

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Riverside Elementary



St. Tammany Parish Public Schools

This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

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1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
Second grade has shown to have the highest percentage of students reaching Benchmark in spring testing for the past three years, showing an overall growth of 11% from spring 2015 to spring 2017 as measured by DIBELS.	Third grade has consistently had the lowest percentage of students reaching benchmark when compared to 1st and 2nd grade. They also have consistently shown an increase in the percentage of students who are intensive from fall to spring for 3 out of 5 years as measured by DIBELS.
The highest CRT index score over the past 5 years was 92.2 in 2012-2013.	CRT index scores have consistently declined from 86.8 in 2013 to 73.1 in 2017 for a total of 13.7 points over the past 5 years.
Fifth grade behavior has improved resulting in a decrease in the suspension rate by 7.4 % over the past 2 years. 5th grade ELA has also shown improvement with an increase of 4.1 points since 2012-2013. Team teaching could be a potential factor in this growth.	Math is a potential school wide weakness as evidenced by a decline in all grade groups over the past 5 years. - 3rd grade decline of 10 points, 4th grade decline of 21.7 points and 5th grade decline of 20.4 points. Social studies is also a potential school wide weakness as evidenced by a decline of scores in all grade groups over the past 5 years - 3rd grade decline of 28.2 points, 4th grade decline of 42.5 points and 5th grade decline of 35 points.
Third grade has shown an improvement of 9.9 points in the Math Index since 2013-2014 with a score of 68.9 point to the 2016-2017 school year with a score of 78.8.	4th grade has shown a consistent decline in Social Studies over a 5 year period - 2012-2013 92.5 points to 2016-2017 50 points for a total decline of 42.5 points. 5th grade has shown a consistent decline in Math over a 5 year period - 2012-2013 88.6 pts. to 2016-2017 53.6 pts. for a total decline of 35 pts.
ELA is a potential subject area strength with strengths in Reading and Writing performance sub-claims for the 2016-2017 school year.	Math major content (3rd), additional and supporting content (4th) and expressing mathematical reasoning (5th) has shown the lowest sub-claims.
Since 2012-2013, the White subgroup has achieved the highest proficiency in ELA- whole school 4 out of 5 years; 3rd grade 2 out of 4 years; 4th grade 5 out of 5 years and 5th grade 5 out of 5 years.	The Limited English Proficient subgroup has been a potential weakness in ELA across whole school, third and fourth grade for the past 2 years. Whole school LEP 10% proficient in ELA for 15-16 and 27.3% for 16-17; 3rd grade 0% proficient for 15-16 and 16-17; 4th grade 0% proficient for 16-16 and 28.6 % proficient for 16-17.

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<p>Students with Disabilities - whole school - ELA percentage of proficiency has increased since the 2014-15 school year to the present 2016-17 by 11.9%; 3rd grade SWD have shown an increase in ELA scores from 2014-15 to present by 4.7%; 4th grade SWD have shown an increase in ELA scores from 2014-15 to present by 21.2%; 5th grade SWD have shown an increase in ELA scores from 2014-15 to present by 8.4%.</p>	<p>The white subgroup percentage of proficiency in Math has steadily decreased since 2012-13 by a total of 10%. The Limited English Proficient subgroup has been a potential weakness in ELA across whole school, third and fourth grade for the past 2 years. Whole school LEP 10% proficient in ELA for 15-16 and 27.3% for 16-17; 3rd grade 0% proficient for 15-16 and 16-17; 4th grade 0% proficient for 16-16 and 28.6 % proficient for 16-17</p>
<p>There is no evidence of a declining achievement gap trend.</p>	<p>In ELA, Whole School achievement gap has increased 17.9% in the past 4 years. Economically Disadvantaged students have also shown an increasing trend in achievement gap of 20% from 2014-2015 to present, 2016-2017</p>
<p>ELA typically has a higher percent proficiency for most grades and whole school when compared to math and other subjects - whole school 2013 ELA higher than math by 4.3 points; 2014 ELA higher than math by 6.7 points; 2015 ELA by 9 points; 2016 is an exception with math being higher by 3.3 points and 2017 ELA higher than math by 11.9 points.</p>	<p>ELA is a weakness for 3rd grade in each subgroup. The Whole School proficiency in 2015-2016 ELA third grade was 18.2% lower than Math and in 2016-2017 was 7.1% lower than Math. Fifth grade has had a consistent weakness in Math for all subgroups with the exception of Limited English Proficient.</p>
<p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	

GOALS

- ***Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.***
- ***Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis***

1. From Spring 2017 to Spring 2018 students in grades 3 – 5 will increase the assessment index by 5 points for Math on LEAP.
 3rd – 78.8% to 83.8%
 4th – 73.7% to 78.7%
 5th – 56.2% - 61.2%
2. From Spring 2017 to Spring 2018 students in grades 3-5 will increase the assessment index by 5 points for English Language Arts on LEAP.
 3rd – 71.8% – 76.8%
 4th – 91.1% - 96.1%
 5th - 89.7% - 94.7%
3. From spring 2017 to spring 2018 the subgroup students with disabilities in grades 3 – 5 will increase their school assessment index score by at least 14 points.
 Students with Disabilities – 36.2 points to 50.2 points

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4. First through third grade students will increase reading achievement by increasing the percentage of students scoring at or above benchmark on DIBELS Next by 7% from Fall 2017 to Spring 2018.
- 1st – 46% to 53%
 - 2nd – 64% to 71%
 - 3rd – 71% to 78%

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2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • Parent/Family Engagement Committee meetings - Parents invited – SIP plan is reviewed and revised. Oct 20, 2017 – Data analysis reviewed; Parent and committee members attended the district SIP planning meeting on November 1, 2017 • Parents attend family event meetings to learn strategies in order to support their child’s academic needs. • Parents evaluate Parent Family activity survey results to improve attendance and identify areas of academic strengths and concerns. • School Improvement Plan (SIP) is available on the school website for parents to review and leave comments. • The SIP evaluation is available on the school website for parents to review and leave comments. • The SIP evaluation is shared with parents at Open House and Meet and Greet at the beginning of the school year. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>materials and supplies including but not limited to copy paper, envelopes, folders, pens and pencils, postage, paperclips, staples, tape, printer ink for parenting computer printer, handout materials, student attendance incentives, magazines, stipends and benefits for teachers to attend PFE activities, refreshments for parent/family events</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> Title I Spring Parent survey results are shared with stakeholders at the end of the school year Parent Family Engagement Committee meeting and as a part of the Title I end of year evaluation made available on the school website and at Open House and Meet and Greet. 				
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> Parents and community stakeholders are included in budget committee meetings to help determine how Title I money will be spent. Teacher/parent conferences - as needed to support student academic and behavioral needs Student assistance team meetings – academic and behavior concerns are addressed; intervention results are reviewed and specific needs are determined. 504 and IEP meetings where individualized goals are discussed and set PTA board meetings where the needs of the students and school are discussed and decisions are made. PTA membership drives are held throughout the year, at all PTA meetings and Parent Family Engagement activities. Parents and community members are encouraged to join so students can earn incentives. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: materials and supplies including but not limited to copy paper, envelopes, folders, pens and pencils, postage, paperclips, staples, tape, printer ink for parenting computer printer, handout materials student attendance incentives, magazines, stipends and benefits for teachers to attend PFE activities, refreshments for parent/family events</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> School website - parents can access the school improvement plan, view a calendar of events, view 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: materials and supplies including but not limited to copy paper, envelopes, folders, pens and</p>	<p>Effectiveness Measure: Parent Survey</p>

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<p>Title I information, leave comments and communicate through email with teachers</p> <ul style="list-style-type: none"> • Student Progress center where parents can access student grades • Weekly teacher newsletters where teachers relay information concerning curriculum • Monthly School newsletters where upcoming events and grade level news are highlighted • Robo calls communicate upcoming events • Weekly fliers with reminders of upcoming events • Volunteer coffee and appreciation breakfast for stakeholders • Monthly PTA meetings to update budget, recap previous activities and review upcoming events • Teachers send home weekly graded papers in order to keep parents updated on student progress. • Report cards and interim reports are sent home quarterly to keep parents current on student progress. • Open House and Meet and Greet are held at the beginning of the school year for parents and students to meet teachers and grade level expectations. • Parent Family Policies and compacts where school, parent and teacher expectations are outlined. • National Network of Partnership Schools (NNPS) - membership is used to help establish strong parent, family, community partnerships. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	pencils, postage, paperclips, staples, tape, printer ink for parenting computer printer, handout materials student attendance incentives, magazines, stipends and benefits for teachers to attend PFE activities, refreshments for parent/family events, NNPS membership fees	<p>Effectiveness Results:</p>
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> • In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: materials and supplies including but not limited to copy paper, envelopes, folders, pens and</p>	<p>Effectiveness Measure: Parent Survey</p>

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<p>events, PTA meetings, and other parent orientation meetings.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>pencils, postage, paperclips, staples, tape, printer ink for parenting computer printer, handout materials student attendance incentives, magazines, stipends and benefits for teachers to attend PFE activities, refreshments for parent/family events</p>	<p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: materials and supplies including but not limited to copy paper, envelopes, folders, pens and pencils, postage, paperclips, staples, tape, printer ink for parenting computer printer</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Math and Literacy night - parents learn how to help children with their math and reading/language homework using fun, interactive strategies and games that teachers have correlated with state standards. Parents of students in grades 3- 5 have the opportunity to learn more about LEAP 2025. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: materials and supplies including but not limited to copy paper, envelopes, folders, pens and pencils, postage, paperclips, staples, tape, printer ink for parenting computer printer, handout materials, student attendance incentives, magazines, stipends and benefits for teachers to attend PFE activities</p>	<p>Effectiveness Measure: LEAP results 2018 Spring parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Grandparent's Day where grandparents are invited to share in an English Language Arts or math standards based, technology rich lesson. Grandparents learn how technology can be used to enhance student achievement. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: materials and supplies including but not limited to copy paper, envelopes, folders, pens and pencils, postage, paperclips, staples, tape, printer ink for parenting computer printer, handout materials</p>	<p>Effectiveness Measure: LEAP results 2018 Spring parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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Parent Family Engagement Activity 3: <ul style="list-style-type: none"> Grade Level Curriculum and Homework Helps gives assistance to parents so they can better help their child with homework and test preparation. Teachers prepare homework helps based on state standards, curriculum and researched based strategies. 	Goal(s): 1,2,3,4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed: materials and supplies including but not limited to copy paper, envelopes, folders, pens and pencils, postage, paperclips, staples, tape, printer ink for parenting computer printer, handout materials, stipends and benefits for teachers to attend PFE meeting	Effectiveness Measure: LEAP results 2018 Spring parent Survey
				Effectiveness Results:

3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
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<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum – all grades 1st – 5th district created curriculum used to support state standards • Guidebooks 2.0 – text driven English Language Arts curriculum – 3rd grade- 2 units, 2nd 9 weeks and 3rd 9 weeks; 4th grade - 2nd 9 week and 3rd 9 weeks; 5th grade - 2nd 9 weeks and 3rd 9 weeks. • RAPS – evidence based responsive writing across curriculum which teaches students to Restate the question, answer the Question, Prove the answer using evidence from the text and summarize the answer. • Louisiana State math curriculum fully implemented with math models – visual models to aid in the application process of solving word problems • CSR Teacher – class size reduction teacher used in 5th grade • Instructional Tutoring – two tutors push into core instruction for 30 minutes 4 days a week in ELA and/or math in grades 1-5 • Moby Max – all grades 1st – 5th – standards based computer program to aid and supplement instruction. Teachers use Moby Max to compliment Math, Reading, Science and Social Studies curriculum. Students have access to this program during small group literacy stations in the classroom and during computer lab time. This program is also accessible at home. • Two Title I Paraprofessionals – A Title I computer technician/paraprofessional manages the school computer labs and technology throughout the building. The technician/paraprofessional maintains and troubleshoots the equipment and software in the labs and in the classrooms. The technician/paraprofessional inventories all equipment throughout the school. The technician/paraprofessional also assist the classroom teachers in the coordination and purchasing of software and equipment used for computer assisted instruction in math, language arts, science and social studies. In addition 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Novels, materials and supplies such as binders, dividers, dry erase markers, online subscriptions, copy paper, writing paper, ink cartridges, printers, CPU's, smart boards, projectors, projector bulbs, speakers, visual presenters, pencils, math manipulatives, salaries and benefits, Guide Books 2.0</p>	<p>Effectiveness Measure:</p> <p>LEAP – math models, RAPS, CSR teacher, Guidebooks, Moby Max, tutors</p> <p>DIBELS – Guided reading, Moby Max, tutors</p> <hr/> <p>Effectiveness Results:</p>
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<p>the technician/paraprofessional will work with students in the classroom/computer labs while under the direct supervision of the classroom teacher. The technician/paraprofessional also comes in before school starts to set up computers and stays after school ends to ensure proper shut down and care of technology. The 2nd Title I paraprofessional works with 1st, 2nd and 3rd grade students under the direction of classroom teachers and the interventionist. She supports the Burst reading intervention program 4 mornings a week for 2 hours as well as giving support to students in writing and math daily for the remainder of the hours of the school day.</p> <p>Students with Disabilities subgroup</p> <ul style="list-style-type: none"> • Inclusion for all core curriculum in grades 2nd – 5th • Guidebooks 2.0 – Grades 3rd – 5th using adapted novels or regular novels • One special education teacher to service one grade in grades 3, 4 and 5 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Weekly Assessments – given in grades 1 – 5 for teachers to monitor student understanding and mastery of grade level standards • Unit Pre and Posttests –given in grades 1 – 5 – pretests allow teachers to see what students already know. This guides their instruction for the unit. The posttest shows the student’s level of mastery of the material. • LEAP 360 – administered in the fall in grades 3, 4 and 5 in math and ELA to show readiness for grade level standards. Will be used again in the spring to determine mastery of standards. • LEAP 2025 – State assessment administered in spring for students in grades 3, 4, and 5. Scores are analyzed and used to determine mastery of grade level standards and if enrichment or remediation is needed. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: IPads/tablets, online subscriptions/license, copy paper, ink cartridges, printers, CPU’s, projectors, projector bulbs, speakers, visual presenters, pencils, math manipulatives, salaries and benefits for DIBELS subs, headphones, testing carrels</p>	<p>Effectiveness Measure: LEAP DIBELS</p> <hr/> <p>Effectiveness Results: LEAP DIBELS</p>

Commented [HPM1]:

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<ul style="list-style-type: none"> • DIBELS – indicator of basic early literacy skills given to students in grades 1, 2 and 3 three times a year. Results are analyzed and used by teachers to plan interventions or enrichment in reading and reading comprehension. • DIBELS progress monitoring – monitoring done with students in grades 1, 2 and 3 who are receiving interventions based on the DIBELS scores. Results are analyzed and are used to determine if interventions continue. • Student Learning Targets (SLT’s) – administered in fall and spring to determine student readiness and growth for the school year. These assessments are given in grades 1 – 5. • Teacher created common assessments – developed by teachers to assess grade level standards. Results are analyzed and used to determine best teaching practices and research based practices utilized by teachers. 				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Previous school year LEAP scores for students in 4th and 5th • DIBELS scores – Benchmark scores and progress monitoring done after every Burst cycle • SLT scores – administered beginning, middle and end of year to aid in setting instructional goals • Teacher observation- on going • Weekly test scores – on going • Curriculum Based Assessments (CBA) • Silveroli’ s and Instructional Reading Assessments • Grade distribution sheets filled out by classroom teacher and submitted to administration each quarter helps administration know who could be a candidate for remediation. Teacher and administration conference to determine needs of students and how the needs can be addressed either through available school programs or classroom teacher led interventions. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: IPads/tablets, online subscriptions/license, copy paper, ink cartridges, printers, CPU’s, projectors, projector bulbs, speakers, visual presenters, pencils, math manipulatives, salaries and benefits for DIBELS subs, headphones, testing carrels</p>	<p>Effectiveness Measure: LEAP DIBELS</p> <hr/> <p>Effectiveness Results:</p>

Commented [HPM2]:

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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • MHP – Mental health provider who works 17 hours a week providing behavioral interventions to support student academic success. • Burst – four day a week reading intervention used in grades 1st through 3rd. Groups consist of less than 6 students who meet with teacher 30 minutes for intensive instruction. • Tutors – two tutors work 20 hours per week, providing Burst program interventions (4 days a week, 30 minutes per group) and instructional guidance in ELA and math to groups of students who have been identified as needing support in grades 1st through 4th. • Fast Forward– computerized language program for students with disabilities, ESL and 504. Two speech therapists work with students 5 days a week for 30 minutes providing support and individualized interventions. • Achieve 3000 – computerized nonfiction reading program that supports all students in grades 4 and 5, but especially students with disabilities, ESL and 504. Classroom teachers choose reading assignments based on social studies curriculum and students are expected to complete three reading/writing assignments per week. Classroom teacher provides interventions based on students’ performance. • Reflex Math – computerized math program for students with disabilities, ESL, 504 or students who are being monitored by the student assistance team. This is a web based program that can be used in the classroom or at home. Special education or regular education teacher monitor student growth of basic addition, subtraction, multiplication or division facts. • Individual interventions done by classroom teacher • Interventionist – full time employee whose role is to continuously analyze data to support and facilitate successful implementation for at risk students. Collaborates with teachers to analyze student achievement data, using data to adjust intervention instructional decisions and 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>IPads/tablets, online subscriptions/license, copy paper, ink cartridges, printers, CPU’s, projectors, projector bulbs, speakers, visual presenters, pencils, math manipulatives, salaries and benefits, headphones, testing carrels</p>	<p>Effectiveness Measure:</p> <p>Outcomes Measures for MHP LEAP results DIBELS results</p> <hr/> <p>Effectiveness Results:</p>
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assisting teachers with the use of data to improve student learning				
Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: <ul style="list-style-type: none"> Teacher assistance team – Technology resource teacher meets with classroom teacher in order to brainstorm intervention ideas before bringing team together for student assistance team Student assistance team – teacher, Pupil Appraisal member, school counselor, Technology Resource Teacher, speech therapist and parent meet to design and implement interventions to aid in student academic or behavioral success. Team meets every 4 to 6 weeks to review data to determine if evaluation is needed. 	Goal(s): 1,2,3,4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed: materials and supplies including but not limited to copy paper, envelopes, folders, postage, pens and pencils, postage, paperclips, staples, tape, printer ink for parenting computer printer, handout materials	Effectiveness Measure: LEAP results DIBELS results
				Effectiveness Results:
Comprehensive and Coherent Approach to Meet Needs of LEP Students: <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. Part time ESL tutor 	Goal(s): 1,2,3,4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed: materials and supplies including but not limited to copy paper, envelopes, folders, pens and pencils, postage, paperclips, staples, tape, printer ink for parenting computer printer, handout materials, salaries and benefits	Effectiveness Measure: LEAP results DIBELS results
				Effectiveness Results:

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<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • Inclusion – regular education and special education teachers co-teach - grades 2nd– 5th, 5 days a week • Special Education resource room – grades 1st – 5th – students meet with special education teacher in a small setting where they receive individualized interventions and support related to goals from IEP, 5 days a week • LEP program – all grades 1st -5th whose primary language is not English • MAE teacher – self-contained classroom that supports students with behavioral challenges. • Gifted Enrichment teacher – Riverside has an enrichment model • Moderate teacher – services students with learning disabilities that fall into the moderate range. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed: iPads/tablets, online subscriptions/license, copy paper, ink cartridges, printers, CPU's, projectors, projector bulbs, speakers, visual presenters, pencils, math manipulatives, salaries and benefits, headphones, testing carrels, Instructional materials and supplies such as globes, timers, electronic pointers, consumable materials, handwriting, filler and manila paper, file folders, pencils, dry erase markers, glue sticks, Chart tablets, sentence strips and index cards; subscriptions to classroom magazines</p>	<p>Effectiveness Measure: LEAP results DIBELs results</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • After/Before school tutoring – before school tutoring focuses on students in 5th grade in order to hone the technology and math skills needed to be successful on the computerized LEAP 2025 assessment. The teacher and 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Items Needed: Stipends and benefits, Charter bus expense, Instructional materials and supplies such as globes, timers,</p>	<p>Effectiveness Measure: LEAP results DIBELs results</p>

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<p>paraprofessional meets with students for a 6 week period, beginning in December and running through February, 2 mornings a week for 1 hour each day. Qualification for the program is based on student math scores from the previous state assessment with focus on getting students from basic to mastery. After school tutoring is for students in grades 3 and 4 with a focus on writing and math skills. This is an 11 week program beginning in January and running through March. Students meet 2 afternoons a week for 1 hour and work with classroom teachers. Qualifications for this program is based on teacher observation and previous state assessment scores with a focus on students moving from basic to mastery.</p> <ul style="list-style-type: none"> • Science clubs – STEM for students in 4th and 5th and Go Green for students in 2nd and 3rd. Both of these clubs meet 4 times a year. • KIT tutoring – tutoring provided for students who are in transition/homeless. This is provided after school by a certified teacher for up to 3 hours a week in the subjects the child has a D or F. • Field Trips – curriculum enhancements available for students in grades 1st through 5th. Teachers plan two trips per year according to grade level standards. • 21st Century Learning - This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math. Children are accepted on a first come first serve basis with numbers not to exceed 35. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>electronic pointers, consumable materials, handwriting, filler and manila paper, file folders, pencils, dry erase markers, glue sticks, Chart tablets, sentence strips and index cards; subscriptions to classroom magazines</p>	<p>Effectiveness Results:</p>
<p><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i></p>				

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<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school’s students experience, a Mental Health Provider (MHP) will work with students 17 hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school’s administrators will monitor implementation of the MHP program. • School counselor works with students to address social, cultural and behavioral needs. She sees individual, small groups and does whole group guidance. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Salaries and benefits</p>	<p>Effectiveness Measure: Outcomes measurement data chart</p> <hr/> <p>Effectiveness Results:</p>
<p>Implementation of a schoolwide tiered model to prevent and address problem behavior:</p>				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • Riverside uses Golden Bear stickers to support Positive Behavior. Children are awarded the stickers as incentives for positive behaviors and the stickers are then used to purchase rewards. • Check in Check out - Students who have been identified as needing additional behavioral support meets every morning and afternoon with the school counselor to review their specific behavior and academic goals. • Citizen of the month – teachers identify outstanding students who are then rewarded with a certificate, community incentive, picture published in newspaper and snack. Parents are invited to attend. • School wide expectations and Principal’s Principles are presented daily on morning broadcast announcements and on posters throughout the building to encourage and promote positive behaviors. • Second chance suspension lab to keep students with behavior concerns in school and completing academics. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed: Golden bear stickers, student incentives, salaries and benefits, copy paper, ink for printers, folders and notebooks</p>	<p>Effectiveness Measure: LEAP results</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Truancy lab where students who are habitually absent or tardy make up missed work. • Attendance incentives given at the end of each nine weeks to students who have not been absent or tardy. • Motivational incentives to encourage students to perform to their highest potential 				
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Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Incoming Students - In the Spring of each school year, Riverside holds an open house for new prospective first graders from Little Pearl Elementary, Regina Colli Head Start and local private kindergarten programs. The parents/families and students participate in an informative discussion on the curriculum and then tour the school, are treated to milk and cookies, and visit the first grade classrooms. • At the beginning of the school year Riverside hosts a Meet and Greet evening. Students and parents/families visit the school to meet their new teachers and attend informational meetings with staff members on current educational topics and curriculum. Parent/family invitations/reminders are mailed home, given to students and distributed at registration. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Refreshments, copy paper for invitations and mailings, postage, transportation/buses</p>	<p>Effectiveness Measure: LEAP results DIBELS results</p> <hr/> <p>Effectiveness Results:</p>
<ul style="list-style-type: none"> • Outgoing students - 5th grade students and parents/families visit Creekside Jr. High to tour the facility and have an orientation. Before the visit, Creekside's counselor and administration visit Riverside to overview the curriculum, 				

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<p>scheduling process with the fifth grade class as well as their teachers.</p> <ul style="list-style-type: none"> • 				
<p>High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:</p>				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • PLC's, which are structured by grade groups including the sped teacher, meet twice a month for an hour. A log is kept for each meeting • Instructional Coach helps to facilitate PLC meetings and aids teachers in implementing evidence based strategies to improve student learning. • Administration guides and facilitates PLC meetings • Technology Resource Teacher (TRT) provides professional development in needed areas • PLC focus is on improving math and English Language arts scores. Common assessments based on state standards are also a focus. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: substitute salary and benefits, materials and supplies such as but not limited to, rizograph, copier contract, paper, ink for printer and rizograph, salary and benefits for this instructional coach</p>	<p>Effectiveness Measure: LEAP results DIBELs results</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • District professional development – Summer Institute, afterschool opportunities • Outside conferences • Workshops • Curriculum specialists visit 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Stipends and benefits, registration fees, materials and supplies</p>	<p>Effectiveness Measure: LEAP results DIBELs results</p>

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<ul style="list-style-type: none"> • Technology workshops at the school site and district level • Guide book trainings for all sped teachers in grades 3, 4 and 5 as well as one team member per grade group in the same grades • Instructional coach – supports professional development in the classroom through the modeling and implementation of effective instructional strategies including but not limited to: Guidebooks 2.0, math strategies, content areas, classroom management, and/or differentiation of instruction in order to increase the quality and effectiveness of classroom instruction. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. • District Human Resources Coordinator serves on various College of Education department committees at local universities. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: LEAP scores DIBELS scores</p> <hr/> <p>Effectiveness Results:</p>

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Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:				
Career and Technical Education Programs: <ul style="list-style-type: none"> • 	Goal(s):	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure: <hr/> Effectiveness Results:
Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> • 	Goal(s):	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure: <hr/> Effectiveness Results:
Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:				
McKinney Vento: <ul style="list-style-type: none"> • All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds. Food Services: <ul style="list-style-type: none"> • All students whose income qualifies them for free/reduced meals participate in the federal food service program. Special Education: <ul style="list-style-type: none"> • Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding. 				

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English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- SIP committee, which includes members of the administration, instructional staff, community stakeholders and parents, meet at least quarterly to ensure school programs are implemented as outline.
- SIP committee meets to complete data analysis when spring data is released in fall.
- November 2017-SIP Committee members meet at the Ed Center to begin the writing of the SIP Plan.
- Committee meetings are held to prepare the draft for submission in early November.
- November/December the Final draft is presented to the faculty and parents for review and revision prior to submission to the supervisors.
- Committee meets as needed to make adjustments to the plan as needs arise and to plan for the upcoming year.

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

- School leadership monitors the SIP's effectiveness by reviewing data in the form of DIBELS progress monitoring and benchmark growth, teacher created common assessments, student achievement in the form of grades, district and state assessments, etc.
- Data is used to determine the effectiveness of the program, strategy, interventions, etc. being used to achieve SIP goals
- Administration plans professional development in areas where support is needed in order to achieve SIP goals.

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

- Diagnostic data in the form of readiness assessments, Student Learning Targets, DIBELS benchmark assessments, pre-tests, etc. is used to determine placement in interventions available during the school day and before/after school.
- Interim data is reviewed to gauge success of remediation and enrichment.
- Results of data collection are reviewed during professional learning community meetings and adjustments are made to instruction as needed
- Results of data collection are reviewed by administration and used to determine if a teacher or teachers need support from the Instructional Coach and/or Technology Resource Teacher.
- Professional Development for staff is determined by data results.

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Describe how results of this assessment are reported to the school's stakeholders:

- The principal will present the results of the SIP/Title I Evaluation to the faculty at the last faculty meeting of the school year. The faculty will have input as to how this will impact the Title I program in the future.
- The principal will present a short PowerPoint to parents and community stakeholders at Open House and Meet and Greet. During this presentation, the SIP/Title I Program will be described and the programs presented will be justified by successes documented through program end of the year evaluation. Likewise omission of programs or services from the previous year will be justified by poor evaluation results.
- The School Improvement Plan and the evaluation of Title I are available on the school website.

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DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - An schoolwide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date