additional end-of-year meeting used to evaluate progress and support the next Campus Needs Assessment cycle.

Evidence of stakeholder participation and multiple meeting opportunities is maintained in the Campus Improvement Plan (CIP). Documentation includes dated meeting agendas, meeting notes and minutes, sign-in sheets, and other supporting evidence. All required documentation has been uploaded to the CIP for review and verification.

2.2 Stakeholders 1114(b)(2)

Riverside Middle School includes staff, families, and community members in the development of the Campus Improvement Plan through scheduled stakeholder meetings, surveys, discussions, and opportunities to provide feedback on campus strengths, needs, goals, and proposed strategies. Staff input is gathered through PLTs, faculty discussions, and the Campus Needs Assessment process, while families and community members are invited to provide feedback during campus stakeholder and CEIC meetings.

Feedback is reviewed by the principal and administrative team and used to refine campus priorities, goals, strategies, and action steps. Stakeholders are also given opportunities throughout the year to review progress and provide additional recommendations.

Evidence of stakeholder participation is maintained in the Campus Improvement Plan (CIP). Documentation includes a list of stakeholders with names and roles, dated meeting agendas, meeting notes and minutes, sign-in sheets, and other supporting documentation. All required evidence has been uploaded to the CIP for review and verification.

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

Riverside Middle School makes the Campus Improvement Plan available to the district, parents, families, and community members through district and campus communication platforms. The plan is presented in a clear and understandable format, and information is communicated in both English and Spanish, as needed, to ensure accessibility for families and stakeholders.

Stakeholders are informed of campus goals, identified needs, strategies, and progress through meetings, parent communications, and other campus engagement opportunities. Evidence of stakeholder participation and plan development is maintained in the Campus Improvement Plan (CIP), including stakeholder lists, dated agendas, meeting notes and minutes, sign-in sheets, and other supporting documentation. All required evidence has been uploaded to the CIP for review and verification.

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

Riverside Middle School coordinates the Campus Improvement Plan with applicable Federal, State, district, and local programs to ensure that services and resources are aligned to identified student and family needs. Campus leadership works collaboratively with district departments, counselors, Communities In Schools, special programs, nutrition services, safety and violence prevention initiatives, intervention programs, and other community-based resources to support academic achievement, attendance, behavior, student wellness, and family engagement.

The campus also aligns available funding, instructional resources, intervention services, and support programs with the goals and strategies identified through the Campus Needs Assessment. When appropriate, services are coordinated with district and community partners to reduce duplication, strengthen support systems, and ensure students and families have access to needed academic, social, and behavioral resources.

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

The statutorily required Title I descriptions are addressed within the strategies of the Campus Improvement Plan. Appropriate Title I elements have been selected and aligned at the strategy level, allowing the corresponding strategy descriptions to populate this section automatically.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation for evaluating program effectiveness is maintained within the Campus Improvement Plan (CIP). Formative Review notes are used throughout the year, at least semiannually, to monitor implementation of strategies, review progress toward campus goals, and determine whether adjustments are needed. The annual evaluation of the Schoolwide Program is documented in the Summative Review.

Supporting documentation, including agendas, sign-in sheets, meeting notes, assessment data, attendance and discipline data, student performance data, perception data, and other relevant evidence, is maintained and aligned to the Schoolwide Program evaluation process. The results of the annual evaluation are reviewed with campus stakeholders and incorporated into the following year's Campus Needs Assessment to identify continued strengths, areas of need, and priorities for improvement.