

Midway Independent School District
River Valley Middle School
2025-2026 Campus Improvement Plan



Mission Statement

River Valley Middle School will maximize individual potential within a learner-centered and supportive environment to prepare students to excel in a global society.

Vision

Innovation, Commitment, and Excellence

Value Statement

Every person has inherent worth. Every person can learn and has unique academic, social, spiritual and physical needs. A well-educated citizenry is central to a free society. Students learn best in a partnership between the home, the community, and the school district that shares accountability and high expectations for a quality educational experience. Rules and laws combined with personal responsibility are the foundation for a quality educational experience. Efficiency and effectiveness are fundamental to a successful organization. Personal integrity is essential to maintain trust. Respect for others is essential for a well-functioning society. Good role models are crucial to the positive development of our children; parents, guardians and district personnel are among the most influential role models.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 6
 - School Processes & Programs 8
 - Perceptions 10
- Priority Problem Statements 11
- Comprehensive Needs Assessment Data Documentation 12
- Goals 14
 - Goal 1: ACADEMICS: Meet the academic needs of a diverse student population. 14
 - Goal 2: LEADERSHIP: Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population 20
 - Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population. 25
- State Compensatory 36
 - Budget for River Valley Middle School 36

Comprehensive Needs Assessment

Demographics

Demographics Summary

River Valley Middle School serves students in grades 6-8. 2024-2025 is the third year for River Valley to be a 6-8 middle school after being an intermediate school (grades 5&6) since 2010. The campus is located in McGregor, Texas and serves students from the feeder elementary campuses of Speegleville, South Bosque, Chapel Park, and Woodway.

The campus has an enrollment of 890 students. River Valley serves 130 identified special education students (14.61% of the total student population) with supports in self-contained classrooms, resource classes, Co-Teach classes and small group support in the mainstream setting. River Valley serves 148 students through Section 504 (16.63% of the student population). River Valley has a small population of 30 EB students (3.37% of the total student population). River Valley has 242 students who have been identified as "Gifted and Talented" (27.19% of the total student population). Additionally, River Valley serves 184 students who are considered "At Risk" (20.67% of the total student population). 219 students are identified as Economically Disadvantaged (24.61% of the student population).

The breakdown of student groups as reported for the 2024-2025 school year are as follows:

African American: 7.19%

Asian: 4.16%

Hispanic: 20.79%

American Indian: <1%

Pacific Islander: <1%

Two or More Races: 4.61%

White: 63.03%

The 2023-2024 TAPR report is not yet available. Therefore, based on the 2022-2023 Professional staff include 71.8% of River Valley personnel; the demographic and years of service breakdown is below:

White: 78.9%

African American: 7.1%

Hispanic: 14%

Male: 32.5%

Female: 67.5%

Teachers by Years of Experience:

Beginning Teachers: 5.9%

1-5 Years of Experience: 31.9%

6-10 Years of Experience: 23.8%

11-20 Years of Experience: 28.5%

21-30 Years of Experience: 8.2%

Over 30 Years Experience: 1.7%

Student Learning

Student Learning Summary

River Valley Middle School received an estimate from TEA of an overall rating of "A" for the 2023-2024 school year. The campus prepared students with rigorous daily instruction and progress monitoring toward grade determined expectations. River Valley will focus on maintaining and achieving growth in the measured areas with particular emphasis on increasing students growth and closing the gaps among the various sub populations.

Our 2023-2024 Estimated Accountability Rating Summary (based on student achievement data) is:

Overall - 92 (A)

Student Achievement - 92 (A)

School Progress, Part A - 87 (B)

School Progress, Part B - 88 (B)

Closing the Gaps - 91 (A)

Based on Student Achievement Data, this year our areas of focus will be

- 6th & 7th Grade Math
- 7th Grade Reading/Language Arts
- 8th Grade Science
- Increasing the percent of students achieving the "Masters" level in all tested subject areas

Student Learning Strengths

Based on 2023-2024 Student Achievement Data, RVMS Strengths were:

8th Social Studies made great gains strong gains in Approaches, Meets and Masters

6th RLA made strong gains in Meets & Masters

7th & 8th RLA grew in Masters percentages

7th Math made significant gains in Masters

8th Math made strides in Meets

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Performance among African American students is significantly lower than other student groups.

Root Cause: Education supports, including academic, social, and emotional, for African American students are not individualized and targeted enough to meet their educational needs.

Problem Statement 2 (Prioritized): Students with economically disadvantaged backgrounds continue to perform lower than their peers.

Root Cause: Education supports, including academic, social, and emotional, for low income students are present but may not be individualized or targeted to their specific needs.

Problem Statement 3 (Prioritized): Special Education students' academic performance continues to be behind all other student groups.

Root Cause: Special Education curriculum is not tightly aligned with the general education curriculum, nor is it consistent across the campus or district. Staff are not adequately trained to handle the severe behavior issues that commonly arise in some of the special/general education classrooms.

School Processes & Programs

School Processes & Programs Summary

River Valley Middle School is one of two campuses in Midway ISD that serves sixth through eighth grades. Sixth grade students primarily attend classes away from seventh and eighth grade students. Seventh and Eighth grade students often cross paths throughout the school day. Students attend PE, athletics, fine arts, and elective classes during the day. As determined by the ARD committee, identified special needs students receive specialized instruction in either a self contained class, resource classes, co-teach classes or in the general class settings. GT students are served in general education classrooms and have the option of taking a daily GT elective taught by a MISD Gifted & Talented specialist. English Learners are served in general education classrooms by ELA and Reading teachers who are ESL certified.

The culture and climate of River Valley is positive with safety being a priority. Visitors to River Valley must enter the building through the front office and sign in via the Raptor system. Visitors do not have open access to the building. In the spring of 2018 a new front door entry system was put into place that requires all visitors to campus to identify themselves and their purpose on campus before being allowed into the building. The construction done to convert the campus to a middle school included safety and security aspects. All exterior doors have staff badge reader access, new interior door locks clearly show teachers green for "unlocked" and red for "locked". Interior and exterior security cameras allow RVMS administration the ability to keep watch over the student body inside and outside the building. The Raptor system monitors backgrounds for possible sex offenders. The process of signing in and out of the building allows the campus to know when visitors are on campus and their location. One School Resource Officer is assigned to River Valley. He is housed on campus and is available as requested for special needs and events and also is on campus daily to interact with students and visitors. The campus participates in regular safety drills to allow practice and awareness for students and staff for the procedures in the event of an emergency and has a detailed relocation plan should we ever have to evacuate the entire campus. River Valley participates in the Character Strong and Leader In Me SEL curriculum and incorporates it through the Advisory period and on the daily announcements and in a weekly character education lesson prepared by the counselors.

River Valley math, reading, 8th grade Science and Social Studies teachers meet at weekly through PLC periods to review student academic, instructional, and behavioral data/needs. Routines for RTI processes and accommodation implementation are discussed and adjusted as needed. A campus wide expectation for freedom from bullying is emphasized. Through the We Tip application, students and parents have access to an anonymous reporting system for bullying concerns. The district also monitors student communication on their ipads to give campuses the knowledge of needed interventions. The River Valley staff is trained annually on Suicide Prevention.

All students at River Valley use the district provided 1:1 device. The campus has created collaboration spaces all over campus for students and teachers that include flexible seating and movable furniture. These collaboration spaces are available to teachers every day and teachers are encouraged to take advantage of these spaces. In addition, the campus has two touch screen mobile units that teachers and/or students can use when working in groups.

The campus is actively involved with the district's mentoring program for new to campus teachers and teachers in their first year of the profession. In addition to the mentoring program, the campus has joined the district's Instructional Coaching initiative and will participate in that program during the 2023-2024 school year.

School Processes & Programs Strengths

Continuing to streamline the RTI process and documentation across the district and at the campus level to help at risk students.

Ensure HB4545 and HB 1416 are followed and all students received the required amount of accelerated instruction in math, reading, or science.

Support students in transition with Hunger Free MISD and campus interventions.

100% of River Valley staff is certified

Mentor program for new to Midway ISD teachers.

Campus budget is organized to provide professional development in areas requested or needed by teachers.

Perceptions

Perceptions Summary

River Valley participates in surveys to determine parent and staff perceptions regarding staff development, communication, technology and academic programs and instruction. Parents actively participated in the TASB Survey as well as Leader In Me Survey in the spring of 2024. The campus administration encourages open dialogue from staff in regularly scheduled PLC meetings and staff meetings. Parents are encouraged to conference and meet with teachers and administration to problem solve. The RVMS PTA organization is active and is composed of a large group of interested parents. The principal meets monthly with the PTA board to provide campus updates and address questions and concerns. Parent involvement is high; parents regularly attend extracurricular activities and after school events such as Open House and student schedule walks.

Perceptions Strengths

Parents and students feel safe and welcome at River Valley.

Communication from teachers to parents is consistent, appropriate and occurs often.

Communication from administration occurs often through Parent Square. Additional forms of constant communication include the campus website, twitter account, Instagram account, and Facebook account.

Priority Problem Statements

Problem Statement 1: Performance among African American students is significantly lower than other student groups.

Root Cause 1: Education supports, including academic, social, and emotional, for African American students are not individualized and targeted enough to meet their educational needs.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students with economically disadvantaged backgrounds continue to perform lower than their peers.

Root Cause 2: Education supports, including academic, social, and emotional, for low income students are present but may not be individualized or targeted to their specific needs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Special Education students' academic performance continues to be behind all other student groups.

Root Cause 3: Special Education curriculum is not tightly aligned with the general education curriculum, nor is it consistent across the campus or district. Staff are not adequately trained to handle the severe behavior issues that commonly arise in some of the special/general education classrooms.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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 data
- T-PESS data

Parent/Community Data

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





Goals

Goal 1: ACADEMICS: Meet the academic needs of a diverse student population.

Performance Objective 1: Student Achievement: RVMS will achieve an A rating in Domain 1.

Evaluation Data Sources: TEA Accountability

Strategy 1 Details	Reviews			
Strategy 1: Teachers will calculate Domain 1 scores for each Math district assessment with a goal of 30% Masters, 60% Meets and 90% Approaches. Strategy's Expected Result/Impact: Teacher understanding of the accountability calculation method leading to awareness of student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Coach and MTSS Coordinator	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: WIG: Teachers will attain Domain 1 scores for each Social Studies district assessment with a goal of 35% Masters, 60% Meets and 85% Approaches. Strategy's Expected Result/Impact: Increased number of students meeting academic achievement. Staff Responsible for Monitoring: Teachers, Campus Administration, MTSS Coordinator, Learning Coach	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Grade 8 Social Studies teachers will be trained in making connections across eras to promote higher order thinking as well as the new Lead4ward curriculum. Strategy's Expected Result/Impact: Social Studies district and STAAR assessment with a goal of 35% Masters, 60% Meets and 85% Approaches. Staff Responsible for Monitoring: Teachers, MTSS Facilitator, Campus Administration, Learning Coach	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Create a PLC room that houses multiple forms of data (RTI, universal screener, academic performance) to identify students who are not on path to meet growth and achievement for the current school year. Strategy's Expected Result/Impact: The identification of specific students will guide interventions and classroom instruction that will promote academic growth for all students. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Campus Administration	Formative			Summative
	Oct	Jan	Apr	July

Strategy 5 Details	Reviews			
Strategy 5: Provide accelerated instruction in the areas of math, reading and science as required by HB1416. Strategy's Expected Result/Impact: Students receiving accelerated instruction will meet the minimum STAAR passing standard. Staff Responsible for Monitoring: Teachers, MTSS Facilitator, Campus Administration	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
Strategy 6: RVMS teachers will incorporate the Midway Mindset research based instructional strategies into all lessons. Strategy's Expected Result/Impact: Increase overall Domain 1 scores Staff Responsible for Monitoring: Teachers, MTSS Facilitator, Campus Administration, Learning Coach	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: ACADEMICS: Meet the academic needs of a diverse student population.

Performance Objective 2: WIG: In support of the district WIG, 100% of RVMS students will show growth in Math by the end of the academic year. (Domain 2 - Student Growth)

High Priority

Evaluation Data Sources: District assessments and STAAR results for 6th - 8th grade Math

Strategy 1 Details	Reviews			
Strategy 1: In partnership with the Teaching and Learning and SPED departments teams will work collaboratively to ensure support and alignment of 6-8 curriculum and assessments. Strategy's Expected Result/Impact: Increased Domain 2 performance Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Coaches, Assistant Superintendent of Teaching and Learning, Director of Curriculum, Coordinators of Curriculum	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: The Teaching and Learning department and RVMS leadership team will provide ongoing training and data analysis for teachers (including Insights) for the BOY and MOY screeners to create strategies for targeted intervention for growth for all students. Strategy's Expected Result/Impact: Increased Domain 2 performance Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Coaches, Assistant Superintendent of Teaching and Learning, Director of Curriculum, Coordinators of Curriculum	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: During PLCs, RVMS will plan lessons to engage students in student-centered learning that promotes higher-level thinking, reasoning, and discourse that results in academic growth for all students. Strategy's Expected Result/Impact: Students will be better prepared for the STAAR item types and vocabulary that require higher order thinking and application skills. Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal, Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: In PLC and planning meetings teachers will disaggregate and monitor assessment data among student populations in Domain 2 to determine extension activities for students at the MEETS and MASTERY level. Strategy's Expected Result/Impact: A 5% increase of students at the MASTERY level for the 2026 STAAR. Staff Responsible for Monitoring: Classroom teachers, Principal, Assistant Principal, Intervention team members, Instructional Specialists, Curriculum Coordinators	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



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Discontinue

Goal 1: ACADEMICS: Meet the academic needs of a diverse student population.

Performance Objective 3: RVMS will achieve an "A" rating in Domain 3 - Closing the Gaps. At least 75% of RVMS will also achieve the specific targets set by the Federal Govt for economically disadvantaged students as measured by Domain 3 for the current school year

High Priority

Evaluation Data Sources: STAAR results for 6th grade Math & Reading, 7th grade Math & Reading, and 8th Grade Math, Reading, Social Studies & Science tests.

Strategy 1 Details	Reviews			
Strategy 1: Provide training for staff to better the understand the calculation of Domain 3, specifically addressing RVMS high focus groups (Hispanic and African American). Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, District Testing Coordinator, MTSS Coordinator	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: During PLCs, RVMS teachers will disaggregate assessment data to review performance of Domain 3 student groups in the Meets category. Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, District Testing Coordinator, MTSS Coordinator	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Goal 1: ACADEMICS: Meet the academic needs of a diverse student population.

Performance Objective 4: CCMR Goal: RVMS will support MISD efforts to evaluate student by student analysis to ensure that all students that leave MISD are college and/or career ready.





High Priority
Evaluation Data Sources: All RVMS students enrolled in at least one course that focuses on CCMR (ie: Panther Pathways, AVID, etc.)

Strategy 1 Details	Reviews			
Strategy 1: Ensure students begin their 4 year planning process for high school while at RVMS. Strategy's Expected Result/Impact: 100% of RVMS Students will have a 4 year plan before promoting. Staff Responsible for Monitoring: CCMR Elective Teachers, Counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: CTE teachers develop strategic recruiting plans in an effort to maintain and enhance elective course offerings at RVMS that have a CCMR focus and ensure alignment with pathways offered at MHS. Strategy's Expected Result/Impact: Increased enrollment numbers in initial CTE courses offered at RVMS as well as ensure that all students are enrolled in Panther Pathways and/or AVID.	Formative			Summative
	Oct	Jan	Apr	July
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 2: LEADERSHIP: Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population

Performance Objective 1: WIG: All RVMS students will apply the Seven Habits to build leadership and life skills through the Leader in Me framework.

Evaluation Data Sources: Documentation of attendance at professional development activities

Strategy 1 Details	Reviews			
Strategy 1: RVMS will implement the year-long student lessons for Leader in Me (LiM) curriculum focusing on developing the mindsets, behaviors, and skills of students, adults, and community members to be effective lifelong leaders. Strategy's Expected Result/Impact: Increase the spring 2026 MRA survey for Leader in Me in the following areas: trusted relationships from 63% to 70%, family engagement from 59% to 70% and student goal-setting from 69% to 75%. Staff Responsible for Monitoring: Teaching and Learning Department Campus Administrators Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: RVMS will participate and receive ongoing training in Leader in Me, Seven Habits Core 2. During Core 2, RVMS will continue a LightHouse Team to include students to oversee Leader in Me for the school year. Campuses will provide key elements to include student goal-setting and leadership portfolios. Strategy's Expected Result/Impact: Building capacity of instructional staff. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Technologist, Executive Director of Technology, and Coordinator of Technology	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Instructional staff will receive training and on-going coaching in the implementation of 7 Habits and Core 2 of LIM. Strategy's Expected Result/Impact: Spring 2026 MRA, Professional Learning survey feedback related to LIM implementation Staff Responsible for Monitoring: T&L, Learning Coaches, campus counselors	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: LEADERSHIP: Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population

Performance Objective 2: Provide influential role models through the recruitment, retention, support of highly qualified faculty and staff.

Evaluation Data Sources: Assignment report and annual certification check provided from Human Resources. Participation noted in the district job fair.

Strategy 1 Details	Reviews			
Strategy 1: Recruit, hire and retain teachers and instructional paraprofessionals who are appropriately certified for the content area taught. New leadership will meet with each staff member to gain insight about retention. Strategy's Expected Result/Impact: Highly qualified staff who can provide high quality instruction to students. Teachers hired through DOI will actively pursue certification. Staff Responsible for Monitoring: Campus Administration, MISD HR Department	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Support new classroom teachers in effective classroom practices through a variety of means including but not limited to instructional coaching, mentoring, and appraiser feedback. Strategy's Expected Result/Impact: Teacher growth, teacher retention Staff Responsible for Monitoring: Learning Coaches, campus mentor coordinator, campus mentors assistant principals, principal	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Continue to encourage all core content teachers to obtain ESL certification and strategically screen potential candidates for those with ESL certification. Strategy's Expected Result/Impact: Increase in instructional strategies for all teachers to use when educating EL students. Staff Responsible for Monitoring: District Coordinator of EL Services, Principal, Assistant Principal, Human Resources Department	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Ensure all teachers that serve GT students are certified to teach gifted & talented students through Region 12, and/or district provided training opportunities. Once the certification is received, ensure all teachers complete the 6 hour annual update. Strategy's Expected Result/Impact: Gifted and Talented students are served by GT certified teachers Staff Responsible for Monitoring: Principal, District Coordinator of State & Federal Programs, ELL & GT	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: LEADERSHIP: Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population

Performance Objective 3: All staff will benefit from job-embedded support and targeted professional learning opportunities designed to bolster effective classroom practices.

Evaluation Data Sources: Professional Learning end-of-year survey
Kick Up
Professional Learning Platform

Strategy 1 Details	Reviews			
Strategy 1: Train and support all teachers/staff on Tier 1 classroom and behavior management skills as framed through STOIC/CHAMPS to support a focus on student learning and active engagement. Strategy's Expected Result/Impact: Reduced disciplinary incidents by 5% and physical restraint incidents by 20% for the SY. Increased student engagement will result in an increase in Domain 2 & 3 average scores for all teachers on 2025-2026 T-TESS data walks and formula observations. The increase in student engagement will result in an increase in the campus' overall state accountability rating. Staff Responsible for Monitoring: Campus Administration, Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Utilize the Campus Learning Coaches to deliver job-embedded professional learning opportunities that promote best practice instruction, effective technology integration, content expertise, and classroom management strategies in a 1:1 learning environment. Strategy's Expected Result/Impact: Increased teacher confidence in pedagogy related to technology integration, quality instruction, and classroom management. Increase in the data walk average scores recorded in KickUp in Domain 2 and 3 of TTESS data walks. KickUp and the Professional Learning platform will be used to measure the impact of professional learning. Staff Responsible for Monitoring: Campus Administration, Learning coach	Formative			Summative
	Oct	Jan	Apr	July





Strategy 3 Details	Reviews			
Strategy 3: Support new classroom teachers through the provision of an effective mentor program staffed by the Campus MTSS Facilitator as Campus Mentor Coordinator who support both mentor teachers and mentees. "New to the profession" teachers will be provided three half-day opportunities during the SY to participate in district wide learning walks and professional learning to improve instruction and classroom management skills. Strategy's Expected Result/Impact: New hires will be retained for a second year; program adjustments will be made using needs assessment feedback provided by both mentors and mentees. Staff Responsible for Monitoring: Campus MTSS Coordinator Campus Administration Coordinator of Mentors and Induction	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Ensure RVMS Faculty & Staff participate in district-wide professional learning opportunities that provide teachers choice in their professional growth. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

Performance Objective 1: Improve the implementation of the character traits programs (Leader in Me) and support for social-emotional learning during the 2025-2026 school year. Ensure instructional time for character education and wellness program is built into the yearly schedule for RVMS students. Conduct Leader in Me Measurable Results Assessment (MRA) in grades 6-8 as a needs assessment for program improvements.

- Evaluation Data Sources:** Pre- and Post-Climate Surveys
Leader in Me Measurable Results Assessment (MRA)
Staff survey
Training rosters, discipline & PBMAS records
DAEP/Challenge placements
ISS/OSS placements
Campus program evaluations
Threat Assessments
Behavioral RtI records
Classroom observations/walkthroughs

Strategy 1 Details		Reviews			
Strategy 1: Integrate behavioral support and character trait programs into classroom, discipline, and counseling practices, i.e. Safe and Civil Schools, Texas School Safety Center, MISD MTSS Tiered Behavior Interventions, wraparound services for highest risk students, restorative practices, trust-based relational supports, trauma-informed classrooms, Leader in Me, and Character Strong. Strategy's Expected Result/Impact: Improved MTSS/RtI processes for behavior A 5% decrease in the number of discipline incidents. Trauma-Informed approach to disciplinary interventions Support for teachers An increase in the positive culture-increased sense of safety as reported on the MRA Staff Responsible for Monitoring: Principals Counselors Threat assessment teams MTSS Coordinator Support Services		Formative			Summative
		Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
Strategy 2: RVMS will implement the year-long student lessons for Leader in Me (LiM) curriculum focusing on developing the mindsets, behaviors, and skills of students, adults, and community members to be effective lifelong leaders. Strategy's Expected Result/Impact: Increase the spring 2026 MRA survey for Leader in Me at least 2 points for each area (academics, leadership, and culture) on the measured survey. Decrease in the number of discipline referrals and discretionary DAEP placements by 5% Staff Responsible for Monitoring: Campus Administration, Light House Team	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

Performance Objective 2: During the 2025-2026 school year RVMS will implement campus-wide classroom and behavior management plans to provide safe and supportive learning environments.

Evaluation Data Sources: Referral and student discipline data - campus and district
Behavioral Walkthrough data

Strategy 1 Details	Reviews			
Strategy 1: All RVMS classroom teachers create a safe, accessible, and efficient classroom environment by implementing the STOIC framework, including an individualized CHAMPS classroom management plan. Strategy's Expected Result/Impact: Decrease in the number of discipline incidents by 5%. Increase each area of the Leader In Me survey by 2 points. Improved classroom management (TTESS Domain 3.1) scores for KickUP Behavior and TTESS data walks. Staff Responsible for Monitoring: Asst. Super. for Admin. Services MTSS Coordinator Campus Administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: All RVMS classroom teachers implement the MISD MTSS tiered behavior plan, providing support and intervention for students in tier 2 and tier 3. Strategy's Expected Result/Impact: Decrease the number of discipline incidents by 5%. Decrease the number of physical restraints by 20%. Improved classroom management (TTESS Domain 3.2 and 3.3) scores for KickUP Behavior and TTESS data walks. Staff Responsible for Monitoring: MTSS Coordinator Director of Special Education Campus Administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: All RVMS discipline referrals will be submitted through TAC and discipline data will be tracked in eSchool. Strategy's Expected Result/Impact: Ability to review reports and data by six weeks for all campuses. Improve the consistency of consequences and due process for discipline incidents. Improve the details for each discipline incident in ESchool. Staff Responsible for Monitoring: Asst. Supt. Adm. Services Campus Principals & Assistant Principals MTSS Coordinator	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.





Performance Objective 3: By the end of the 2025-2026 school year RVMS will enhance school safety measures encompassing safe and secure facilities, as well as comprehensive training and support services for student needs.

Evaluation Data Sources: Local campus safety audits
TEA District Vulnerability Assessment
TXSSC Intruder Audit feedback
Midway Safety and Security Committee Meeting Agendas
Campus Emergency Operation Plan Training
Compliance through Threat Assessment Team rosters for each campus, dates of meetings, threat assessment data
Required Drill documentation

Strategy 1 Details	Reviews			
Strategy 1: Conduct ongoing campus safety audits throughout the 2025-2026 school year as required by law to ensure all facilities are secure and required practices are in place. Strategy's Expected Result/Impact: All campuses have functioning and weekly audited locked exterior doors All campuses conduct proper visitor admission protocol All campuses pass the State Intruder Safety Audit Increased preparedness for students and staff Opportunities to refine safety protocols and procedures Staff Responsible for Monitoring: Campus Admin Asst. Supt. Adm. Services Student Support Services District Maintenance Dept. MISD Chief of Police	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details		Reviews			
Strategy 2: Encourage the use of restorative practices and trauma-informed care to assist students and families facing negative student behaviors. Align disciplinary strategies among behavior coaches, counselors, and assistant principals in order to implement effective behavioral plans and provide a restorative review in disciplinary placements. Strategy's Expected Result/Impact: Small group interventions Reduction in the number of students returning to DAEP Reduce behavior incidents by 5% Restorative behavior and transition plans Character Education lessons with DAEP students Staff Responsible for Monitoring: Asst. Supt. Adm. Services MTSS Coordinator DAEP Facilitator Behavior Coaches/Specialists Social workers Counselors Campus administration		Formative			Summative
		Oct	Jan	Apr	July
Strategy 3 Details		Reviews			
Strategy 3: RVMS will participate in and provide documentation of at least the minimum number of required safety drills during the 2025-2026 school year. Strategy's Expected Result/Impact: An increased preparedness for both students and staff Opportunities for campus administration, CSS, and MISD Police to refine safety practices Staff Responsible for Monitoring: Campus Administration CSS MISD Police Asst. Supt. Admin Services		Formative			Summative
		Oct	Jan	Apr	July
Strategy 4 Details		Reviews			
Strategy 4: Campus administrators and counselors will follow up and investigate tips from WeTip, BARK, online bullying reports, and bullying hot-line phone messages. Administration ensures staff has been trained to identify and report bullying and suicidal ideation. Strategy's Expected Result/Impact: Reports of bullying, school safety issues, and suicidal ideation are investigated and interventions are provided to students. Threat assessments conducted for direct threats Staff Responsible for Monitoring: Campus Administrators Asst. Supt. Adm. Services Student Support Services Counselors Social Workers		Formative			Summative
		Oct	Jan	Apr	July





Strategy 5 Details	Reviews			
Strategy 5: RVMS faculty and staff will be trained to manage students in the effective instructional use of iPads. Strategy's Expected Result/Impact: Mosyle and Apple Classroom will be effectively utilized to ensure all students are successful in the proper use of their iPads. Staff Responsible for Monitoring: Campus Administration Classroom Teachers MISD Technology Staff	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
Strategy 6: Offer multiple approaches to provide timely and relevant information to students regarding risky behaviors, i.e. violence, drugs, alcohol use, vaping, and tobacco use. Advertise and communicate resources such as family and parenting classes, VIP events, counseling services, community events, and Panther Safety Series. Partner with community agencies to provide increased safety, support, services, and resources for students and their families. Strategy's Expected Result/Impact: Counseling services provided for students struggling with substance use Follow-up data showing reduction in risky behaviors Continued attendance/parent participation in VIP nights Continued partnerships with community agencies Staff Responsible for Monitoring: Director of Support Services Asst. Supt. Adm. Services Counselors SHAC Social workers Director of Communications	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
Strategy 7: Train teachers and staff annually on grief and trauma informed care and positive behavior interventions and support. Provide community resources and include information in VIP nights. Provide annual training on the district-wide suicide risk screener, the Columbia-Suicide Severity Rating Scale (C-SSRS), to all counselors, social workers, and school psychologists. Follow procedures for parental notification of suicidal ideation and a connection to community resources and supports. Strategy's Expected Result/Impact: Increased awareness and ability to intervene with students incorporating grief and trauma-informed strategies Appropriate disciplinary approaches MTSS Behavior Response and Intervention Connection to support and resources Staff Responsible for Monitoring: Asst. Supt. Adm. Services Director of Special Education Director of Support Services MTSS Coordinator Campus Administration Campus Counselors	Formative			Summative
	Oct	Jan	Apr	July

Strategy 8 Details	Reviews			
Strategy 8: Ensure RVMS has a firm stance against dating violence and sexual harassment (policy FFH Local) and maltreatment of children (policy FFG Local). Staff participate in required compliance training addressing these issues. Strategy's Expected Result/Impact: Increase in awareness for students and families to recognize dating violence, sexual harassment, or maltreatment of children. Staff Responsible for Monitoring: Campus Administration Campus Counselors Support Services Asst. Supt. Admin. Services	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
Strategy 9: Provide Emergency Operations training for all staff to ensure a safe, secure environment. Strategy's Expected Result/Impact: Increased safety and security awareness Compliance with all applicable safety laws and policies Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services District Department Directors Campus Administrators MISD Chief of Police	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

Performance Objective 4: Promote physical and emotional well-being of students and staff ensuring that the proper structure is in place to provide essential knowledge and skills consistently during the 2025-2026 school year.

Evaluation Data Sources: PEIMS data, Safe and Civil Schools Program

Strategy 1 Details	Reviews			
Strategy 1: Work with SRO on campus to provide positive interactions with students during lunch, before and after school, and during disaster drills. Strategy's Expected Result/Impact: Violence prevention, proactive interventions with students. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Utilize the Teacher Access Center (TAC) for discipline office referrals to improve the review process and identification of patterns of behavior. Strategy's Expected Result/Impact: Sign-in sheets from TAC training days, appearance of referrals in TAC Staff Responsible for Monitoring: Campus administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Utilize the Advisory period to instill organizational skills in students via the planner and create a space for an adult advocate for every child in the building. Strategy's Expected Result/Impact: Student organizational skills increase resulting in fewer missed assignments and an increase in awareness of responsibility. Support, advocacy and mentorship will be a focus for each advisory teacher with their assigned advisory students. Staff Responsible for Monitoring: Advisory teachers, Light House Team	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

Performance Objective 5: To equip future-ready leaders, RVMS will cultivate innovative teaching and learning practices by prioritizing instruction that promotes effective communication, collaboration, creativity, critical thinking, and digital citizenship skills.

High Priority

Evaluation Data Sources: Classroom observations/walkthroughs

Professional Learning end-of-year survey

Professional Learning Platform

Instructional Platform Lesson Data

Apple Learning Survey

Strategy 1 Details	Reviews			
Strategy 1: Utilize the district Learning Coaches to deliver professional learning opportunities that promote best practice instruction, including effective communication, collaboration, creativity, critical thinking, cognitive dissonance, and digital citizenship skills. Strategy's Expected Result/Impact: An increase in teachers' scores for Domain 2 in the TTESS data walk and formal observation. Increased Elements of Frequency scores on the Apple Education Survey. Staff Responsible for Monitoring: Director of Professional Learning Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Increase opportunities for students to develop digital literacy and digital citizenship competencies. Strategy's Expected Result/Impact: Increased score in the student product frequency in Apple Technology Learning Survey. Increased TTESS scores in 2.2. Staff Responsible for Monitoring: Director of Professional Learning	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Enhance teachers' competence in using technology by expanding access to integration training and resources. Strategy's Expected Result/Impact: Apple Learning survey: 5% increase in "teachers sense of preparedness for teaching with technology." Kick-up coaching logs Staff Responsible for Monitoring: Campus Administration, Learning Coach	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



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Discontinue

State Compensatory

Budget for River Valley Middle School

Total SCE Funds: \$3,888.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Programs and Services: Tiered intervention classes, HB 1416 Intervention groups, targeted tutorial groups