

Riverside Elementary

**2018-2019
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).

11/30/2018

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
<p>Second grade has shown the highest percentage of students reaching DIBELS Benchmark from Fall to Spring for three consecutive years, by at least 3% growth each year. - Fall 2015 to Spring 2018. (3% growth in Spring 2016; 11% growth in Spring 2017; 3% growth in Spring 2018).</p>	<p>Third grade has consistently had the lowest percentage for students reaching DIBELS Benchmark for three consecutive years: Spring 2016 = 14%, Spring 2017 = 1%; Spring 2018 = 3%.</p>
<p>Our highest school index score, as a potential strength, is the Student Growth to Mastery Index with 94.6 points in 2018.</p>	<p>Our lowest school Assessment Index score for 2018 is 71.5 points; however from 2016 to 2018 the Assessment Index has increased by 10.7 points.</p>
<p>A potential strength is our ELA Assessment Index, with an increase in grades three, four, and five, over the past two years (2016- 2018): Third grade 48.1 points to 85.6 points (37.5 point increase); Fourth grade 69 points to 80.6 points (11.6 point increase); and Fifth grade 58 points to 77.4 (19.4 point increase).</p>	<p>A potential weakness is our Math and Social Studies Assessment Index scores in third, fourth, and fifth grade from 2016 to 2017. Decreases: Third Grade Math went from 67 to 65.5 points (1.5 point decline), and Social Studies went from 58.3 to 38 points (20.3 point decline); Fourth Math went from 68.1 to 60 points (8.1 point decline), and Social Studies went from 83 to 40.3 (42.7 point decline); and Fifth Math went from 48.5 to 45.6 points (2.9 point decline), and Social Studies went from 67.8 to 45.1 points (.8 point decline).</p>
<p>A potential strength is third grade, in all tested areas on the LEAP 2025 Assessment Index from 2016 to 2018 with point increases of: ELA 37.5 points (2016- 48.1 points, 2018-85.6 points); Math 26 points (2016-67 points, 2018- 93 points) ; and Social Studies 8.6 points (2016-58.3 points, 2018-66.9 points).</p>	<p>A potential weakness is fifth grade in ELA and Math in 2018 compared to third and fourth on the LEAP 2025 Assessment Index. 5th Grade ELA 8.2 points less than third (85.6 points) and 3.2 points less than fourth (80.6 points); 5th Grade Math 30.9 points less than third (93 points) and 9.3 less than fourth (71.4 points).</p>
<p>A potential subject area strength across 4th and 5th grade for 2017 to 2018 is in ELA. ELA Assessment Index Scores: 4th 73.7 points (2017) 8.6 points (2018); and 5th 72.4 points, (2017), and 77.4 points (2018).</p>	<p>The Social Studies Assessment Index proves to be a potential area of weakness in third, (2016 at 58.3 points, 2017 at 38 points, and 2018 at 66.9 points), fourth (2017 at 40.3 points, and 2018 at 52.5 points), and fifth grade (2017 at 45.1 points, 2018 at 51.4 points). Due to fluctuation in Social Studies index scores, there is no obvious subcategory weakness.</p>
<p>From 2016 to 2017, students in the subgroup Two or More Races had the highest ELA index scores. (2016 at 65.7 points, and 2017 at 87.3 points). Current data for 2018, shows the White subgroup having the highest ELA Index Score with 84.2 points.</p>	<p>In ELA and Math, the subgroup of Students with Disabilities is a potential weakness for fourth and fifth grade, and whole school. Whole School 40.4 points in ELA; 40.6 points in Math; Fourth - ELA 32.2 points, Math 24.4 points; and Fifth - ELA 35.2 points, Math 35.2 points.</p>

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<p>Our Whole School subgroup has increased in ELA and Math for the past two years. From 2017 to 2018, 69.3 points to 80.6 points in ELA; and Math 56.8 points to 73.5 points from 2017 to 2018.</p>	<p>The Students with Disabilities Subgroup is a potential weakness with declining index scores in Math for the past two years. (34.1 points in 2017 and 24.4 points in 2018).</p>
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<p>Our potential subgroup strength is the Whole School in ELA for 2018. We decreased the achievement gap in 7 out of 8 subgroup categories. Whole School (80.6 points), Black (75 points), Hispanic (58.8 points), White (84.2 points), Economically Disadvantaged (75.8 points), Students with Disabilities (40.4 points), and English Learners (51.7 points).</p>	<p>Our potential subgroup weakness in Math, is Whole School for 2018 (73.5 points). We decreased the achievement gap in only 3 out of 8 subgroups: Black (63.3 points), Hispanic (64.7points), and English Learners (68.3 points).</p>
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<p>ELA typically has higher index scores for most grades and Whole School when compared to Math and other subjects. Whole School 2018 ELA is higher than Math by 7.1 points; 2017 ELA higher than Math by 12.5 points; and 2016 is an exception with Math being higher by 3.3 points.</p>	<p>ELA is a weakness for 3rd grade in each subgroup. The Whole School index in third grade in 2018 ELA was 7.4 points lower than Math. In 2017, ELA was 5.6 points lower than Math; and in 2016 ELA was 18.9 points lower than Math in third grade. Fourth grade in all subgroups, and Whole School is weaker in Math than ELA for two years.</p>
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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 Category/Subcategory 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</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i>

<p>1. From Spring 2018 to Spring 2019 3rd-5th grade students will improve Social Studies achievement on LEAP 2025 by increasing the Assessment Index. 3rd grade- 66.9 to 71.9 points (increase of 5 points) 4th grade- 52.5 to 66.9 points (increase of 14.4 points to maintain current 3rd grade index points) 5th grade- 51.4 to 57.5 points (increase of 6.1 points)</p>
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<p>2. From Spring 2018 to Spring 2019 the cohort of fifth grade students will increase their ELA and Math Assessment Index on LEAP 2025 as follows: ELA: Increase by at least 5 index points from 80.6 points to 85.6 points. Math: Increase by at least 5 index points from 71.4 points 76.4 points.</p>

<p>3. From Spring 2018 to Spring 2019 the students in the subgroup “Students with Disabilities for the Whole School” will increase their Assessment Index on LEAP 2025 as follows: ELA: Increase by at least 5 index points from 40.4 points to 45.4 points. Math: Increase by at least 5 index points from 40.6 points 45.6 points.</p>
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| 4. From Spring 2018 to Spring 2019 the students in the subgroup “English Learners for Whole School” will increase their Assessment Index on LEAP 2025 as follows:
ELA: Increase by at least 5 points from 51.7 points to 56.7 points.
Math: Increase by at least 5 points 68.3 points to 73.3 points. |
| 5. |

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	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p>Design:</p> <ul style="list-style-type: none"> • Parent/Family Engagement Committee meetings- Parents invited – SIP plan is reviewed and revised May 2018 for the 2018-2019 school year • The SIP is available on the school website for parents to review and leave comments. • The results from the Title I parent survey are used to design the SIP. <p>Evaluation:</p> <ul style="list-style-type: none"> • Parent input from the Title I survey is used to improve and identify areas of strengths and concerns. • 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 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 	<p>Items Needed:</p>	<p>Effectiveness Measure: Title I parent survey Website comments</p> <hr/> <p>Effectiveness Results:</p>

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<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"> • Teacher/ parent meetings • Monthly PTA Board meeting and general membership meetings • IEP, IAP meetings • Monthly communication through School Newsletter • Community business partnership through PTA 	<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: Paper, printer ink, postage, general office supplies</p>	<p>Effectiveness Measure: Title I Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Fliers with reminders of upcoming events • School Based Website includes reminders of upcoming events • Agendas/calendars used in grades 4 and 5 to keep parents updated on curriculum assignment and assessments as well as parent communication • Robo calls • Access to the Student Progress Center where parents can have immediate access to student grades from assessments • Weekly teacher newsletters and teacher websites that communicate curriculum and assessments 	<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 type="checkbox"/> Other 	<p>Items Needed: Colored paper for flyers; agendas</p>	<p>Effectiveness Measure: Title I Survey</p> <hr/> <p>Effectiveness Results:</p>

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<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> <p><input checked="" type="checkbox"/> Title I <input 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 type="checkbox"/> Other</p>	<p>Items Needed: paper</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p><i>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. Include the month that the activity will take place if applicable.</i></p> <p><i>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 events, PTA meetings, and other parent orientation meetings.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Meet and Greet – parents are introduced to curriculum expectations, Title I evaluation results from the previous school year and accessing school website – August 7, 2018 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Items Needed: Postage, envelopes, paper, stipends</p>	<p>Effectiveness Measure: Parent Survey Exit Tickets Attendance Records</p>

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		<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		Effectiveness Results: Meet and greet was a successful Parent Family Engagement activity as evidenced by 191 exit tickets being returned and 100% of those returned finding the activity to be informational.
Parent Family Engagement Activity 2: <ul style="list-style-type: none"> Math and Science Night – Parents will learn how to help students with inquiry based learning using STEAM (science, technology, engineering, art and math) activities and interactive strategies that teachers correlated with state standards – October 16, 2018 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input checked="" 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: Postage, envelopes, paper for handouts and invitations, stipends, computers	Effectiveness Measure: Parent Survey Exit Tickets Attendance records Effectiveness Results: This Parent Family Engagement Activity was well attended with 141 students and parents in attendance. Fifty-one exit tickets were returned with 100% of responses being positive finding the lessons and activities fun, engaging and of educational value.
Parent Family Engagement Activity 3: <ul style="list-style-type: none"> Grandparents Day – 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. September 10, 2018 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed: Postage, envelopes, paper for handouts and invitations, computers,	Effectiveness Measure: Parent Survey Exit Tickets Attendance Records

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		<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	promethean boards, projectors	Effectiveness Results: Grandparent’s Day was a successful Parent Family engagement activity as evidenced by 147 exit tickets returned. Of those returned 145 found the lesson to be informational concerning technology used in the classroom and 147 of 147 found the lesson to be engaging and interesting.
Parent Family Engagement Activity 4: <ul style="list-style-type: none"> 4th grade Curriculum and Technology Helps– gives assistance to parents so they can better help their child with curriculum access and classroom support with technology. October 22, 2018 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input checked="" 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: Postage, envelopes, paper for invitations and handouts, computers	Effectiveness Measure: Parent Survey Exit Tickets Attendance Record Effectiveness Results: The fourth grade parent family engagement activity had 162 parents and students in attendance. Thirty-nine exit tickets were returned. All of the exit tickets had 100% positive results with finding the meeting to be informational as well as fitting parents’ schedules.

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<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> 3rd grade Curriculum and Technology Helps– gives assistance to parents so they can better help their child with curriculum access and classroom support with technology. November 12, 2018 	<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 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: Postage, envelopes, paper for invitations and handouts, computers</p>	<p>Effectiveness Measure: Parent Survey Exit Tickets Attendance Record</p>
<p>Parent Family Engagement Activity 6:</p> <ul style="list-style-type: none"> 5th grade Curriculum and Technology Helps– gives assistance to parents so they can better help their child with curriculum access and classroom support with technology. September 17, 2018 	<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 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: Postage, envelopes, paper for invitations and handouts, computers</p>	<p>Effectiveness Measure: Parent Survey Exit Tickets Attendance Record</p> <p>Effectiveness Results: The fifth grade parent family engagement activity had 89 parents and students in attendance. While attendance was not as high as our other activities, those that returned exit tickets (28 out of 30) found the information presented to be helpful. Twenty-seven out of thirty found the time of the presentation convenient for their schedule.</p>

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.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • One Title I Paraprofessional works under the direct supervision of a first and fifth grade classroom teacher giving support in the classroom for 90 minutes; she supports all 1st through 5th teachers in the computer lab. • One Title I Paraprofessional works under the direct supervision of 1st through 2nd grade teachers while teachers work with small groups. • ELA Guidebooks are used in grades 3rd (2 units) 4th and 5th (3 units) • Ready Gen is used in ELA in grades 1 and 2 daily • LA state math curriculum grades 1-5: Eureka strategies/ models are used to enrich understanding daily • STPSB Guaranteed Curriculum for all subjects in grades 1-5 daily • LA state curriculum for additional resources for Science and Social Studies in grades 1-5 daily • Mystery Science website in all grades 	<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 type="checkbox"/> Other 	<p>Items Needed: Copy paper</p>	<p>Effectiveness Measure: LEAP 360 Data DIBELS Next SLT Diagnostic/Readiness and Interims</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • RAPS (Restate, Answer, Prove, Sum it up) responsive writing strategy used in grades 1-5 for ELA, Science, and Social Studies subjects weekly • Achieve 3000 is used in 5th grade 2-3 times a week • Title I Class Size Reduction teacher used in fifth grade. 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Common 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. This 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. • DIBELS – indicator of basic early literacy skills given to students in grades 1, 2 and 3 three times a year. Results are analyzed are 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 used to determine if interventions will continue. • Student Learning Targets (SLT’s) – Analyzed results are used to determine student readiness and progression. 	<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 type="checkbox"/> Other 	<p>Items Needed: License for Burst and DIBELS, substitutes, copy paper</p>	<p>Effectiveness Measure: LEAP 360 Data DIBELS Next SLT Diagnostic/Readiness and Interims</p> <hr/> <p>Effectiveness Results:</p>

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<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • One special education paraprofessional gives support in a 3rd and 4th grade classroom on a daily basis to aid specifically with students with disabilities. • One Title 1 paraprofessional placed in a 1st and 2nd grade classroom daily to aid specifically with supporting students with disabilities. • One Title I paraprofessional placed in a 5th grade classroom daily to aid specifically with supporting students with disabilities. • Achieve 3000 is being used in 4th grade as an intervention for ESL, 504, special education students and students who scored below mastery in ELA on the LEAP 2025. 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. • MHP – Mental health provider who provides behavioral interventions to support student academic success. • 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 • 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. • 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 grades 1 and 2 	<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 type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: LEAP 360 Data DIBELS Next SLT Diagnostic/Readiness and Interims</p> <hr/> <p>Effectiveness Results:</p>
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<ul style="list-style-type: none"> • One special education teacher to service grades 3 and 4 • One special education teacher to service 5th grades • Curriculum Based Assessments (CBA) • Silveroli’ s and Instructional Reading Assessments • 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 • MAE teacher – self-contained classroom that supports students with behavioral challenges. • Moderate teacher – services students with learning disabilities that fall into the moderate range. 				
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <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 EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • The ELPT is used to measure the performance of ELs as they progress through K-12 education, achieve college, and career readiness. Results are used to determine a student’s level of English proficiency and to decide which language services and supports the student will need to fully participate in core content classes. • LEP program – all grades 1st -5th whose primary language is not English • <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p>	<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 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:</p>	<p>Effectiveness Measure: LEAP 360 Data DIBELS Next SLT Diagnostic/Readiness and Interims ELPT Assessment</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • One-part time EL instructional aide 3 days a week. The aid pushes into classrooms as well as pulls students out, giving support in areas of need. 				
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Interventions for At-Risk Students

<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 and LEAP 360 scores – administered beginning, interim and/or end of year to aid in setting instructional goals • Teacher observation- on going • Weekly test scores – on going analyzation by teacher • Curriculum Based Assessments (CBA) by school personnel • Silveroli’s and Instructional Reading Assessments by TRT and special education teacher • Grade distribution through JPAMS 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. • Teachers examine intervention data to determine if growth of lack of growth has occurred and if interventions will continue. 	<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 type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: SLT/ LEAP 360 Data</p> <hr/> <p>Effectiveness Results:</p>
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Riverside Elementary 2018-2019

<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • First through third grade teachers set a time for interventions in their classrooms. Grades four and five have a set time for interventions due to team teaching. Their intervention time is part of the master schedule. • Burst- scripted lessons targeting students’ area of weakness including phonemic awareness, letter sound knowledge, blending, vocabulary, reading fluency and comprehension. Classroom teachers and two certified tutors provide interventions 4 days a week for 30 minutes in grades 1st through 3rd. Progress monitoring is completed in 10-day cycles. Data is monitored by interventionists, teachers, TRT, and administration. • MHP – Mental health provider providing behavioral interventions to support student academic success. • 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 to groups of students who have been identified as needing support in grades 1st through 3rd. • Achieve 3000 – computerized nonfiction reading program that supports all students in grade five. Classroom teachers choose reading assignments based on social studies curriculum. Student expectations are to complete three reading/writing assignments per week. Classroom teacher provides interventions based on students’ performance. Teachers and TRT monitor data. • Individual interventions done by classroom teacher • Interventionist – part time employee whose role is continuously analyzing 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 assisting teachers with the use of data to improve student learning. 	<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: Burst license, salary for tutors, Burst kit, iPads</p>	<p>Effectiveness Measure: SLT/ LEAP 360 DIBELS spreadsheet</p> <hr/> <p>Effectiveness Results:</p>
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<ul style="list-style-type: none"> Project Read is a multisensory reading and writing intervention used to address deficits in literacy skills. Classroom teachers on a daily basis do this intervention for 30 minutes. Strands include phonics, linguistics, and written expression. Monitored by classroom teacher, 504 chair, and TRT. 				
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <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, a member of administration, 504 chair, 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 necessary. 	<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 type="checkbox"/> Other 	<p>Items Needed: Copy paper, stamps, envelopes</p>	<p>Effectiveness Measure: Reflection</p>
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> Burst- scripted lessons targeting students’ area of weakness including phonemic awareness, letter sound knowledge, blending, vocabulary, reading fluency and comprehension. Classroom teachers and two certified tutors provide 	<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: Burst license, salary for tutors, Burst kit, iPads</p>	<p>Effectiveness Measure: SLT/LEAP 360 DATA</p>

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<p>Interventions, 4 days a week for 30 minutes, in grades 1st through 3rd in a small group setting.</p> <ul style="list-style-type: none"> • Fast Forward– computerized language program for students with disabilities, ESL and 504. Speech therapists and two certified teachers work with students 5 days a week for 30 minutes providing support and individualized interventions. Speech therapist and teachers monitor data. • Achieve 3000 – computerized nonfiction reading program that supports all students in grades four and five, but especially students with disabilities, ESL and 504. Classroom teachers choose reading assignments based on social studies curriculum. Student expectations are to complete three reading/writing assignments per week. Classroom teacher provides interventions based on students’ performance. Teachers and TRT monitor data. • Reflex Math – computerized math program for students with disabilities, ESL, 504 or students monitored by the student assistance team. This is a web-based program used in the classroom or at home. Special education and/ or regular education teachers monitor student growth of basic addition, subtraction, multiplication or division facts. This intervention is done daily for 15 to 20 minutes. • Individual interventions done by classroom teacher • MHP – Mental health provider providing behavioral interventions to support student academic success. • SRA reading interventions are done by the special education teacher on a daily basis for 30 minutes a day. • PCI Reading program – This is an intervention done with students in the Moderate Special Education setting. It is done on a daily basis for 30 minutes. It is a scientifically researched based scripted lesson that cover vocabulary (sight words), fluency, comprehension and phonemic awareness. • Fast Forward- computerized language program for students with disabilities, ESL and 504. Speech therapist and two certified teachers work with students 5 days a week for 30 		<ul style="list-style-type: none"> <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>Effectiveness Results:</p>
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<p>minutes providing support and individualized interventions. Speech therapist and teachers monitor data.</p>				
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • Fast Forward- computerized language program for students with disabilities, ESL and 504. Speech therapist and two certified teachers work with students 5 days a week for 30 minutes providing support and individualized interventions. Speech therapist and teachers monitor data. • Reflex Math – computerized math program for students with disabilities, ESL, 504 or students monitored by the student assistance team. This is a web-based program used in the classroom or at home. Special education and/ or regular education teachers monitor student growth of basic addition, subtraction, multiplication or division facts. This intervention is done daily for 15 to 20 minutes. • Achieve 3000 – computerized nonfiction reading program that supports all students in grades four and five, but especially students with disabilities, ESL and 504. Classroom teachers choose reading assignments based on social studies curriculum. Student expectations are to complete three reading/writing assignments per week. Classroom teacher provides interventions based on students’ performance. Teachers and TRT monitor data. • 	<p>Goal(s):</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 type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</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. • One full time and one part time speech therapist who service children with articulation and language deficits. Therapists meet with students as outline on the student IEP. • 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. • Kids in Transition (KIT) – students receive all services for which they are eligible. • Physical education, art and music classes – encourage social, emotional, creative and critical thinking as well as supporting math and language development. 	<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 type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: SLT/LEAP360 Data</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • KIT tutoring – tutoring provided for students who are in transition/homeless. This is provided after school by a 	<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 for teachers</p>	<p>Effectiveness Measure: 21st Century Parent Survey Reflection Attendance</p>

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<p>certified teacher for up to 3 hours a week in subjects the child has a D or F.</p> <ul style="list-style-type: none"> • 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. • 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 paraprofessional meets with students for a 6-week period, beginning in January 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. Teachers use the web based math site, ZEARN, as well as Typing Agent. • 4-H- empowers youth with the skills to lead for a lifetime. STEM (science, technology, engineering and math), agriculture, healthy living, and citizenship are the focus of 4-H. A research-based experience includes a mentor, a hands-on project, and meaningful leadership opportunities. • 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. • Girls on the Run- Inspire girls to be joyful, healthy and confident using a fun, experience-based curriculum, which creatively integrates running. 		<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>
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<i>Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas</i>				
<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 full-time Mental Health Provider (MHP) will work with students. 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. Student selection is 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. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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: Counselor/MHP Data tracking form</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> Provides small group social skills and lessons Individual counseling Monitors check in/check out Teaches internet safety Positive Behavior Interventions and Supports (PBIS) 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA 	<p>Items Needed:</p>	<p>Effectiveness Measure: Counselor/MHP Data tracking form</p>

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		<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		Effectiveness Results:
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Implementation of a schoolwide tiered model to prevent and address problem behavior:				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • Restorative Practices • Riverside uses Golden Bear stickers to support Positive Behavior. Incentives, in the form of stickers, are given for positive behaviors, and stickers are then used to purchase rewards. • Check in Check out - Students identified as needing additional behavioral support meet 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. • Second chance suspension lab to keep students with behavior concerns in school and completing academics. • Motivational incentives through PBIS to encourage students to perform to their highest potential. 	<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 type="checkbox"/> Other 	<p>Items Needed: Golden Bear stickers, and items for reward cart</p>	<p>Effectiveness Measure: Discipline Data from JPAMS Reflection</p> <hr/> <p>Effectiveness Results:</p>
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 Coli 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 type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results:</p>

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<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, scheduling process with the fifth grade class as well as their teachers.				
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Professional Development

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>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • First through 5th grade teachers meet weekly for 1 hour by grade level. Two of these weeks are for grade group collaboration and the other two are for teachers to meet in Professional Learning Communities where data and student work is analyzed to guide instruction and interventions. • PLC's, 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 and administration helps to facilitate PLC meetings and aids teachers in implementing evidence based strategies to improve student learning. • PLC focus is on improving math and English Language arts scores. Common assessments based on state standards are also a focus. • Instructional coach and interventionist attend grades 1-3 PLC 	<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 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: substitutes</p>	<p>Effectiveness Measure: SLT/ LEAP 360 Data DIBELS results</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Great Minds Conference • Summer Institute • Teacher Leader professional development • District supported professional development opportunities (Project Read, Burst, DIBELS, Ready Gen, Guidebooks, etc.) 	<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 type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Registration, substitutes</p>	<p>Effectiveness Measure: Reflection</p>

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<ul style="list-style-type: none"> • Curriculum specialists' visits • Technology Resource Teacher (TRT) provides professional development in needed areas. • Instructional Coach provides professional development for teachers in grades one and two, supporting the reading curriculum, ReadyGen. The coach also provides support to third grade teachers on small group instruction. • Teachers of SWD and English Learners receive professional development on a district level, as opportunities are available. Special education teachers also have curriculum specialists support with scaffolding curriculum and have opportunities to visit other sped teachers to build support systems. 		<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>Effectiveness Results:</p>
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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- 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.

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

Career and Technical Education Programs:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • N/A 		<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		Effectiveness Results:
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • N/A 		<input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4		

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		<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		Effectiveness Results:
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

- McKinney Vento:**
- 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:**
- All students whose income qualifies them for free/reduced meals participate in the federal food service program.
- Special Education:**
- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.
- 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 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.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/sub claims, and subgroups:

- Monitoring of the SIP is ongoing as evidenced by data analyzed at PLC meetings, Leadership meetings and SIP committee meetings. Data is taken from beginning of year, interim and end of year DIBELS and SLT’s. State testing data and class common assessments are also used. Administration supports teachers in adjusting instructional practices to increase learning across curriculum, grade groups and subgroups.

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- The SIP committee meets before school begins in August, in September to analyze data and in October to write the plan. The plan is disseminated to faculty and staff at a faculty meeting and then placed on the school website for parents and community. The committee meets as needed to review budget and to determine the programs necessary to support student achievement. The committee meets in the spring to determine the effectiveness of the programs and to begin planning for the next school year.

Describe how and when the evaluation results of the SIP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):

- The evaluation results of the SIP are reported to the school’s stakeholders in late May 2019 once the evaluation has been completed. The results are disseminated to the faculty and staff at an end of year faculty meeting. Parents, families and community members are able to have the results at Meet and Greet and Open House of the 2019-2021 school year. The results will also be posted on the school website.

2018-2019 Committee Members

<p align="center"><u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p align="center"><u>Parent/Family Engagement Committee</u> Responsible for the Implementation of the PFE Activities in the SIP</p>
<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Patti Holden • Secretary: Elizabeth Hill • Teacher: Kelly Whitehead • Teacher: Stephanie Currera 	<p>Members Include: same as SIP committee</p> <ul style="list-style-type: none"> • Principal: Patti Holden • Student: Peyton Burke • Teacher: Kelly Whitehead • Teacher: Stephanie Currera

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- Parent/Family: Katie Hill
- Parent/Family: Lacey Rutledge
- Community Member: Michelle Tillison

- Parent/Family: Katie Hill
- Parent/Family: Lacey Rutledge
- Parent/Family: Kayla Diez

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