Brownsville Independent School District

Rivera Early College High School

2018-2019 Campus Improvement Plan

Mission Statement

MISSON: **T**he Faculty, Staff, Students and Community of Simon Rivera High School are committed to the development of individuals who are academically competent and self-reliant so that they can successfully pursue post-secondary education and/or training opportunities to better themselves, their families, and their community, enabling them to become productive citizens with a global and moral awareness that will impact their lives and increase their self-esteem to create a safe and secure society.

Vision

VISION: Brownsville Independent School District, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the

English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Simón Rivera Early College High School, located at 6955 FM 802, near the Port of Brownsville on Brownsville's northeast side, was built in 1988. The two-story building houses 112 classrooms and 7 fully equipped computer labs with approximately 25 computers in each lab and an additional 10 portable classrooms. Rivera High School, as it has been known, has approximately 2,400 students enrolled in grades 9^{th} – 12^{th} with 98% of the student population identified as Hispanic and 20% Limited English Proficient. Rivera High School is identified as a Title 1 school and employs approximately 180 professional staff with 10% holding masters degrees in their respective area. The staff is supported by eight administrators, eight counselors, two librarians, two nurses and eighty-one support personnel including para-professionals, clerical staff, and custodial staff.

The student population at Rivera Early College High School (ECHS) is approximately 2,400 and serves students in grades ninth through twelfth. According to the PEIMS Data Review of our campus profile, the students population includes: Hispanic 99.6%, White .3%, African American .001%, Economically Disadvantaged 99%, Limited English Proficient 11.3%, At Risk 67%, Migrant .01%, Gifted and Talented 9.1%, Special Education 11.6%. The enrollment number of 2281 for Rivera ECHS have shown an increase of 1% over last year. The mobility rate of the campus is 16.8%, a 2% decrease from last year.

Demographics Strengths

Strengths include good student/teacher ratio, the opportunity for free breakfast, lunch and supper, and other Title I benefits including funding for migrant student, academic tutorial classes and Summer Bridge Programs that assist and encourage students to perform at their full potential. The school is located at the edge of an industrial area, near the Port of Brownsville, where students can see a variety of industrial projects and different job opportunities, offering the school a variety of guest speakers available to make real-world connections to math, science and CTE. Other strengths include the variety of background experiences Rivera teachers provide to augment the content of their courses, making learning more relevant.

NEEDS

1. Students in our ECHS Cohort need a variety of interventions to ensure they complete their coursework successfully.

2. Teachers need professional development support to ensure followup and successful response to students struggling with content or self discipline.

3. For students not in the ECHS cohort, additional supports must be in place for them and their teachers to ensure that the entire campus is following AVID strategies as much as possible until they are able to attend the training.

4. Coding needs to be corrected for all sub-pops on eSchool. Parent Liaisons need to acquire documentation by conducting home visits (6.1.1).

Student Academic Achievement

Student Academic Achievement Summary

Our ECHS designation enables students to attend college courses and the campus offers a wide variety of certifications, AP courses, and dual enrollment courses through Texas Southmost College and Texas A&M University. Scores on college entrance exams, AP courses and dual enrollment courses rose this year and the expectation is that they will continue to improve with the emphasis this designation and the excitement this opportunity generates in the community.

Incoming 9th grade students' scores from Reading and Math determine whether they require blocked classes in English and Math or advanced classes such as Geometry or AP Human Geography.

Content teachers in English I, US History and Math conducted regular formative assessments and met weekly or more often to discuss data and teaching strategies. Biology used their own formative assessments and English II met and tested less regularly as a group. Students attended tutorials during the week and on weekends, but many students who really needed help did not attend.

Current students showed modest gains. Biology and US History showed 4% gains in Mastery and English I showed 4% gains in both Approaches and Meets.

Rivera Early College High School, 2017-2018 STAAR Spring EOC Score Comparison

Spring STAAR EOC Scores 2018*						
STAAR EOC	**Approaches**		**Meets**		**Masters**	
	2017	**2018**	**2017**	**2018**	**2017**	**2018**
Algebra I	86	82	60	55	31	31
Biology	82	**83**	42	**43**	6	**10**
English I	48	**52**	29	**33**	3	**4**
English II	53	**53**	37	**37**	2	**3**
US History	95	92	66	65	26	**29**

BISD Assessment*

Spring STAAR EOC Scores 2018** (LEP only)				
STAAR EOC	**PERCENT**	**Approaches**	**Meets**	**Masters**
Algebra I	52.49	70.15	**38.81**	**14.93**
Biology	43.36	63.06	**10.81**	0

English I	43.86	19.12	**4.90**	0
English II	47.54	15.03	**6.54**	0
US History	54.83	80	**35**	**6.25**

Eduphoria**

Spring STAAR EOC Scores 2018** (IDEA only)				
STAAR EOC	**PERCENT**	**Approaches**	**Meets**	**Masters**
Algebra I	40.39	47.83	**14.49**	**7.25**
Biology	40.26	50	**11.11**	**2.78**
English I	40.02	11.54	**3.08**	0
English II	43.65	8.41	**1.87**	0
US History	47.54	64.58	**20.83**	**8.33**

Eduphoria**

The attendance rate this past year was low and although we had a plan to make up for the loss of hall monitors, some low-performing students were not attending classes regularly, or skipping classes posing a challenge to them.

Rivera ECHS - Attendance 2017-2018

First 6 Weeks	96.32
Second 6 Weeks	95.24
Third 6 Weeks	93.25
Fourth 6 Weeks	92.65
Fifth 6 Weeks	92.03
Sixth 6 Weeks	92.61

Students taking Advanced Placement and Dual Enrollment have increased and their understanding of dual benefits have increased. Data availability is July 2018.

Student Academic Achievement Strengths

Data from college enrollments have increased.

Students are challenging themselves and one another. This is a new trend on campus.

NEEDS

1. Students need additional instructional time before and after school for extended day **tutorials with transportation**. (1.1.1, 9.3.1)
2. Every student needs to have a Personal Graduation Plan and a Program of Study. Student support after making these decisions needs to come from every member of the campus staff starting with the counselors and teachers with support from administration and the rest of the campus staff.
3. Students need to be encouraged by everyone to attend class, be prompt, complete assignments, and focus on the future. **Incentives and awards** need to be provided for attendance and academic improvement and achievement. (3.3.1)
4. **Instructional and consumable** Supplies are needed every day including **copy paper and Media Center printing for instructional purposes**. (1.1.1, 1.6.1)
5. Students need to be able to learn to use **computers and related technology** for research and technical skills to ensure 21st Century work and college readiness. Related **computer toner and supplies** to run and connect technology are needed to support hardware. (1.3.1, 8.1.2)
6. **Computer software and software renewals** are critical needs for student achievement. (1.3.1, 8.1.1, 8.1.2)
7. Overviews and presentations for parents need to occur at every opportunity including parent conferences with individual students to ensure conceptual knowledge of expectations and deadlines are met. **Supplies and refreshments at major parent meetings** are needed. (6.1.1, 6.1.3)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Student attendance is the responsibility of the entire school and everyone needs to be engaged for improvement. **Root Cause**: Hall monitors were re-assigned causing lack of supervision.

School Processes & Programs

School Processes & Programs Summary

To ensure well-rounded graduates, students need to have access to many opportunities outside their narrow field of vision. Students need to be able to travel to IHEs, visit a variety of businesses, hear representatives from different fields of service talk about the jobs they perform, how much money they make, where they travel, how they learn on the job, what kind of people they meet and how they have learned to interact with people from different circumstances. Students need to learn how to organize their time, plan their tasks, and complete intricate assignments successfully. (1.4.1, 1.4.2)

To ensure well-prepared teachers, qualified to teach complex subject material and assign and score complex tasks, teachers need to have experiences, training and professional development to prepare them for the requirements of HB5 coursework, dual enrollment vertical alignment, and introduce them to experiences one would find in multicultural metroplexes where big business provides opportunities to students that are not available in this locale. (1.6.1)

To ensure the campus staff and parents understand the scope of learning today's student should envision, opportunities for campus staff and parents need to be exposed to the types of learning experiences their children have in an Early College High School.

Rivera provides several instructional programs that interface with one another in support of HB5.

- Career and Technology pathways (STEM, Business, Public Service, Arts & Humanities, and Interdisciplinary Studies)
- Advanced Placement (22 offerings)
- Early College High School
    - Dual Enrollment 9th Grade Cohort (preparing students in the cohort to complete high school and receive their Associates Degree simultaneously)
    - wall-to-wall dual enrollment (students in grades 10-12 have the opportunity to enroll in college courses as they become eligible)
- Core Complete (students can obtain the requirements for Core Completion, enabling them to transfer the core to any college in Texas)
- TSI Ready (students pass all 3 TSI college prep exams so they can enroll in college coursework in high school or after graduation

Some faculty members currently attend masters courses in preparation to teach dual enrollment. Support from the campus administration and the district enable them to pay reduced tuition. Support from TEA's ECHS Blueprint and coach guides the campus and faculty toward greater success through regular visits and coaching to adhere to the 2018-2019 Blueprint Design. AVID is a vital component of our freshmen coursework and is supported by administration.

Teachers meet in departments and in strands to prepare for lesson implementation and to review data and teacher-made assessments. Strand leaders are crucial to the positive outcomes necessary for successful implementation and intervention.

School Processes & Programs Strengths

Faculty professional development is ongoing and efforts are made to provide opportunities for personal growth, time to share and learn in risk-free environments, and time to plan after self-reflection. Staff members are involved in decisionmaking activities and suggestions are taken seriously.

NEEDS

1. This Early College Campus needs a full-time **college advisor. (1.3.2)**
2. **AP and SAT testing materials** are needed for adequate student college application completion. (1.4.1)
3. **Substitutes** are needed for testing situations and for times our teachers are out in training or at conferences. (1.4.1, 7.1.1)
4. **Funding for Summer Bridge Programs** are needed to be in compliance with the ECHS Blueprint and is just good practice to prepare 8th graders for the rigor of high school and college coursework. (1.4.2)
5. **Training for teachers and opportunities for teachers to attend conferences** instill professionalism and growth as a norm for the job of teaching. (7.1.1)
6. A **printer and supplies** are needed for At Risk Program. (8.1.2)
7. **AVID training, AVID Library, and membership fees** are provided for teachers and students. (1.4.4)
8. Compliance with OSHA requires the **installation and wiring of our classroom projectors** overhead to prevent safety issues.

Perceptions

Perceptions Summary

The designation of Early College High School changes the climate of the school by elevating the expectation of the entire staff, which filters to the students. Multiple ways of sharing information are used to make certain all teachers and staff members understand the goals set for the campus and the means of meeting those goals.

This year there is an air of excitement and although there have been many changes, the teachers and staff have been very patient in the process. Everyone feels the momentum and extends their enthusiasm to the students. Change to our dual enrollment designation as a "School within a School" targets a cohort of 126 our incoming freshmen, some of those offerings extended to freshmen; the supper program providing an evening meal to every student during days of tutorial; extended tutorial opportunities, some of which are for college entrance exam preparation; dress code for teachers, - all lend an air of sophistication and elevates the expectation of everyone on campus. Everyone seems ready to work a little harder for every student's success.

There is a collective vision for Early College High School on this campus. All teachers are working together with a positive attitude. Students are excited about the oppotunity to enroll in college coursework while they are in high school and many understand the positive benefits of attending college.

Perceptions Strengths

Teachers are encouraged to share ideas, offer suggestions, and attend training as requested. Teachers are open to new teaching methodologies as long as they are perceived as valuable to the overall work and can be woven together for the greater good of the campus and student achievement.

NEEDS

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

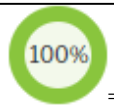
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

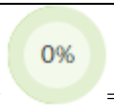
Performance Objective 1: Rivera ECHS student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Source(s) 1: STAAR/EOC performance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 1) Provide consumable supplies for instructional delivery and student learning during the school day and during tutorial.	2.6	Dean Department Chairs Strand Leaders Teachers	Teachers will have resources needed for quality instruction and students will be able to demonstrate understanding in class and on assessments.				
Funding Sources: 162 State Compensatory - 86976.00, 211 Title I-A - 59008.00, 199 Local funds - 15000.00							



= Accomplished = Continue/Modify 

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Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Rivera ECHS Career and Technical Education student participation will increase by 5 percentage points over 2018 including special population students and CCMR graduates will improve over prior year graduates.

Evaluation Data Source(s) 2: PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

Summative Evaluation 2:

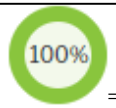
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: Rivera ECHS will implement the Early College High School model to maintain designation and improve performance as measured by the ECHS Blueprint.

Evaluation Data Source(s) 3: TSI reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) The campus will purchase computers, new software and update academic software as needed to support ECHS.	2.5	Dean	Students will be able to extend learning by having access to their textbooks electronically and add study time by utilizing technology programs 24/7 thereby showing academic progress. Teachers will be able to access disaggragated data in a timely way from technology through: Benchmarks STAAR AP formative assessments TSI formative assessments				
	Funding Sources: 211 Title I-A - 126526.00						
2) The campus will provide a College Advisor for the student population to comply with the ECHS Blueprint, ESSA, and HB5.		Principal Dean	ECHS students will complete 10% more FAFSA and scholarship applications.				
	Funding Sources: 211 Title I-A - 10000.00						



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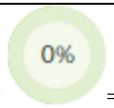

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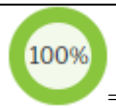
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

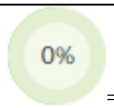
Performance Objective 4: 80% of Rivera students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Source(s) 4: PBMAS Report, STAAR/EOC Assessments for Migrant Students, Migrant Program participation reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 1) Provide AP and SAT School Day test funds for our 11th and 12th grade students.	2.6	Counselors College Advisor Teachers Dean	Identify students qualifying for scholarships aimed at at-risk students resulting in increased opportunities for under-identified students and first time college attending families.				
	Funding Sources: 211 Title I-A - 25000.00, 162 State Compensatory - 4000.00						
2) Summer Bridge will be scheduled and held to prepare students for rigorous coursework, acclimate them to the high school teachers and culture, and introduce them to mentors for the coming 4 years.	2.6	Rivera Cluster Principals at High School and Middle Schools Dean Content teachers	Successful academic and social-emotional transition for 8th graders to 9th grade. Community service for Rivera students to provide mentorships for incoming 9th graders.				
	Funding Sources: 211 Title I-A - 21700.00						
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 6 3) All students will receive instructional training in the best possible learning environment and with appropriate materials and needed supplies.	2.4	Principal Assistant Principals	All students success will be commiserate with state-identified sub-populations within 3 percentage points.				
	Funding Sources: 166 State Special Ed. - 9905.00						
Critical Success Factors CSF 7 4) ECHS Cohort students will be provided an AVID class supported by content teachers training in AVID strategies to ensure successful completion in high school and college classes. In addition, the AVID teachers will train the rest of the campus staff with AVID strategies during campus staff development and Strand Meetings.	2.6	Principal Dean AVID teachers Strand Leaders	Cohort students will utilize AVID strategies in all classes as evidenced by AViD grades. All students will utilize AVID strategies in content classes.				
	Funding Sources: 211 Title I-A - 3899.00						



= Accomplished = Continue/Modify 

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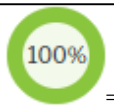
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

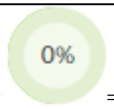
Performance Objective 5: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE Programs by 5% over 2017-2018 participation.

Evaluation Data Source(s) 5: Regional and State competition participation numbers

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI. Population: Grades K-12 teachers and students (especially G/T identified students) Timeline: August 2018 - May 2019	2.5, 2.6	Advanced Academics Administrator Advanced Academics Lead Teachers Campus Administration Campus Coordinators	Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +Chess (K-12th) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (K-12th) 10% increase in student participation at the regional, state and Global levels. +Stock Market Games(4th-12th) 10% increase in student participation at the district level. +UIL Academics (4th-12th) 10% increase in student participation at the district and state level.				
	Funding Sources: 199 G/T Advanced Academics - 700.00						
2) Theater Arts, Music, Visual Art, Dance, and other Fine Arts Programs will use financial assets as needed to provide transportation, food, supplies, and materials to ensure successful implementation of each endeavor.	2.4, 2.5, 2.6, 3.1, 3.2	Assistant Principal Fine Arts Staff	Successful competitive programs that bring enrichment to students' educational experience and encourage them to excel.				



= Accomplished = Continue/Modify 

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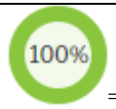
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

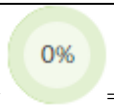
Performance Objective 6: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Source(s) 6: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All migrant students will receive grade appropriate school supplies and hygiene productson an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months. Population: All Migrant Students Timeline: August 2018-June 2019 CNA:	2.6	Migrant Funded: Teachers, Clerk Migrant Counselor	Formative: PFS student grades and scores Summative: +Fewer PFS students are identified due to increased performance +On-time promotion and on-time graduation rates increased				
	Funding Sources: 212 Title I-C (Migrant) - 2140.00						
2) Migrant 8th and 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes and STAAR exams. Population: 8th and 9th grade migrant students Timeline: January 2019 CNA:	2.6	District Migrant Coordinator HS Migrant Teacher HS Campus Clerk	Formative: 3 week Progress Report and Six Weeks grades Summative: +Increased Algebra I and EOC passing rates				



= Accomplished = Continue/Modify 

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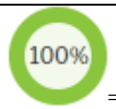
Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

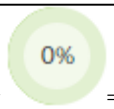
Performance Objective 1: All Rivera ECHS facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years.

Evaluation Data Source(s) 1: New Energy Plan adopted by campus and an updated 5-year Renovation Plan

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Maintain equipment, instructional supplies, and building.	2.6	Principal Safety Officer Maintenance Personnel Faculty and staff	Maintenance is continuous as needed. Reports to the principal will be made daily based on visual inspections by all faculty and staff.				
	Funding Sources: 199 Local funds - 500.00						



= Accomplished = Continue/Modify 

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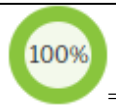
Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

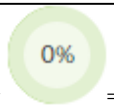
Performance Objective 1: The campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Fiscal reports from bookkeeper, federal, state, and local funds, internal and external audit reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will provide supplies necessary to carry out instructional activities and to enhance relationships with parents and community members.	2.6, 3.2	Principal Principal's secretary	Teachers and students have the resources they need and parents/community members have frequent contact with staff about the activities of the campus.				
	Funding Sources: 199 Local funds - 26000.00						
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 2) The campus will provide the library with monetary requirements to provide varied college readiness resources to ensure success in work and higher education experiences.	2.4	Principal Librarians Library Staff Dean and instructional staff	Students will have access to the latest technology to complete assignments which are competitive with the rest of the nation and research opportunities through technology and print resources.				
	Funding Sources: 199 Local funds - 7850.00						
3) The campus will provide the nursing staff with supplies for the execution of their duties to the students on campus.		Principal	Improve daily health care for students on campus.				
	Funding Sources: 199 Local funds - 3000.00						



= Accomplished = Continue/Modify 

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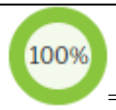
Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

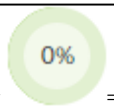
Performance Objective 2: The campus will commit to a budget which includes accurate and timely submission of reimbursements, extra duty and stipend compensation for 100% of teachers.

Evaluation Data Source(s) 2: Extra duty pay and stipend reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The bookkeeper will provide training for clubs and organizations and maintain a sound practice of oversight and teacher support for those transactions.	2.5	Principal	Well trained staff and timely deposits. Adherence to the Chief Financial Officer's directives. Transparency for all fiduciary transactions when audited.				
	Funding Sources: 199 Local funds - 58389.00						
Critical Success Factors CSF 3 2) Stipends will be provided for teachers as required.		Principal	Improved Oversight and accountability.				
	Funding Sources: 199 Local funds - 2000.00						
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Travel for administrators will be provided for conferences, professional training or to accompany students' competitions.		Principal Assistant Principals	Teachers will benefit from professional development and students will benefit from the safety of having an adult accompany them to competition.				
	Funding Sources: 199 Local funds - 11000.00						
4) Supplies for Administrative needs in the capacity of providing student instruction, data for teachers, and other administrative duties.		Principal	Increased effectiveness of administrative staff in their duties of oversight.				
	Funding Sources: 199 Local funds - 15000.00						
5) The campus will provide funds for graduation expenses.		Principal Counselors	Students will celebrate the completion of their studies with a ceremony.				
	Funding Sources: 199 Local funds - 2500.00						
6) The campus will provide capital assets for administration as needed for the execution of their required duties or building equipment.		Principal	Timely reporting of data.				
	Funding Sources: 199 Local funds - 500.00						



= Accomplished = Continue/Modify 

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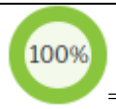
Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

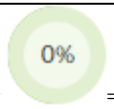
Performance Objective 3: Rivera ECHS will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 3: Campus needs surveys, district/campus climate surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 6 CSF 7		Principal					
1) The campus will provide awards and incentives for faculty and staff including activities to support campus climate and retention.	Funding Sources: 199 Local funds - 22000.00						
2) The campus will provide awards and incentives for students including activities to support campus climate and retention.	2.6	Principal	Improve/maintain positive campus climate.				
	Funding Sources: 211 Title I-A - 2000.00, 199 Local funds - 16000.00						



= Accomplished = Continue/Modify 

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Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

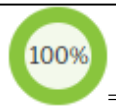
Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2017-2018 to 2018-2019.

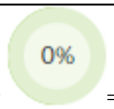
Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Parent Liaison will provide activities pertinent to the needs of parents and informational topics during regularly advertised meetings and provided supplies and refreshments.	2.4	Principal Dean Parent Liaison	Increased parental involvement by 10% from last year's attendance.				
	Funding Sources: 211 Title I-A - 4263.00						

2) Federal Programs, Migrant Department and State Compensatory will continue to fund Parent Trainers and Parent Liaisons for the purpose of assisting campuses and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs. Electronic devices will be provided for parent contact; home visits, phone calls and/or obtain signatures. Population: Parent & Family Engagement, Migrant and State Compensatory Staff Timeline: August 2018 -June 2019 CNA: Progs-Title#10	2.4, 3.2	Federal Programs Administrator Parent & Family Engagement, Migrant and State Compensatory Coordinators	Formative results: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits Summative Impact: Training Session Evaluations average scores Increase attendance % rate Parent Participation Rates will increase by 10% Increase 3% participation in PAC Mtgs. Increase on-time graduation Increase parents surveyed with greater understanding of migrant program				
3) Campus migrant clerks will coordinate with the Migrant Parent Liaison to conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation. Population: All migrant parents Timeline: November 2018 and March 2019 CNA: Demo#5, Perc#1-2, Progs-Title#10, ESSA Element/ priority	3.2	District Migrant Coordinator Migrant Campus Clerks- Migrant Parent Liaison DMC MSC	Formative: Sign-In sheets & agendas of Parent Meetings Summative: PBMAS report +Increased participation in PAC Mtg. +Increased student participation in supplemental activities				
	Funding Sources: 212 Title I-C (Migrant) - 100.00						



= Accomplished = Continue/Modify 

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Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 7 1) Teachers will attend professional development and conferences to enhance the knowledge of their craft, improve delivery and learn new knowledge and skills. The campus will sustain training implementation and see evidence of teachers keeping current with creative and innovative techniques in instruction to motivate at-risk students.	2.6	Principal Assistant Principals for Content, TTESS, and implementation Dean Department Chairs Strand Leaders	Improvement for every learner as evidenced by growth from one assessment to the next: STAAR sequential administrations Formative Assessments 3 & 6 wks Eduphoria data TELPAS through Ellevation TANGO data APEX data AP SAT, ACT				
	Funding Sources: 162 State Compensatory - 10000.00, 211 Title I-A - 38339.00, 199 Local funds - 3500.00						
2) Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skills and specific supports for secondary migrant students and OSY. Population: Migrant support staff Timeline: August 2018 to May 2019 CNA: SA#1-8, Progs-Migrant#4		District Migrant Coordinator Campus Administration	Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance on state and local assessments				
	Funding Sources: 212 Title I-C (Migrant) - 790.00						

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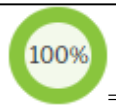
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

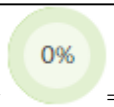
Performance Objective 1: All schools will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 7 1) Purchase new software for innovation in student labs.	2.5	Strand Leaders Department Chairs	Students will receive focused, targeted instruction for listening, speaking, reading and writing to improve these skills across the curriculum.				
	Funding Sources: 162 State Compensatory - 17245.00						
2) Provide equipment, materials and computer supplies for technology.		Dean	Equipment functions as required.				
	Funding Sources: 162 State Compensatory - 1275.00, 211 Title I-A - 25600.00						



= Accomplished = Continue/Modify 

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Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase campus attendance rate to 96% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: Campus attendance rates, At-Risk Student Attendance

Summative Evaluation 1:

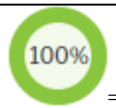
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

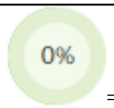
Performance Objective 2: Increase our Completion Rate to 95% and increase the Graduation Rate to 91.3%

Evaluation Data Source(s) 2: Drop-out and Graduation rate reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The high school migrant teacher and migrant clerk will create a file for all migrant students scheduled to graduate, in order to track on-time graduation. The individual migrant student folders will be reviewed by the campus team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with adjustments done if needed. *High school migrant students entering late and withdrawing early will have credit accrual opportunities through the State recommended and District approved Credit Accrual/ Recovery programs to ensure on time graduation. *A Paths to Scholarships Program will be offered to 11th and 12th grade migrant students in order to increase number of college admissions and scholarships awarded. *Current 10th and 11th grade Migrant students will have the opportunity to apply to attend the MAARS program at TSTC and MUSE program at UTRGV-Edinburg. Population: HS Migrant students Timeline: August 2018-June 2019 CNA:		District Migrant Coordinator HS Principal HS Migrant Teachers HS Migrant Clerk MSC	Formative: migrant files Summative: +increased On-time promotion and on-time graduation +Decreased dropout rates +PBMAS improved staging				
	Funding Sources: 212 Title I-C (Migrant) - 92684.76						



= Accomplished = Continue/Modify 

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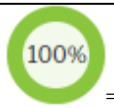
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

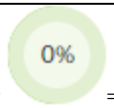
Performance Objective 3: Rivera ECHS will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%

Evaluation Data Source(s) 3: STAAR/EOC reports disaggregated for At-Risk students

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 4 CSF 5 1) Interventions will provide additional instruction for At Risk students who fail to receive credit for coursework because of excessive absences and/or failing grades. Parents will participate by co-signing a contract for each student in this situation.	2.4, 2.5, 3.1	Principal Dean At-Risk Team	Increased attendance and graduation rates.				
Funding Sources: 162 State Compensatory - 10000.00, 211 Title I-A - 10000.00							



= Accomplished = Continue/Modify 

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Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 4: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Source(s) 4: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 4:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	4	3	All students will receive instructional training in the best possible learning environment and with appropriate materials and needed supplies.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

In the spring this campus met to conduct a comprehensive needs assessment by analyzing acheivement data from several sources including our end-of-year Student, Parent and Staff Surveys, the Migrant Survey, and the STAR Chart survey. Student data from the LPAC Committee, TEA (STAAR, TELPAS, AMAO) and the College Board (SAT, AP, ACT). The following groups of stakeholders met to review data:

Departments (Science, English, Math, and Social Studies)

Strands (Subject Area Strands for each department)

Administration

Based on the data from these sources and data from the AdvanED SACS Accreditation visit, the TSC Accreditation visit, and the ECHS Blueprint for transition from a wall-to-wall model to a school within a school model, teacher stakeholders created a list of areas of need. Using the allocated budgets and the list from the Needs Assessment Committee, a list of resources, consumables, and replacement items was generated.

The committees mentioned above also met and collected data from the At-Risk team who monitor the social, emotional, and academic needs of students in danger of failing to meet State standards. They analysed the barriers these students face and developed strategies to try to prevent those barriers from causing students to drop out or fail to meet expectations. The District Improvement Plan was approved by the Board of Trustees on May 14, 2018.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Needs Assessment Committee adopted the Goals and Performance Objectives of the District Improvement Plan and reviewed the needs generated from the Parent, Teacher, and Student Surveys and data from the Needs Assessment Committee. Strand leaders met with the department chairs and identified strategies important to the improvement. Allocated funding was assigned to those strategies in the Campus Improvement Plan. Elements of the Campus Improvement Plan are reviewed weekly with Sub Committees on Thursdays and also at monthly meetings for the entire SBDM. The Campus Improvement Plan is available in its entirety on both the District and Campus websites: www.bisd.us and www.bisd.us/rivera.

The following teachers worked on the Needs Assessment and related Goals, Performance Standards, and Strategies weekly in May and June:

Teddy Cumberworth- English Teacher

Cindi Sierra- English Teacher (DE)

Deborah Parkin- Art Teacher (DE)

Gabriella Marks-Cisneros-CTE teacher

Mary Ann Deven-Gonzalez- Special Education

Emilio Barrientos- Science Teacher

Claudia Cantu- Math Teacher

Sgt. Andrew Garza- ROTC Instructor

Graciela Alonso- Social Studies Teacher(DE)

Shirley Zuniga- PE teacher

Irma Magallanes- Spanish teacher(DE)

Myrta Castillo- Assistant Principal

On August 13, 2018 the entire campus staff reviewed the CIP Needs Assessment and Goals for 2018-2019 as part of the Campus Inservice.

2.2: Regular monitoring and revision

The Campus Improvement Plan is monitored quarterly for progress and revision. In addition, sub-committees are formed to address formative decisions and provide data and feedback to use in SBDM as needed.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is located on the school website in addition to the district website and is written in simple language and includes visuals that are easy to understand.

2.4: Opportunities for all children to meet State standards

The Campus Improvement Plan includes strategies based on scientific, research-based protocols with scaffolded expectations and rewards for student success. Stakeholders have shared ideas from many perspectives and incorporated them for the coming year's instruction to ensure progress for each student.

The campus provides the following opportunities for all students to meet State standards:

1. Each teacher provides an overview, resources, lessons and sample evaluations on their course Weebly online, available 24 hours per day.
2. Each department provides extended day tutorial opportunities for students before and after school, on campus and a minimum of two times at the university.
3. Computer Software is provided with student access 24/7 to practice or complete assignments in vitually every course for instruction and assessment.
4. Computers and iPads are available for teachers to use with their classes to access the internet, practice skills, or assess.
5. The campus provides space in the library with technology and teachers to assist students 3 days per week until 7pm.
6. AVID-trained teachers use scientifically-based strategies with students to promote responsibility and good study habits.

2.5: Increased learning time and well-rounded education

Opportunities for extended learning time through web-based programs, tutorials, and weekend events provide assistance for students struggling with difficult concepts. Students are provided supper after school to prepare them for extracurricular activities and academic events in addition to transportation when needed to assist in participation.

Several times per year the campus invites the community to attend concerts, recitals, shows, and expositions where students spotlight academic learning. Each Open House students showcase important concepts they have learned by holding demonstrations in the lobby and other open areas of the campus.

All students are encouraged to excel by studying to pass the Reading, Writing, and Math portions of the TSI and enroll in Advanced Placement and Dual Credit courses with the college and university to propel them into their chosen career pathway.

Opportunities to participate in the Student by Student Leadership Conference, RGV Lead, and other valley leadership conferences give students an opportunity to see what the rest of the regional students are studying and what issues our community face now and in the future. This campus promotes United Nations' 17 Sustainable Goals which connects our students to the rest of the world by understanding that everything they learn will provide the skills to find solutions to the world's problems:

Students use the Goals to make connections to their learning.

2.6: Address needs of all students, particularly at-risk

Each year begins with a Walk for the Future to visit the homes of students who have not yet enrolled in school, explain how important they are, meet their families and urge them to come back to school to complete their education. This campus reaches out to homeless students and provides food, clothing and sometimes shelter or assistance with utilities enabling them to attend school regularly. The migrant program includes a classroom/computer lab where students can work to regain credits, receive academic help, are provided school supplies, food, and connections to other support measures to make their lifestyle less demanding.

This campus provides a full-time nursing staff and well-supplied exam rooms to serve students needing medical assistance throughout the day. The nursing staff also organizes Health Fairs during Open House and works as a vital component of our CATCH team, providing training for our students on breast and testicular cancer, diabetes, smoking, allergies, CPR, Epipen, and Blood-borne Pathogens.

Our Parent Liaison holds weekly meetings with parents to provide information on the many programs available to students to prepare them for their future. The College Advisor, teachers, program instructors, and the testing coordinator all meet with parents on schedule to provide information and answer questions. Strategies for parents to use to prepare their children to be successful are always on the agenda.

Response-to-Intervention, Dyslexia, 504, and At-Risk personnel are the primary campus experts on campus and address the learning concerns posed by trained teachers when students need additional support. Attendance Liaisons visit homes when questions arise about attendance and other concerns. A Communities in Schools representative provides intensive one-on-one support to the student and family in dire situations and the campus also houses a probation officer and at-risk counselor.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Parent Liaison meets with parents every week and has a schedule of services including speakers for topics of interest for parents, meetings with teachers, information sessions about college readiness, healthy lifestyles, parenting, community guest speakers, financial aid for college, and other topics generated by our annual survey and discussions throughout the year with parents.

3.2: Offer flexible number of parent involvement meetings

Parents attend events and meetings throughout the year at this campus and at different times of the day and evening. There are Upward Bound parent meetings each month for the parents of the UTRGV Upward Bound students identified at the beginning of each school year. The band, choir, football, soccer, estudiantina, basketball, track, softball, and other groups - all of which include a parental support group meet regularly to support their students but also to make suggestions for the improvement of the school as a whole.

This campus has a full-time Parent Liaison that plans activities for parents based on their interests and provides suggestions for the academic improvement of their children. This is supported through the district Parental Involvement Department office, whose website includes a schedule of activities, upcoming events, resources in English and Spanish, and support staff to provide training and support throughout the school life of the students they serve. This effort results in training sessions on healthy eating and exercise, cooking classes, ZUMBA, craft classes, cyberbulling, state testing, college awareness, financial aid, and other topics designed to improve communication among parents, between teachers and parents, and parents and their children.

In addition to these, the campus hosts Open House two times per year and always includes a Health Fair and different related events.

Other parent meetings address the topics related to college readiness, preparation for college, dual enrollment and concurrent enrollment, FAFSA and financial aid, scholarships, college careers, local college and university options, career pathways, military careers, and the various tests students take such as AP, ACT, PSAT, SAT, TSI, and ASVAB.

Finally, parents participate in SBDM.

2018-2019 Needs Assessment Team

Committee Role	Name	Position
Administrator	Roberta Sterling	Dean
Non-classroom Professional	Donna Browne	Librarian Library Media Services
Classroom Teacher	Graciela Alonso	Social Studies Dept. Chair
Classroom Teacher	Cinthia Sierra	English I
Classroom Teacher	Claudia Cantu	Math Dept. Chair
Classroom Teacher	Andrew Garza	AFjROTC Instructor
Classroom Teacher	Mary Ann Gonzalez	IDEA Department Chair
Classroom Teacher	Emilio Barrientos	Science Dept. Chair

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Armando Fraire	IDEA Teacher
Classroom Teacher	Beatriz Escobedo-Guerra Bethal	Science Teacher
Administrator	Norma Jean Canales	Principal
Classroom Teacher	Melinda Zarate	CTE Teacher
Meeting Faciliator	Genny Sterling	Dean
Classroom Teacher	Thomas Brashear	History Teacher/Coach
Parent	Arcelia Villalobos	Parent
Parent	Isabel Gonzalez	Parent
District-level Professional	Donna Marhoun	Federal Programs/Title I Coordinator
Non-classroom Professional	Jose Serrato	At-Risk Counselor
Classroom Teacher	Jessica Olivarez-Mazone	ESOL Teacher
Classroom Teacher	Lillian Martinez	Classroom Teacher
Community Representative	Jesse Vela	Catering Business
Community Representative	John A. Sanchez	Law Enforcement
Business Representative	Antonio Salazar	Moore Supplies
Business Representative	Kristen Garcia	4M Sunscreens

Campus Funding Summary

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Copy Paper	199-11-6396-00-004-y-11-000-y	$15,000.00
2	1	1	Contracted maintenance	199-11-6249-62-004-y-11-000-y	$500.00
3	1	1	Supplies/materials	199-11-6399-00-004-y-11-000-y	$8,500.00
3	1	1	supplies/materials	199-11-6399-62-004-y-11-000-y	$600.00
3	1	1	student travel and subsistence	199-11-6412-00-004-y-11-000-y	$6,000.00
3	1	1	reclassified travel	199-11-6494-00-004-y-11-000-y	$3,000.00
3	1	1	misc. operating costs - fees	199-11-6497-00-004-y-11-000-y	$400.00
3	1	1	Extra duty pay/overtime Supplemental	199-23-6121-08-004-y-99-000-y	$7,500.00
3	1	2	Reading materials - Library	199-12-6329-00-004-y-99-000-y	$4,500.00
3	1	2	General Supplies - Library	199-12-6399-00-004-y-99-000-y	$1,000.00
3	1	2	Supplies and Materials - LCL Def	199-12-6398-62-004-y-99-000-y	$350.00
3	1	2	General Supplies	199-12-6399-62-004-y-99-000-y	$500.00
3	1	2	Employee Travel - Librarians	199-12-6411-23-004-y-99-000-y	$1,500.00
3	1	3	General Supplies - campus clinic/nursing staff	199-33-6399-00-004-y-99-000-y	$2,500.00
3	1	3	General Supplies - computer supplies	199-33-6399-65-004-y-99-000-y	$500.00
3	2	1	Co-Curricular Stipends	199-36-6117-00-004-y-99-020-y	$20,000.00
3	2	1	Student Travel	199-36-6412-00-004-y-99-000-y	$1,000.00
3	2	1	Reclassified Transportation	199-36-6494-00-004-y-99-000-y	$500.00
3	2	1	Student travel and subsistence	199-36-6412-00-004-y-99-019-y	$1,750.00
3	2	1	Reclassified Transportation Expense	199-36-6494-00-004-y-99-019-y	$225.00
3	2	1	Reclassified Transportation Expense	199-36-6494-00-004-y-99-020-y	$1,200.00
3	2	1	Extra Duty Overtime Sup PE	199-51-6121-46-004-y-99-000-y	$3,714.00
3	2	1	Supplies for Maintenance/Operating Custodians	199-51-6315-00-004-y-99-000-y	$30,000.00
3	2	2	Stipends for teachers	199-13-6117-00-004-y-99-000-y	$2,000.00

3	2	3	Employee Travel - Teachers	199-13-6411-23-004-y-99-000-y	$5,000.00
3	2	3	Employee travel - administration	199-23-6411-23-004-y-99-000-y	$6,000.00
3	2	4	Supplies and materials - LCL Defined	199-23-6398-00-004-y-99-000-y	$2,000.00
3	2	4	General Supplies	199-23-6399-00-004-y-99-000-y	$7,000.00
3	2	4	General Supplies	199-23-6399-45-004-y-99-000-y	$6,000.00
3	2	5	Misc. Operating costs - Graduation	199-23-6499-53-004-y-99-000-y	$2,500.00
3	2	6	Capital Assets - Other	199-23-6649-65-004-y-99-000-y	$500.00
3	3	1	awards and incentives for faculty $150-500	199-13-6398-00-004-y-99-000-y	$2,000.00
3	3	1	Misc Operating Costs - Awards for teachers	199-23-6498-00-004-y-99-000-y	$18,000.00
3	3	1	Supplies and Materials - LCL Def	199-13-6399-00-004-y-99-000-y	$2,000.00
3	3	2	student awards	199-11-6498-00-004-y-11-000-y	$16,000.00
7	1	1	Substitute teacher	199-13-6112-00-004-y-99-000-y	$3,500.00
				Sub-Total	$183,239.00
				Budgeted Fund Source Amount	$183,239.00
				+/- Difference	$0

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	extra duty pay for tutorials EOC	162-11-6118-00-004-Y-24-EOC-Y	$40,876.00
1	1	1	software renewal - tutorial software	162-11-6249-62-004-Y-30-000-Y	$4,800.00
1	1	1	Copy Paper	162-11-6396-00-004-Y-30-000-Y	$2,000.00
1	1	1	tech items greater than $150 and less than $500	162-11-6398-00-004-Y-30-000-Y	$4,300.00
1	1	1	instructional tech items greater than $500 and less than $5000	162-11-6649-62-004-Y-30-000-Y	$16,000.00
1	1	1	Instructional Supplies and consumables	162-11-6399-00-004-Y-30-000-Y	$16,000.00
1	1	1	Media center printing for instructional purposes	162-11-6399-16-004-Y-30-000-Y	$3,000.00
1	4	1	substitutes	162-11-6118-18-004-Y-30-000-Y	$4,000.00
7	1	1	travel and fees for training	162-13-6411-23-004-Y-30-000-Y	$7,000.00
7	1	1	substitutes	162-11-6112-00-004-Y-30-000-Y	$3,000.00
8	1	1	new software	162-11-6395-62-004-Y-30-000-Y	$17,245.00

8	1	2	computer supplies at a cost less than $500	162-13-6399-62-00-004-Y-30-000-Y	$575.00
8	1	2	computer supplies at a cost of $500 or more (printer)	162-13-6649-65-004-Y-30-000-Y	$700.00
9	3	1	tutorial and intervention extra duty pay for At Risk from graduation or advancement	162-11-6118-00-004-Y-30-000-Y	$10,000.00
				Sub-Total	$129,496.00
				Budgeted Fund Source Amount	$129,496.00
				+/- Difference	$0

164 State Career and Technical Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,676,399.25
				+/- Difference	$2,676,399.25

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	copy paper and toner	166-63xx-xx-004-y-23-000-Y	$2,000.00
1	4	3	supplies and capital outlay	166-11-6xx9-00-004-y-23-OP4-Y	$7,905.00
				Sub-Total	$9,905.00
				Budgeted Fund Source Amount	$9,905.00
				+/- Difference	$0

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra duty pay for tutorials	211-11-6118-00-004-Y-30-of2-Y	$15,000.00
1	1	1	copy paper	211-11-6396-00-004-Y-30-of2-Y	$2,451.00
1	1	1	supplies	211-11-6399-00-004-Y-30-of2-Y	$30,757.00
1	1	1	Transportation for tutorials	211-11-6494-00-004-Y-30-of2-Y	$10,800.00
1	3	1	software renewals	211-11-6299-62-004-Y-30-of2-Y	$6,000.00
1	3	1	new software	211-11-6395-62-004-Y-30-of2-Y	$24,091.00

1	3	1	tech supplies over $150 and less than $500	211-11-6398-62-004-Y-30-of2-Y	$4,435.00
1	3	1	computers	211-11-6395-62-004-Y-30-of2-y	$92,000.00
1	3	2	College Advisor (contracted services)	211-31-6299-00-004-Y-30-TUK-Y	$10,000.00
1	4	1	AP and SAT testing materials	211-11-6339-00-004-Y-30-of2-Y	$25,000.00
1	4	2	Extra Duty Pay for Summer Bridge	211-11-6118-00-004-Y-30-BDG-Y	$19,000.00
1	4	2	Transportation for Summer Bridge	211-11-6494-00-004-Y-30-BDG-Y	$2,700.00
1	4	4	AVID membership fees	211-11-6495-00-004-Y-30-of2-y	$3,899.00
3	3	2	awards and incentives - students	211-11-6498-00-004-Y-30-ayp-Y	$2,000.00
6	1	1	refreshments for parent meetings	211-61-6499-53-004-Y-30-of2-Y	$1,436.00
6	1	1	supplies for parent center	211-61-6399-00-004-Y-30-of2-Y	$1,827.00
6	1	1	employee travel	211-61-6411-00-004-y-30-of2-y	$1,000.00
7	1	1	substitutes on campus	211-11-6112-00-004-Y-30-AYP-Y	$5,705.00
7	1	1	Teacher training and Content Conferences	211-13-6411-23-004-Y-30-AYP-Y	$30,234.00
7	1	1	Region One Training for EOC	211-13-6239-00-004-Y-30-AYP-Y	$2,400.00
8	1	2	computer supplies, toner and instructional less than $500	211-11-6399-62-004-Y-30-of2-Y	$25,600.00
9	3	1		211-11-6118-00-004-Y-30-of2-Y	$10,000.00
				Sub-Total	$326,335.00
				Budgeted Fund Source Amount	$326,335.00
				+/- Difference	$0

199 G/T Advanced Academics

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	DI supplies and materials		$700.00
				Sub-Total	$700.00
				Budgeted Fund Source Amount	$700.00
				+/- Difference	$0

212 Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	supplies, clothing, hygiene products	212-11-6399-00-004-y-24-of2-y	$2,140.00

6	1	3	Parent Meetings - Refreshments	212-61-6499-53-004-y-24-of2-y	$100.00
7	1	2	Training fees	212-11-62xx-00-004-y-24-of2-y	$790.00
9	2	1	wages and fringes	212-xx-6xxx-0x-004-y-24-of2-y	$92,484.76
9	2	1	student transportation	212-11-6494-00-004-y-24-of2-y	$200.00
				Sub-Total	$95,714.76
				Budgeted Fund Source Amount	$95,714.76
				+/- Difference	$0
				Grand Total	$745,389.76

Addendums

BISD TAIS Targeted Elements Improvement Plan 2017-2018

TAIS Documentation for System Safeguards for Rivera ECHS 004

Updated for Quarter _____ on Date: _____

Activity Checklist	Notes/Clarifications	Date completed
Campus Leadership Team (may be all or part of the SBDM or a separate leadership team)	**Position** / **Name** Principal — Norma Jean Canales Dean — Genny Sterling Counselor — Virginia Mendoza Asst. Principal/TELPAS — Myrta Castillo Teacher — Cindi Sierra Teacher — Teddy Cumberworth Teacher — Gracie Alonso Teacher — Emilio Barrientos	August 2018
Data Analysis (including assessment, attendance, discipline, and other data)	Briefly describe the data sources used: Accountability reports, System Safeguards, BISD preliminary data, Student attendance data, Student discipline data Teacher Attendance Walkthrough data T-TESS, SLOs, Student Growth Tracker data	August, November 2017 Attendance by 6 weeks, Walkthroughs in Admin meetings
Needs Assessment: Problem statements selected	Showing improvement in English I and English II scores on STAAR and TSI by providing a focused Instructional Timeline with ELA resources designed to target systemic academic improvement for each student.	System implementation in October
Needs Assessment: Root cause analysis for each problem selected	Acquire new Resources aligned to new TEKS. Additional Training for English teachers needed. Tutorial Program needed with focused assignments according to weaknesses.	Math dept. implementation in October, English I and II partial implementation in Sept. 2017.
One Annual Goal established for each problem	Provide an Instructional Timeline with current resources and assessments aligned to TEKS and instruction. Provide training for implementation through Strand Meetings.	Sept2107
Overall strategy determined for each problem	Teachers will be using teaching strategies they have learned to use with new resources	Sept2017 Nov2017 Jan2018
Quarter goals established	Formative Assessments, STAAR and TELPAS	August 2017
CSF/ESEA Turnaround selected	Monitor quarterly based on formative assessments.	Quarterly
Interventions selected	NOTE: Select 1 to 4 interventions for each problem for each quarter—this may come from one or more of your CIP strategies broken down into interventions for each quarter.	August 2017
Monitoring tools/data sources determined	Note: Need one form of data to use to determine success of each intervention for each quarter	Quarterly

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BISD TAIS Targeted Elements Improvement Plan 2017-2018

TAIS Documentation for System Safeguards for Rivera ECHS 004

Updated for Quarter _____ on Date: _____

Activity Checklist	Notes/Clarifications	Date completed
Quarter 1 monitoring (Aug-Oct)	Completed by November 10, 2017	Nov2017
Quarter 2 Monitoring (Nov-Jan)	Completed by February 10, 2018	Feb2018
Quarter 3 Monitoring (Feb-Mar)	Completed by April 10, 2018	Apr2018
Quarter 4 Monitoring (Apr-Jun)	Completed by June 10, 2018	June2018
End-of-year Evaluation	Completed by Principal checkout/clearance deadline	July 2018

Data Analysis Process and Summary of Findings

Briefly describe how your Campus Leadership Team or SBDM Committee conducted your Data Analysis.	The CLT met and reviewed the following data: TELPAS, AP, TSI, EOC, Attendance, and Graduation. They also discussed last year's TAIS, the School Report Card, EOC scores and the reading correlation between EOC and TELPAS.
Which student groups are in the greatest need of academic improvement (based on Index 1, 2, and 3 data and System Safeguards)?	Freshmen in general, ELL, and Special Education.
Which student group(s) showed the least growth (Index 2)?	English Language Learners and Special Education Students
Which student group(s) had the greatest gaps and in which content areas (Index 3 and System Safeguards)?	English Language Learners and Special Education Students
Did your campus contribute to low performance levels for BIL/ELL for PBMAS? How?	Reading and writing scores for English Language Learners and Special Education Students continue to struggle to achieve commiserate success with their peers. We are at Level 3.
Did your campus contribute to low performance levels for CTE for PBMAS? How?	Our ELL CTE students struggle in all subjects, especially math and reading.
Did your campus contribute to low performance levels for Title I or Migrant for PBMAS? How?	Title I students remain in the same percentile as last year for English EOC. A review of the content skills and test knowledge of each teacher through an analysis of the results of each English teacher's TSI score should provide insight.
Did your campus contribute to low performance levels for Special Education for PBMAS? How?	Our content scores improved; however, the English scores remain consistently low. (see notation above)

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BISD TAIS Targeted Elements Improvement Plan 2017-2018

TAIS Documentation for System Safeguards for Rivera ECHS 004

Updated for Quarter _____ on Date: _____

NOTE: all interventions should be part of the Campus Improvement Plan, especially if any categorical funds will be used to implement the intervention. Some interventions may be combined into one activity in the Campus Improvement Plan but separate in the Targeted Improvement Plan so that parts of the CIP activity can be more closely monitored through-out the year.

Problem Statement #1	***Root cause #1***	***Rationale for selected Strategies/ interventions to meet annual goal based on root cause.***
Acquire new Resources aligned to new TEKS so instruction will be more closely aligned to STAAR and teachers will be trained to align instruction with test.	***English resources and instruction are not aligned to the STAAR.***	***New resources and training are more accurately aligned to the STAAR.***
Annual Goal #1	***CIP Activity numbers:***	***CSFs/ESEA Turnaround Principles:***
Increase scores on STAAR for English and Masters Level for all contents with the support of parents.	***Goal 1*** ***1.1, 1.2, 6.1.1***	***Make sure your CSF's for each strategy are included in your campus improvement plan.***

Annual Goal met? / What worked and why? /What did not work and why? Due June 15th

Do not complete this section until the end of the school year.

Quarter 1 Goal (August to October) Monitoring updates completed by November 10th

Completed

Q1: Intervention 1 and CIP reference	***Monitoring information***	***Intervention results***
Curriculum Writing 1.1.1	Dean of Instruction Assistant Principals for Department	Completed and distributed to English I and II and Algebra I teachers for implementation.
Q1: Intervention 2	***Monitoring information***	***Intervention results***
Training for teachers 1.1.5	Principal Assistant Principal for Department Dean of Instruction	Completed scheduled training for this quarter. Teachers are implementing strategies and sharing with those teachers who did not attend.

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Q1: Intervention 3	***Monitoring information***	***Intervention results***
Instructional Rounds 1.1.2	Department Chairs	Not all teachers completed rounds
Q1: Intervention 4	***Monitoring information***	***Intervention results***
Tutorials	Principal Dean of Instruction	Extended Tutorials were scheduled in the library with extended hours and content teachers met weekly with parents to review how they could assist students to succeed.
Quarter 1 Goal met? / Changes for next quarter?		
Push tutorials and instructional rounds.		
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th		
Completed, partial success		
Q2: Intervention 1	***Monitoring information (formative assessment measure that includes who will do the monitoring)***	***Intervention results (formative results to determine evidence of success or status of the intervention)***
Implementation of new materials and lesson plans from rewritten curriculum	Lesson Plans – Assistant Principal for department Increase walkthroughs	Feedback from walkthroughs are not forthcoming. Some teachers are continuing to use prior methodologies.
Q2: Intervention 2	***Monitoring information***	***Intervention results***
New strategies from training	Teachers are using new strategies but not consistently. Some teachers are using online support from APEX.	Some teachers are reporting success from online support and some from the writing training.
Q2: Intervention 3	***Monitoring information***	***Intervention results***
Instructional Rounds	Assistant Principals Department Chairs Dean	Rounds were interrupted by benchmarking and site visits.
Q2: Intervention 4	***Monitoring information***	***Intervention results***

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Tutorials	Dean	Tutorials are not being regularly held or are not well attended.

Quarter 2 Goal met? / Changes for next quarter?

Adjustments to the selection of tutorial teachers to increase participation and APEX online tutorials implemented to try to increase participation.

Quarter 3 Goal (February to March) Monitoring updates completed by April 10th

Focus on completion of the curriculum targets prior to testing, TELPAS, and

Q3: Intervention 1	***Monitoring information*** ***(formative assessment measure that includes who will do the monitoring)***	***Intervention results*** ***(formative results to determine evidence of success or status of the intervention)***
Curriculum Writing	Teachers are using the materials as per their lesson plans	Strands are either not meeting or not being facilitated by admin.
Q3: Intervention 2	***Monitoring information***	***Intervention results***
Training for Teachers 1.1.5	Principal Asst. Principal for Department Dean	Teachers attended training for this quarter.
Q3: Intervention 3	***Monitoring information***	***Intervention results***
Instructional Rounds	Dean	Rounds were abandoned because of testing, AdvancED visits for this campus and for TSC.
Q3: Intervention 4	***Monitoring information***	***Intervention results***
Tutorials added APEX for practice	Dean	Increased participation.

Quarter 3 Goal met? / Changes for next quarter?

Focus on academic interventions as a whole. Student attendance has been down and incentives need to be offered to increase participation.

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TAIS Documentation for System Safeguards for Rivera ECHS 004

Updated for Quarter _____ on Date: _____

Quarter 4 Goal (April to June) Monitoring updates completed by June 10th
Create incentives for participation in tutorial, APEX usage for practice.

Q4: Intervention 1	***Monitoring information***	***Intervention results***
Curriculum writing and implementation	Assistant Principals for departments and Dean	Teachers are focusing
Q4: Intervention 2	***Monitoring information***	***Intervention results***
Teacher Training	Teachers are using strategies to help prep students for testing. Attendance is problematic because of extracurricular activities, competition, etc.	Students are using new strategies for writing essays. We are using APEX to help regain credit for unexcused absences.
Q4: Intervention 3	***Monitoring information***	***Intervention results***
Instructional Rounds	Dean and Assistant Principals	No Instructional Rounds have taken place.
Q4: Intervention 4	***Monitoring information***	***Intervention results***
Tutorials	Dean	Library tutorials are very well attended. Students are using the computers and support from the teachers in the library from 4:30-7pm
Quarter 4 Goal met? / Changes for next year?		
We will continue late tutorials in the library next year and extend use of the labs with online support.		

Problem Statement #2	***Root cause #2***	***Rationale for selected Strategies/ interventions to meet annual goal based on root cause.***
TSI scores and tutorials need oversight and restructuring to improve academic success.	***Lack of planning has resulted in weak TSI and tutorial programs.***	***Use of online software and the analysis of data from TSI and content used in tutorials will improve academics.***
Annual Goal #2	***CIP Activity numbers:***	***CSFs/ESEA Turnaround Principles:***

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Updated for Quarter _____ on Date: _____

Annual Goal met? / What worked and why? /What did not work and why? Due June 15th		
STAAR Scores		
Quarter 1 Goal (August to October) Monitoring updates completed by November 10th		
Create a plan for the analysis of the student scores from TSI. Improve teachers' instructional correlations between English STAAR and TSI to raise the percentage for Masters Level on STAAR.		
Q1: Intervention 1 and CIP reference (Interventions may be all or part of a CIP activity)	***Monitoring information (formative assessment measure that includes who will do the monitoring)***	***Intervention results (formative results to determine evidence of success or status of the intervention)***
Target systemic academic improvement for each student.	Department Chairs Strand Leaders Inclusion Teachers LPAC Chair CTE Teachers	Strand meeting agendas and additional scaffolding strategies.
Q1: Intervention 2	***Monitoring information***	***Intervention results***
Meet with math teachers to inspect TSI problems to integrate with existing curriculum goals in Algebra I and Geometry.	Teachers in strands Assistant Principal for Department	All math teachers will take the TSI and make notes to share with team.
Q1: Intervention 3	***Monitoring information***	***Intervention results***
Meet with English teachers and incorporate items on the TSI into the English I and II curriculum.	Dean and Assistant Principal.	All English teachers will take the TSI and make notes to share with team.
Q1: Intervention 4	***Monitoring information***	***Intervention results***
Create a plan to analyze and tutor based on the TSI test results for each student	TSI testing administrator STARS teacher Dean	Too many students were coming and interrupting the STAR teacher's class.
Quarter 1 Goal met? / Changes for next quarter?		
Completed		
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th		

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BISD TAIS Targeted Elements Improvement Plan 2017-2018

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Updated for Quarter _____ on Date: _____

Refine the TSI plan and continue working with English and Math teachers to integrate TSI problems into regular classes.		
Q2: Intervention 1	***Monitoring information (formative assessment measure that includes who will do the monitoring)***	***Intervention results (formative results to determine evidence of success or status of the intervention)***
Target individual student improvement	Test coordinator Dean	Refine plan
Q2: Intervention 2	***Monitoring information***	***Intervention results***
Meet with math teachers to inspect TSI problems to integrate with existing curriculum goals in Algebra I and Geometry.	Assistant Principal for dept.	SLO reports Plan to integrate problems into Geometry the second semester. Used APEX for intervention.
Q2: Intervention 3	***Monitoring information***	***Intervention results***
Meet with English teachers and incorporate items on the TSI into the English I and II curriculum.	Assistant Principal for dept.	SLO reports Used APEX for intervention.
Q2: Intervention 4	***Monitoring information***	***Intervention results***
Create a plan to analyze and tutor based on the TSI test results for each student	Dean Assistant Principal for dept.	Switched the teacher from STARS to the Test Administrator for TSI. She assigned sections of APEX to students.
Quarter 2 Goal met? / Changes for next quarter?		
Developed a plan and began execution.		
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th		
Continue plan to completion and monitor formative assessments through APEX and math classes.		
Q3: Intervention 1	***Monitoring information (formative assessment measure that includes who will do the monitoring)***	***Intervention results (formative results to determine evidence of success or status of the intervention)***

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Target Individual improvement	Teachers Dean Assistant Principal	Slight improvement in TSI scores, better organized plan.
Q3: Intervention 2	***Monitoring information***	***Intervention results***
Math teachers integrated curriculum goals from TSI	Assistant Principal for department	Successful integration
Q3: Intervention 3	***Monitoring information***	***Intervention results***
English teachers started process of integration	Dean	Purchase of additional resources more effective based on research.
Q3: Intervention 4	***Monitoring information***	***Intervention results***
Plan to tutor TSI students	Dean and Attendance Liaisons	Dramatic improvement in tutorial usage for TSI, better attitudes from students.
Quarter 3 Goal met? / Changes for next quarter?		
Improved plan and improved resources.		
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th		
Gather data from TSI testing and assess implementation by Geometry teachers, analyze results in June.		
Q4: Intervention 1	***Monitoring information***	***Intervention results***
Target Individual improvement	Testing Administrator for TSI Dean and ECHS Director	Slight improvement in test success.
Q4: Intervention 2	***Monitoring information***	***Intervention results***
Math teachers devise plan to integrate TSI problems.	Dean and Assistant Principal	Teachers decided to begin school year with TSI goals in the Algebra I class and test at that time.
Q4: Intervention 3	***Monitoring information***	***Intervention results***
English teachers devise plan to integrate TSI readings and questions.	Dean and Assistant Principal	Teachers used APEX and students were positively motivated by the TSI, SAT, and ACT lessons and questions.
Q4: Intervention 4	***Monitoring information***	***Intervention results***
Tutoring plan	Dean and Assistant Principal	Use of various resources including APEX.
Quarter 4 Goal met? / Changes for next year?		

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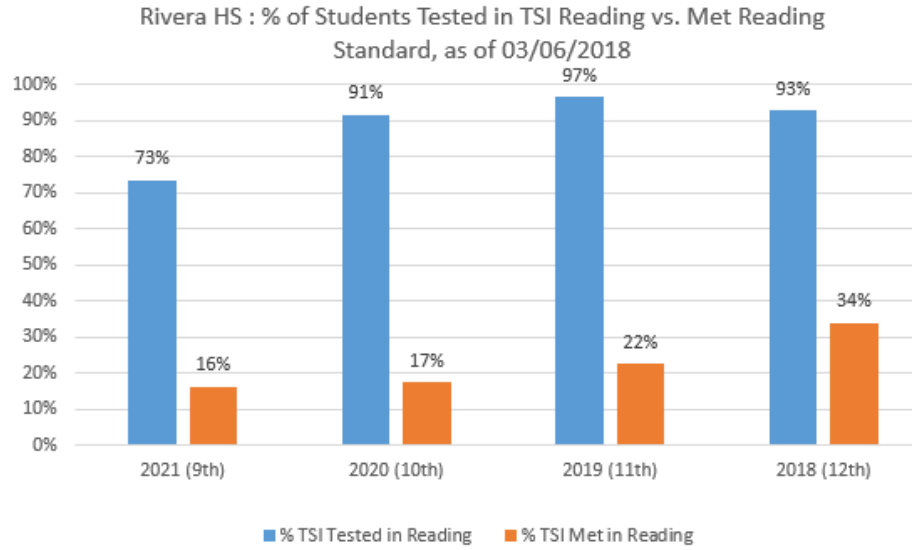
English I and II showed marked improvement in academics for STAAR EOC.
Biology showed improvement for IDEA students.
Suggest that English teachers share any strategies for reading they feel would improve the academic success of these students for next year.
TSI data shows only modest improvement. Campus needs more focused TSI program implementation.

Rivera ECHS
STAAR EOC Spring 2017 - 2018
Comparison of Subpopulations

SUB POP	Alg I 2017	Alg I 2018	CHG	Eng I 2017	Eng I 2018	CHG	Eng II 2017	Eng II 2018	CHG	Bio 2017	Bio 2018	CHG	USH 2017	USH 2018	CH
ALL STUD	91	81	-10	52	59	+7	59	56	-3	85	83	-2	97	92	-5
ELL	77	68	-9	13	24	+11	10	21	+11	59	65	+6	96	80	-1
IDEA	59	45	-9	9	20	+11	8	10	+2	63	49	-14	85	62	-2
CTE	92	89	-3	56	63	+7	62	60	-2	88	86	-2	98	94	-4

% of Students Tested in TSI Reading vs. Met Reading Standard

Class of	# TSI Tested in Reading	# TSI Met in Reading	% TSI Tested in Reading	% TSI Met in Reading
2020 (9th)	1491	515	45%	16%
2019 (10th)	2160	672	62%	19%
2018 (11th)	2416	996	76%	31%
2017 (12th)	2471	1202	84%	41%
2016	2217	993	79%	35%



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