

**El Paso Independent School District**  
**Rivera Elementary School**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: B**



# Mission Statement

Carlos Rivera Rangers are caring, responsible and respectful in everything we say and do. The teachers, faculty and staff are responsible for ensuring student growth and achievement.

## Vision

Carlos Rivera will provide a positive and caring learning environment by:

- \*nurturing and celebrating individual academic successes
- \*developing good character and leadership skills
- \*encouraging students to be independent thinkers and problem solvers
- \*instilling a desire in our students to seek higher education and/or training opportunities following high school
- \*integrating technology into our daily instructional routines
- \*encouraging a high level of parental involvement

## Core Beliefs

Rivera Elementary will build a community of students who are Caring, Respectful and Responsible.

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- Goal 5: Active Learning El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success. Directly Supports: Board Goals 1. Increase pre-college completion rate and enrollment in trade, military, 2-year and 4 year college from 76% to 86% by 2022 2. All 10 comprehensive high schools will achieve a graduation rate of 90% or greater, increased from 3 high schools by 2022 3. Increase student engagement in the classroom from 48% to 60% by 2022 46
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# Comprehensive Needs Assessment

Revised/Approved: May 25, 2022

## Demographics

### Demographics Summary

The following is the enrolment percentages for various student groups; by Race/Ethnicity:

- African American - 0.7%
- Hispanic - 86.9%
- White - 8.2%
- American Indian - 1.1%
- Two or More Races - 2.2%

### Enrollment by Student Group:

- Economically Disadvantaged - 79.3%
- Special Education - 14.7%
- Emergent Bilingual (EB) - 32.3%

About Fourteen percent of our population is made up of Special Education students. For 2022-2023 an additional resource teacher for SPED will be hired to co-teach serving the SPED population. In addition, our AIM program at Rivera is also quite large. Currently we have 16 students in grades 1<sup>st</sup> through 5<sup>th</sup>. We anticipate that our numbers for SPED will increase for next year due the district including Dyslexia as part of the SPED testing process.

Rivera currently serves 266 students from Pre-Kindergarten through Fifth Grade and is part of the Coronado Feeder Pattern. Rivera is made up of 37 staff members, that includes a faculty of 18 highly qualified classroom teachers, 2 Physical Education teachers, one full time Music teacher, one part-time Orchestra teacher, one full-time SPED/Support Facilitation teacher, two campus Teaching Coaches, one part-time Diagnostician, one part-time Speech Therapist, one Reading Specialist teacher, one Counselor, and two Administrators.

Our Rivera students are diverse and accepting of one another. The Rivera faculty and staff are diverse bringing a unique and positive perspective to student learning. Our students at Rivera are caring and kindful and understand that working together as one is a strength.

### Percentage Attendance for the 2021 - 2022 School Year

Kindergarten - 91.77%

First Grade - 90.83%

Second Grade - 93.52%

Third Grade - 93.97%

Fourth Grade - 91.86

Fifth 94.33%

Total Campus Average: 92.72%

Our campus goal every year is 97% attendance. Next year we will be focusing on increasing attendance.

### **Demographics Strengths**

Teachers and staff carefully and continuously analyze data to address student needs and prepare accordingly. This information is used to determine types of interventions students may be eligible for. Our teachers are always looking for best practices to improve and update their teaching. The faculty and staff at Rivera strive to “close the gap” by supporting the culture of high expectations and academic growth for all of our students.

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As a Dual Language campus, Rivera celebrates culture and diversity. Faculty, staff, and students are accepting of one another. The Rivera faculty and staff are diverse bringing a unique and positive perspective to student learning. Our students at Rivera are caring and kindful and understand that working together as one is a strength. Throughout the year different culture events are celebrated.

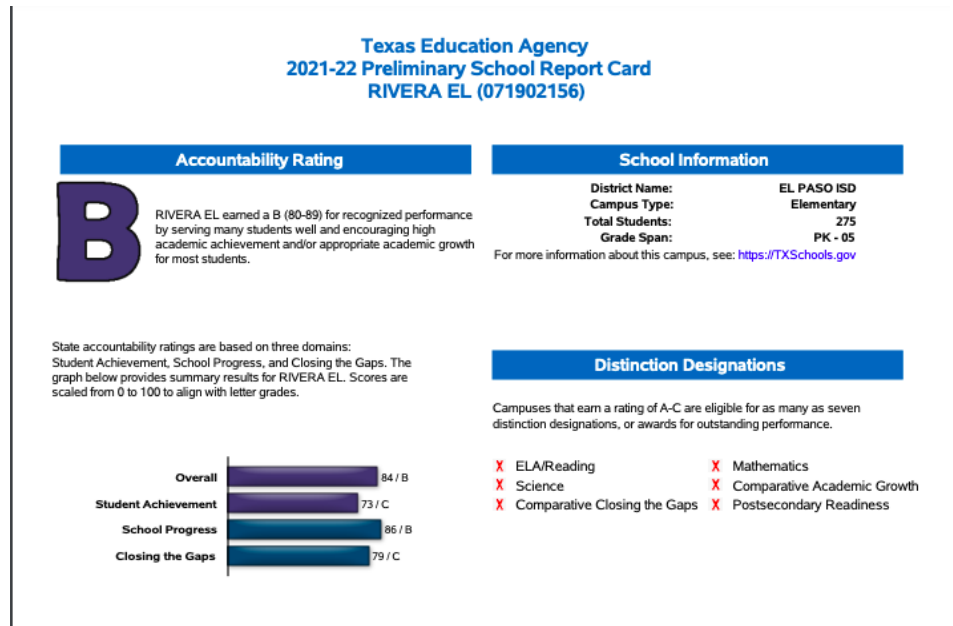
### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Attendance rates for the 2021-2022 school year was 92.72% **Root Cause:** Attendance rates for the 2021-2022 school year were impacted by COVID illnesses and fear of being exposed to it.

**Problem Statement 2:** There is low attendance rates for Parent Centered Information events. **Root Cause:** Parents are at work and may be unable to attend. Events were not permitted on campus due to the pandemic so we need to let parents know the campus is open

# Student Learning

## Student Learning Summary



As a campus, Rivera Elementary saw a decrease in Domain 1: Student Achievement and Domain 2: Closing the Gap; especially, in Math. Rivera ES excelled in Domain 3: Academic Growth with 80% of students showing growth – 78% of those exceeded the expected growth. In Reading all categories including sub populations (All students, Hispanic, Economically Disadvantaged, Emergent Bilingual and Continuously Enrolled) met growth for Closing the Gaps. Students in the Economically Disadvantaged category in Math met growth for Closing the Gap. Rivera maintained in overall School Progress Domain and was 3 points away from maintaining in the Overall Score (87 to 84).

Students are struggling with vocabulary and missed hands-on learning with Math Manipulatives. This is an area we have identified as a need due to the decrease. Math Interactive Notebooks will be implemented to ensure the full math lesson cycle is completed and students are demonstrating understanding daily. Teachers will utilize the GAP Implementation Tool and identify targeted students needing support.

Teachers work with individual students to set goals and monitor for progress throughout the school year. Interventions are planned according to the data

gathered during small group differentiated instruction, common assessments, and performance assessments are used to enhance student achievement.

Committees such as MTSS, ALC, LPAC ARDs and 504s gather to make decisions concerning accommodations and modifications concerning student progress, interventions, and assessment results.

Overall Reading 2022 STAAR Data					
	Approaches	Meets	Masters	Average	Letter Grade
Rivera	78%	50%	33%	54%	B
EPISD	72%	49%	21%	47%	C
A = 60% (& higher)		Level Up = +6%		Updated 8.31.22	

Overall MATH 2022 STAAR Data					
	Approaches	Meets	Masters	Average	Letter Grade
Rivera	65%	37%	18%	40%	D
EPISD	71%	38%	17%	42%	C
Region	72%	41%	18%	44%	C
State	Not available				
		C = 41%	Level Up = +1%		Updated 8.31.22

Overall SCIENCE 2022 STAAR Data					
	Approaches	Meets	Masters	Average	Letter Grade
Rivera	73%	24%	7%	35%	D
EPISD	72%	39%	14%	42%	C
Region	63%	30%	11%	35%	D
State	Not available				
		C = 41%	Level Up = +6%		



## Student Learning Strengths

- Teachers attend weekly PLCs to address low performing students
- Student Data, work samples, classroom activities, and student observations are monitored to identify those who may qualify for Multi-Tiered Support Systems (MTSS) formerly known as RtI.
- Teachers monitor and update their Small Group Tier Sheet, Monitoring Forms and Focus Calendars to adjust and support instruction in the classroom.
- Teachers plan with during weekly grade level PLC to ensure alignment with the TEKS. Support from the Instructional Leadership Team is provided.
- Overall Student Achievement continues to show growth.
- Teachers maintain open communication with parents and guardians to keep them informed of their child's academic progress and needs.
- Teachers utilize the TEKSRS and district curriculum and resources for lessons.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Based on Diagnostic Assessments there are more students not meeting standards for both reading and below math **Root Cause:** Lack of small group differentiated instruction

**Problem Statement 2:** Students are not on grade level for both reading and math **Root Cause:** Lack of time management to complete all components of instruction

# School Processes & Programs

## School Processes & Programs Summary

During the 2020-2021 school year Rivera Elementary has been committed to improving student academic performance to exceed past performance. Instruction had been more cognitively demanding and challenging because of the Technology involved. The campus goals are focused on student achievement and social emotional learning. There is an urgency to fill in gaps that students had from virtual learning in the spring of 2020. There are weekly and quarterly common planning times. Expectations are expressed through Monday faculty meetings and PLCs. Rivera has implemented district and campus initiatives as prescribed. Explicit attention was given to small group intervention and data informed grouping. All dual classes are utilizing research-based strategies to support daily structured reading and writing scaffolded instruction in two languages. The Response to Intervention Process is in place to address those students that have been identified with a deficit through data or teacher observation and in need of academic or behavior intervention designed, reviewed and monitored by a team of professionals and parents to address the individual student. Texas Resource System, TExGuide, and Gap Implementation Tool are used by teachers as a common aligned state instructional resource. Each 9 weeks teachers are provided a day to plan curriculum with colleagues and support personnel towards a common goal. During common planning and PLC's teachers are using TRS and TExguide to plan instruction. These planning and assessment practices are reviewed to ensure aligned planning, instructional focuses and goal setting across the grade level. Various district and campus resources such as I-Station, ST Math, Myon, EPIC and Xtra Math are used to collect and review data to evaluate student growth and interventions. Expectations for program usage are set by student placement within tiers and ranges. 100% of teachers at Rivera are aware and committed to the social emotional well-being of all students. Special education is an integral part of the educational system to build safe learning opportunities for children with exceptionalities in the regular educational program. Students with disabilities have shown a significant improvement in self-esteem through inclusion in all the activities and clubs Rivera has to offer. Rivera elementary promotes advocacy, acceptance, friendship and fitness opportunities for every special need student. These students have access to all program options and experiences. The master schedule this year maximizes the time on instruction and protects instruction from unnecessary interruptions.

## TECHNOLOGY

Teachers follow instructional strands based on the National Educational Technology Standards for Students and performance indicators which are: creativity and innovation communication and collaboration research and information fluency critical thinking, problem solving, and decision-making digital citizenship technology operations and concepts. Every classroom teacher is expected to integrate technology into their daily routine. In first grade this is done by using I-station for reading and STMath, Accelerated Reader, MyOn, and Teach Your Monster to Read. All students in Prek-5 received a laptop or an iPad to ensure that they had what they needed to attend school virtually. Some barriers that reduce the use of technology are the internet crashing at times, students not bringing devices charged, lost power cords and Learning Management Systems not working properly. This year each classroom has charging carts for students to connect their device before going home to be ready for the next day.

Students use creative thinking and innovative processes to construct knowledge and develop products. Students communicate and collaborate both locally and globally to reinforce and promote learning. Research and information fluency include the acquisition and evaluation of digital content. Students develop critical-thinking, problem-solving, and decision-making skills by collecting, analyzing, and reporting digital information. Students practice digital citizenship by behaving responsibly while using technology tools and resources. Through the study of technology operations and concepts, students learn technology related terms, concepts, and data input strategies.

### Staff Quality, Recruitment and Retention

Teachers at Rivera are GT certified and almost all are ESL certified. Administrators provide information and feedback from routine walkthroughs and TTESS observations. Two teachers retired last year and we have seven new teachers at Rivera.

Strategies are needed to support and monitor the efforts of teachers in the implementation and effectiveness of staff development concepts in the classroom. Improved delivery methods to address changing student needs are a priority. Finally, EPISD promotes online and web-based learning environments allowing staff members to participate and engage in professional development that is delivered in methods other than face-to-face sessions during COVID-19. This year teachers will work in small group to help students develop and master skills they are missing due to COVID-19.

### School Processes & Programs Strengths

- Teachers are using a common aligned state instructional resources such as TRS and TEXguide to plan instruction
- Teachers are GT certified/new teachers will get GT certified/ESL certified
- Students and Teachers have access to many forms of technology and programs
- High teacher retention rate

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Small group instruction with differentiation is not occurring on a consistent basis. **Root Cause:** Small group instruction and or one-on-one reteaching and scaffolding was challenging.

# Perceptions

## Perceptions Summary

### Family & Community Engagement

Rivera provides a warm and welcoming environment. Parents have voiced how welcoming the school environment is. The use of school-wide Classroom Dojo, Schoology, and regular school home communication via email, text and phone calls by all stakeholders promotes welcomeness and positive parent perceptions at Rivera. At times during the 2021-2022 school year, Zoom was utilized to support parent participation. We encourage parent engagement through virtual connections. Currently, COVID-19 has made community engagement a challenge. During this time parents are made aware of the necessity to hold some events on Zoom (at high times of COVID). Some families have a fear of COVID-19 and would choose not to attend events in person. Parents are still encouraged to participate in events through Zoom and most meetings were offered in both formats. Rivera has had Coffee with the Principal and Gifted and Talented parent meetings virtually. Rivera ES held a Dyslexia Awareness meetings informing parents how to help their dyslexic child as well as how to identify possible characteristics. Parents were also encouraged to participate in World Read Aloud day and Read Across the District (RAD). Families were invited to read a story to their students' class. Parents are also making use of the library's curbside pickup for book checkout. Rivera held a GT project night and Fine Arts Night in May. It was a well attended event. In addition, teachers have gone to their students' homes to deliver items that were necessary for them to be successful through virtual learning. Other teachers arranged times for parents to come to the school to pick up any items they felt the students needed. Rivera has high expectations for our students both academically, behaviorally, and socially. All staff aspire to meet the needs of students and prepare them for high achievement. Rivera had an increase on discipline referrals. This year one of our focus is PBIS and SEL in order to help students with Social Emotional Learning and decrease office referrals.

### School Culture & Climate

Rivera has a positive and healthy culture and climate. This is the foundation of high-quality learning environment and creates the perfect conditions for effective teaching and learning. Our school theme is year is "Be the Extra Degree". Faculty and staff will give an extra degree needed to help students succeed. Considering that students are attending school during a pandemic the students appear to feel safe and follow physical distancing guidelines as well as mitigating measures. All stakeholders work to build relationships among parents and students in order to be proactive in supporting both teaching and student expectations. Adjustments are made as new situations arise. Faculty and staff have made themselves very accessible and more available. By being more accessible to the community via classroom dojo, google calls/text, communication is being supported and behavior and academic concerns are being addressed immediately. In an effort to maintain positive culture and climate the counselor gives guidance lessons twice a month where she discusses with the students about building strong relationships, proper behavior, and bullying is addressed campus wide and in the individual classrooms. In order to reduce the threat of bullying the campus has the Anonymous Alerts App link on the website. Teachers can request the counselor to have conversations with the class or specific students. There are several SEL guidance lessons

and classroom lessons on bullying that occur throughout the year.

### Perceptions Strengths

- Strong community and parent support
- Student involvement;
- Safe and orderly district;
- Well maintained and clean campus buildings;
- Classroom Dojo effective for parent communication
- Counselor has guidance lesson twice a month
- PTA will increase parent engagement

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** During 2021-2022 school year, parental engagement opportunities did not occur regularly Face-to-Face and often on Zoom. **Root Cause:** Due to the pandemic, parents and volunteers were not permitted Face-to-Face, and Rivera Elementary did not have a Parent Engagement Liaison (PEL) for 2021-2022 school year.

# Priority Problem Statements

**Problem Statement 2:** Attendance rates for the 2021-2022 school year was 92.72%

**Root Cause 2:** Attendance rates for the 2021-2022 school year were impacted by COVID illnesses and fear of being exposed to it.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 1:** Based on Diagnostic Assessments there are more students not meeting standards for both reading and below math

**Root Cause 1:** Lack of small group differentiated instruction

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** During 2021-2022 school year, parental engagement opportunities did not occur regularly Face-to-Face and often on Zoom.

**Root Cause 3:** Due to the pandemic, parents and volunteers were not permitted Face-to-Face, and Rivera Elementary did not have a Parent Engagement Liaison (PEL) for 2021-2022 school year.

**Problem Statement 3 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records

### **Employee Data**

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data



# Goals

Revised/Approved: May 25, 2022

## Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:  
Board Goals 1-3

**Performance Objective 1:** Meet federal and state accountability standards on STAAR, reflecting growth in the Meets and Masters levels in each grade level content area.

Meet district accountability standards on MAPS NWEA that reflect at least one years growth from BOY to EOY in the students L1 In grades K-2.

K-5th show at least 60% on their ST Math Journey by the EOY and 20% improvement on MAPS NWEA from the BOY to EOY assessment. K-5 needs to be at a level 3 or higher on Istation by EOY.

### High Priority

**Evaluation Data Sources:** STAAR, Campus and district assessments, TAPR Report, Tableau, NWEA MAPS, I station, STEMscopes & ST Math

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the EPISD TEKS Resource System Curriculum for Tier 1 Instruction in all subjects, TEXguide, Eureka Math, HMH purple pages and Implementing TEKSrs.</p> <p><b>Strategy's Expected Result/Impact:</b> To use the TEKSRS Curriculum as a guide to follow the standards, align instruction, and maximize time .</p> <p><b>Staff Responsible for Monitoring:</b> Administration &amp; CTC</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Sept	Dec	Mar	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement reading and math intervention in kindergarten through fifth.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide opportunity for student growth through identifying and targeting low performing student expectations and provide high impact tutors to help in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Administration, classroom teachers &amp; CTCs</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> High Impact Tutors - 185 SCE (Campus) - 185.11.6117.156.30.100.156 - \$15,400, High Impact Tutors Fringes - 185 SCE (Campus) - 185.11.614*.156.30.100.156 - \$587, High Impact Tutors - 282 ESSER III ARP Funds - 282.11.6117.156.24.100.156 - \$33,841, High Impact Tutors Fringes - 282 ESSER III ARP Funds - 282.11.614*.156.24.100.156 - \$5,722.80, Temporary High Impact Instructor - 282 ESSER III ARP Funds - 282.11.6126.156.24.100.156 - \$18,000</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to implement the Balanced Literacy Framework and Guided Math Framework to include small group instruction, math and reading workstations in kindergarten through fifth grade</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure students have strong foundation supporting grade level skills.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers &amp; CTCs</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students in Grade K-3 will work on recognizing dolch words and increasing fluency, rate and prosody.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will recognize the appropriate amount of high frequency words for their grade level in order to increase fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Homeroom Teacher &amp; CTCs</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All 1st-5th grade students will practice Math Fact Fluency on a regular basis as part of Tier 1 instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Students will recall math facts quickly and spend more time problem solving.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Math CTC, Administration</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will document and use ST Math, Stemscoapes math and science, IStation, and common assessment data to identify targeted whole group and small group instructional needs, address academic gaps and support student growth and achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student learning outcomes by using research based programs, data disaggregation and aligned lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CTCs, Administration, Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide opportunities for teachers to collaborate during weekly Professional Learning Community meetings to monitor and analyze data, plan for interventions, and to share best practices in general.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have the opportunity to sit together and purposefully collaborate, analyze data, lesson Plan and practice intervention skills will be developed.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, CTCs, Teachers and tutors</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> To provide at least 3 common planning days with the CTCs during the school year and some 90 minute PLCs for professional development and to help support Tier I instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Guided Math and Balanced Literacy Grades K-5, PLC Agendas, Sign In Sheets, Lesson Plans and Walk Throughs</p> <p><b>Staff Responsible for Monitoring:</b> Administration, CTCs, Teachers</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Rivera will Implement a Math Problem Solving Technique (UPSC - Understand, Problem, Solve, Check) and Reading Comprehension Strategies such as RACE (RACE is an acronym that helps students remember which steps and in which order to write a constructed response.) for grades K-5 so students are using consistent academic vocabulary across grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Show students differentiated vocabulary strategies, use of "UPSC" in Math and "RACE" in reading will create a common academic language across grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, CTCs</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Administration will support instructional practices by conducting targeted walk throughs to monitor high quality instruction and curriculum implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Admin will use eduphoria Strive and debrief with teachers when time allows</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Provide more events that engage parents to come to Rivera</p> <p><b>Strategy's Expected Result/Impact:</b> Showcase Texas Performance Standards Projects (TPSP), 2 Literacy Nights, 1 MATH Night, art projects, film festivals, Read Aloud Day, Career Day and/or Rivera's Got Talent</p> <p><b>Staff Responsible for Monitoring:</b> Faculty &amp; Administration</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Provide Paraprofessionals to assist teachers and staff in all instructional settings with all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Payroll, sign in sheets, lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Funding Sources:</b> Paraprofessional - 185 SCE (Campus) - 185.11.6129.156.30.000.156, Paraprofessional - 211 ESEA Title I (Campus) - 211.11.6129.156.24.801.156 - \$18,540, Para Fringes - 211 ESEA Title I (Campus) - 211.11.61**.156.24.801.156 - \$9,081, Para Fringe - 185 SCE (Campus) - 185.11.614X.156.30.000.156</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Turn in Writing for Rivera Writers Wall and keep a student portfolio for all the student's writing pieces.  <b>Strategy's Expected Result/Impact:</b> Each grade level will practice specific writing student expectations related to each Language Arts Unit.  <b>Staff Responsible for Monitoring:</b> Administration, Teachers, and Literacy CTC</p> <p>- <b>TEA Priorities:</b>            Improve low-performing schools            - <b>ESF Levers:</b>            Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Purchase Instructional material in English and Spanish to support instruction for all students including English Language Learners and At-Risk students.  <b>Strategy's Expected Result/Impact:</b> To have the necessary instructional supplies so teachers can implement what is needed to provide the best instruction  <b>Staff Responsible for Monitoring:</b> Administration, Librarian, CTC, Secretary to Principal</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math            - <b>ESF Levers:</b>            Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Funding Sources:</b> General Supplies - 185 SCE (Campus) - 185.11.6399.156.30.000.156 - \$2,053,            Miscellaneous Contracted Services - 211 ESEA Title I (Campus) - 211.11.6399.156.24.801.156 - \$27,879,            Miscellaneous Contracted Services - 211 ESEA Title I (Campus) - 211.11.6299.156.24.801.156 - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Teachers will have Academic Word Walls for Math, Reading (Sounds Wall K-2) and Science  <b>Strategy's Expected Result/Impact:</b> To build academic vocabulary, and academic thinking through discourse. Build strong foundational skills and common language for all grade levels.  <b>Staff Responsible for Monitoring:</b> Teachers, CTCs, Admin</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools            - <b>ESF Levers:</b>            Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction            - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Each classroom will be aligned with instructional activities and provide reading subscriptions and materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance student motivation to read while providing a means to improve comprehension skills and strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, ALL, Administration</p> <p><b>Funding Sources:</b> Reading Materials, i.e., Subscriptions - 185 SCE (Campus) - 185.11.6329.156.30.000.156 - \$4,000, Reading Materials, i.e., Subscriptions - 211 ESEA Title I (Campus) - 211.11.6329.156.24.801.156 - \$1,000</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 1: Active Learning**

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:  
Board Goals 1-3

**Performance Objective 2:** To implement a quality Dual Language Program with fidelity in order to meet the needs of all students including our Emergent Bilinguals

**Evaluation Data Sources:** TAPR, Tableau, NWEA MAPS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To provide training and professional development opportunities for Dual Language teachers to address the specific needs of second language learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have the opportunity to attend quality professional development and learn of new developments to better implement the Dual Language Program</p> <p><b>Staff Responsible for Monitoring:</b> Administration, CTCs, Dual Language Teachers</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To provide sessions to inform parents about the Dual Language Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will make informed decisions to better support the Dual Language Program</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Parent Engagement Leader, and Dual Language Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 1: Active Learning**





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Directly Supports:  
Board Goals 1-3

**Performance Objective 3:** To implement a quality Gifted and Talented Program to meet the needs of students identified as Gifted and Talented.

**Evaluation Data Sources:** TAPR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To ensure proper identification of Gifted and Talented Students and maintenance of student records.  <b>Strategy's Expected Result/Impact:</b> Needs of GT students will be addressed appropriately  <b>Staff Responsible for Monitoring:</b> Administration, Counselor and GT lead teacher</p> <p>- <b>ESF Levers:</b>                      Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To implement a school wide GT program in K-5 for monolingual and Dual Language students in order to provide instruction containing depth and complexity, high level questioning so that students can produce advanced level products  <b>Strategy's Expected Result/Impact:</b> Meet the needs of our diverse student population  <b>Staff Responsible for Monitoring:</b> Admin, Counselor, GT teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To promote GT certification for all Rivera teachers and the annual g hour update to ensure best practices are utilized to address the needs of the Gifted and Talented students.  <b>Strategy's Expected Result/Impact:</b> All Teachers at Rivera will be GT certified and complete the 6 hour update</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> To provide sessions to inform parents about GT program at Rivera</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be informed about what it means to be a GT student , and the GT program implemented at Rivera</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor and GT teachers</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> To provide students with GT services integrated into core content instruction. Identified GT Kinder students will begin services in the Spring semester.</p> <p><b>Strategy's Expected Result/Impact:</b> GT students will complete 1 Texas Performance Standard Project (TPSP) each year</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, GT Co-Chair, Administration, CTCs, Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1: Active Learning**

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Directly Supports:  
Board Goals 1-3

**Performance Objective 4:** Implement and monitor programs and services to assist our at-risk student population to close performance gaps and meet state and district targets.

**Evaluation Data Sources:** STAAR, Formative & Summative Assessments, 2022 STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To provide supplemental instructional, reading and math test practice materials to address the diverse needs of our at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students needs will be targeted and addressed in small groups</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CTCs, Administration</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Testing materials - 185 SCE (Campus) - 185.11.6339.156.30.000.156 - \$3,000, Testing Materials - 211 ESEA Title I (Campus) - 211.11.6339.156.24.801.156 - \$3,000, Miscellaneous Operating Expenses - 211 ESEA Title I (Campus) - 211.11.6499.156.24.801.156 - \$1,000</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities in the daily schedule and/or substitutes for teachers to meet and evaluate data and plan necessary interventions for at-risk students</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have additional release time to analyze data and plan instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CTCs, Administration, Secretary</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.156.24.362.156 - \$4,000</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To provide substitutes and/or coverage for teachers to administer mandatory assessments in small groups to meet the needs of the at-risk students</p> <p><b>Strategy's Expected Result/Impact:</b> Mandatory assessments will be administered properly by certified teachers, in small groups, or one to one</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Secretary Classroom Teachers</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> To identify At-Risk students using state indicators, monitor progress and document in the CCRP</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselor, CTCs, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> To provide a Reading Specialist in order to administer dyslexia services and classroom support to identified students</p> <p><b>Strategy's Expected Result/Impact:</b> Dyslexia Identified students will improve their reading skills</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> To employ High Impact Instructors and The High Impact Instructors to provide small group intervention to identified at risk students (HB4545) during the school day</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Secretary to the Principal &amp; CTCs</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>


**- TEA Priorities:**


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


**- ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1: Active Learning**





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Directly Supports:  
Board Goals 1-3

**Performance Objective 5:** Attendance will improve from 92% to 94%.

**High Priority**

**Evaluation Data Sources:** Alpha data and Attendance reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate attendance policies to parents.  <b>Strategy's Expected Result/Impact:</b> Increase overall attendance rate resulting in positive student outcomes.  <b>Staff Responsible for Monitoring:</b> administration, teachers and peims clerk</p> <p>- <b>ESF Levers:</b>                      Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement 45-day attendance improvement plan with parents of students with three or more unexcused absences.  <b>Strategy's Expected Result/Impact:</b> Increase overall attendance rate resulting in positive student outcomes.  <b>Staff Responsible for Monitoring:</b> Teachers, administration, PEIMS clerk</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





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Directly Supports:  
Board Goals 1-3

**Performance Objective 6: To Implement special programs to enhance the curriculum at Rivera**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To ensure implementation of a quality physical education curriculum and administration of required health and physical assessments</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive a well rounded education including life-long healthy habits.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Physical Education Teachers</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Rivera will provide Positive Playgrounds routines for students at lunch recess and before school</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn to play more effectively at recess and before school</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Physical Education Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To provide opportunities for students to exercise and practice healthy habits through Rivera Run.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive a well rounded education including life-long healthy habits</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 5th grade students will have the opportunity to participate in student council, safety patrol, and robotics</p> <p><b>Strategy's Expected Result/Impact:</b> Student will practice leadership, gain self-esteem, and build relationships</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Activity Sponsor &amp; Administration</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> To provide transportation and field trips for students in Pre-k through 5th grade</p> <p><b>Strategy's Expected Result/Impact:</b> To enrich the curricula with experience outside of the school campus</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers &amp; Secretary to Principal</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Field Trip - 211 ESEA Title I (Campus) - 211.11.6494.156.24.801.156 - \$400</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> To provide the administration opportunities to attend trainings in and out of town. Includes renewal of annual TEPSA membership dues for principal.</p> <p><b>Strategy's Expected Result/Impact:</b> To share and implement new ideas in teaching and leadership. Administration is using current teaching models and best practices</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> Travel Subsistence - 211 ESEA Title I (Campus) - 211.23.6411.156.24.801.156 - \$4,800</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







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Directly Supports:  
Board Goals 1-3

**Performance Objective 7:** To integrate technology into instruction to enrich the curriculum and create a community of digital learners

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To purchase additional hardware/software to improve the school technology to support instruction and the mandated assessments for all students and particularly At-risk population</p> <p><b>Strategy's Expected Result/Impact:</b> Students will access to instructional programs online, instructional applications etc.. Additionally students and teachers will have access to the mandated practice assessments</p> <p><b>Staff Responsible for Monitoring:</b> Administration, CTCs, Secretary to the Principal</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Technology Equipment - 211 ESEA Title I (Campus) - 211.11.6395.156.24.801.156 - \$10,000</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To subscribe to web-based services and purchase instructional software to provide opportunities for improvement</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To purchase technology to serve students and teachers with an emphasis to serve the At-Risk and SPED population</p> <p><b>Staff Responsible for Monitoring:</b> Administration, CTCs, and Secretary to the Principal</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				

**Goal 2: Great Community Schools**





El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

**Performance Objective 1:** Rivera will continue to implement the Positive Behavior Intervention System (PBIS) to build campus culture and climate. Rivera will also continue to provide Social Emotional Learning (SEL) to foster positive character development and decrease discipline issues.

**Evaluation Data Sources:** School Climate Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To recognize student achievement and demonstration of good behavior in a variety of ways to include student incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Through Social Emotional Learning awareness and experiences students perceptions of themselves, others and school will continue to positively increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PBIS/SEL Committee Chair, and Counselor</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Mixcellaneous Operating Cost - 211 ESEA Title I (Campus) - 211.11.6499.156.24.801.156</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To implement character education program ( Core Essentials) focusing on character skills and positive character development</p> <p><b>Strategy's Expected Result/Impact:</b> Schedule of lessons (biweekly for PK-5 students by Counselor), documentation, daily announcements, decrease in discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Reading Material - 211 ESEA Title I (Campus) - 211.12.6329.156.24.801.156 - \$1,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to implement a school wide anti-bullying plan, counselor lessons, and one on one counseling</p> <p><b>Strategy's Expected Result/Impact:</b> Number of bullying incidents reported, direct counseling classes, anonymous alerts</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, staff, counselor and administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue Crisis Management program, with scheduled meetings and communication with all stakeholders <b>Strategy's Expected Result/Impact:</b> Agendas, Meeting minutes <b>Staff Responsible for Monitoring:</b> Administration, leadership team, front office staff, police services	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> To provide training to students, faculty and parents to ensure successful implementation of the PBIS, SEL , and the Student Code of Conduct <b>Strategy's Expected Result/Impact:</b> to ensure successful implementation of the PBIS and SEL programs campus wide and awareness of the Student Code of Conduct <b>Staff Responsible for Monitoring:</b> Admin, Counselor, PBIS lead Teacher  <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> To conduct Red Ribbon Week activities to encourage students to be drug free and promote healthy lifestyles. <b>Strategy's Expected Result/Impact:</b> encourage students to be drug free and promote healthy lifestyles. <b>Staff Responsible for Monitoring:</b> Counselor, Red Ribbon Week Committee  <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Regular Well-Being Checks with students and continue with a Meet-Up or Buddy-Up activity from Sanford Harmony. Implement SEL book of the month. <b>Strategy's Expected Result/Impact:</b> To promote and enhance students' connection to school, positive behavior, and academic achievement <b>Staff Responsible for Monitoring:</b> Counselor, Librarian, SEL/PBIS Committee and Administration  <b>- ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Promote child abuse awareness by incorporating "Steward of Children" and address abuse reporting</p> <p><b>Strategy's Expected Result/Impact:</b> professional development training</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> To implement and embed SEL strategies throughout the day throughout the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> To promote and enhance students' connection to school, positive behavior, and social emotional abilities.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, and SEL/PBIS Committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 2:** Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

**Performance Objective 2:** Rivera Elementary will recruit, hire and develop highly qualified and effective teachers to better serve our diverse student population

**Evaluation Data Sources:** TEA Retention Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To hire highly qualified individuals to better address the needs of our diverse student population.  <b>Strategy's Expected Result/Impact:</b> Student needs will be better addressed by highly qualified teachers  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To motivate and retain highly qualified employees by ensuring positive, supportive work environment.  <b>Strategy's Expected Result/Impact:</b> Positive work environment leads to low to zero turn over  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To recognize accomplishments of the faculty and staff at Rivera in a variety of ways including, Positive Post-It Poster, Ranger Tickets etc.....</p> <p><b>Strategy's Expected Result/Impact:</b> Positive work environment leads to low to zero turn over</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2: Great Community Schools**

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

**Performance Objective 3: To provide a safe, clean environment for Students, Faculty and Staff**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To Provide a safe/clean environment for all by providing safety equipment at the drop off zone (i.e. orange cones, cleaning carts, and hand sanitizer)  <b>Strategy's Expected Result/Impact:</b> Decrease in incident reports  <b>Staff Responsible for Monitoring:</b> Administration, Monitors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To continue to provide health supplies and equipment to include handwashing and personal protective equipment supplies for faculty, staff, and student use.  <b>Strategy's Expected Result/Impact:</b> Expenditures in the budget  <b>Staff Responsible for Monitoring:</b> Custodial Staff, Nurse, and Faculty</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To provide teachers, faculty and staff with materials to successfully fulfill daily tasks  <b>Strategy's Expected Result/Impact:</b> supply request sheets  <b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide office, administration, and LPAC with supplies, technology, and furniture to successfully meet job roles and expectations  <b>Strategy's Expected Result/Impact:</b> Administration will have materials need to perform job  <b>Staff Responsible for Monitoring:</b> Administration   <b>Funding Sources:</b> General Supplies - 185 SCE (Campus) - 185.11.6399.156.30.000.156 - \$710, Technology - 185 SCE (Campus) - 185.11.6395.156.30.000.156 - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> To ensure Nursing Center is well equipped to support student needs and mild emergencies.</p> <p><b>Strategy's Expected Result/Impact:</b> School Nurse will be able to address some minor medical needs at school</p> <p><b>Staff Responsible for Monitoring:</b> Administration School Nurse</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







**Goal 3: Lead with Character and Ethics**

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

**Performance Objective 1: To ensure accurate, ethical, and timely use of state and federal funds**





**Evaluation Data Sources:** Campus Improvement Plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To review Title 1 Guidelines with CIT to ensure funds are appropriately allocated to meet the needs of all students</p> <p><b>Strategy's Expected Result/Impact:</b> Funds are properly utilized</p> <p><b>Staff Responsible for Monitoring:</b> Administration, CIT, Secretary to the Principal</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To survey faculty, staff and parents through Rivera CIT members in order to identify and prioritize campus needs</p> <p><b>Strategy's Expected Result/Impact:</b> Rivera will be be involved and represented through their CIT representative in the allocation of funds</p> <p><b>Staff Responsible for Monitoring:</b> Administration, CIT Facilitator</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3: Lead with Character and Ethics**

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

**Performance Objective 2:** To ensure 100% compliance with federal, state and district guidelines

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To ensure staff knowledge of Campus Emergency Management procedures, conduct fire drills, and periodic reviews of all safety procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Document and upload these procedures in the EPISD Emergency Operations Resources</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To ensure validity of data through periodic specific self audits, time submissions of reports to different departments, and appropriate storage and archival process</p> <p><b>Strategy's Expected Result/Impact:</b> Important document will be maintained following all policies that are in place.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PIEMS, LPAC clerk, Secreaterty to Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 4: Community Partnerships**

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

**Performance Objective 1:** To engage parents in all aspects of school improvement: academic and social

**Evaluation Data Sources:** School climate survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To include monthly events in the yearly master schedule for parents/guardians and community members to attend; providing at least 7 days notice to parents and community</p> <p><b>Strategy's Expected Result/Impact:</b> Performances, Academic nights, Socials</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To utilize a variety of systems such as: Class Dojo, School Website, phone messenger, marquee etc... to notify parents of school events and opportunities for involvement and participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Parent Involvement and awareness of school activities</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Secretary to the Principal and Parent Engagement Leader</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To offer parent education classes on a variety of topics to provide materials and supplies needed throughout the year</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agenda Parent sign-in sheet</p> <p><b>Staff Responsible for Monitoring:</b> Administration &amp; Parent Engagement Leader</p> <p><b>Funding Sources:</b> General Supplies - 211 ESEA Title I (Campus) - 211.61.6399.156.24.801.156 - \$600, Miscellaneous Operating Cost - 211 ESEA Title I (Campus) - 211.61.6499.156.24.801.156 - \$400</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct Career Day to provide opportunities for parental involvement. <b>Strategy's Expected Result/Impact:</b> List of parent volunteers Student participation <b>Staff Responsible for Monitoring:</b> Counselor, administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> To invite parents to be informed and to be part of the decision making process by participating in the CIT, Coffee with the Principal, evaluating the School Compact, and completing required surveys <b>Strategy's Expected Result/Impact:</b> Meet Title 1 Guidelines <b>Staff Responsible for Monitoring:</b> Administration & Parent Engagement Leader  - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4: Community Partnerships**

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

**Performance Objective 2:** To increase the number of Partners in Education and foster and sustain the partnerships already formed





**Evaluation Data Sources:** School climate survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To actively seek new partnerships and offer meaningful opportunities for partners to engage in our school community throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> More support from the community in the different aspects of the educational process</p> <p><b>Staff Responsible for Monitoring:</b> Administration &amp; Counselor</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To use social media to highlight campus accomplishments, special events, etc. to the community</p> <p><b>Strategy's Expected Result/Impact:</b> Increase community Involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administration &amp; Faculty</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: Community Partnerships**

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

**Performance Objective 3:** To implement transition activities to ease the process for students entering and/or exiting our school

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host a Meet the Teacher Open House event to ease transition for new and returning students and promote family involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> students and families will feel more welcome and comfortable on Rivera's campus</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Faculty, PEL, and Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To assist Middle Counselors with the process of introducing 5th grade students and parents to middle school and help them to choose elective courses.</p> <p><b>Strategy's Expected Result/Impact:</b> 5th grade students will be prepared for middle school</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, 5th grade teachers and administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

## **Goal 5: Active Learning**

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals

1. Increase pre-college completion rate and enrollment in trade, military, 2-year and 4 year college from 76% to 86% by 2022
2. All 10 comprehensive high schools will achieve a graduation rate of 90% or greater, increased from 3 high schools by 2022
3. Increase student engagement in the classroom from 48% to 60% by 2022

**Goal 6: Great Community Schools**

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.



**Goal 7: Lead with Character and Ethics**

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

**Goal 8: Community Partnerships**

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

# State Compensatory

## Budget for Rivera Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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## Personnel for Rivera Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
April May	Campus Teaching Coach	1
Roxanna Boyer	Campus Teaching Coach	1
Sylvia Rodriguez	LPAC	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
In the process of hiring	Parent Engagement Liaison PT		1
Patricia Moreno	Paraprofessional Instruction		1