

**2019-2020
SCHOOL IMPROVEMENT PLAN**

Riverside Elementary



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

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
For the past four years (2015-19), First grade DIBELS benchmark numbers have increased from Fall to Spring. From Fall 2015 to Spring 2016 scores increased 2%, Fall 2016 to 2017 increase of 6%, Fall 2017 to 2018 increased 10%, Fall 2018 to Spring 2019 increase of 5%.	According to DIBELS, first grade, for two consecutive years, showed the highest percentage of intensive students with 25% in Spring 2018 and 47% in Spring 2019.
Our highest index score, as a potential strength, is our Progress Index with 100.7 points in 2019, which is a growth of 6.1 points from 2018.	Our lowest Assessment Index score for 2019 is 76.2 points; however, this is an increase of 4.7 points from 2018.
Our potential strength is our overall fourth and fifth grade Assessment Index scores in ELA, Math and Social Studies over the past year (2018-2019). Fourth grade ELA grew 5 points, Math grew 13.2 points, and Social Studies grew 10 points. Fifth grade ELA grew .4 points, Math grew 7.5 points and Social Studies grew 22.7 points.	Our potential weakness is our third grade Assessment Index from 2018 to 2019. Third grade declined in ELA 10.4 points, Math 12.6 points and Social Studies 12.7 points.
A potential strength is fourth grade, in all tested areas on the LEAP 2025 Assessment from 2017-2018 to 2018-2019 with point increases: ELA: 5.0, math: 13.2, science: 22.5, and social studies: 10.1.	A potential weakness is third grade in ELA, Math, and Social Studies on the LEAP 2025 Assessment. Third grade declined in ELA: 10.4 points, Math: 12.6 points and Social Studies 12.7 points with an overall decline of 9.2 points.
A potential subject area strength across 4th and 5th grade for 2017-18 to 2018-19 is math. Assessment Index Scores: 4th 71.4 points (17-18) 84.6 points (18-19); 5th 62.4 points (17-18), 76.9 points (18-19).	Social Studies proves to be a potential area of weakness in third grade, (2016-17: 38 points, 2017-18: 66.9 points, 2018-19: 54.2 points), fourth grade (2016-17: 40.3, 2017-18: 52.5, 2018-19: 62.5 points). Economics subcategory in Social Studies tends to be a common area of weakness across grade levels. (3,4,5)
The subgroup "White" scores are higher than the "Whole School" subgroup in three out of four subjects (Math, Science, and Social Studies) on the LEAP 2025 Assessment in 2019. Specifically 4.8 points in math, 5.3 points in science, and 4.4 points in social studies.	For the last two years (2018 and 2019), the subgroup "Students with Disabilities" scored significantly lower than the whole group in the three subject areas with 40.9 points lower in ELA, 44.8 points lower in math, and 35.5 points lower in social studies.
In ELA, the "Hispanic" subgroup SPS score has increased for the last 4 years (2016-2019) from 37.5 points in 2016 to 68.1 points in 2019.	The "Students with Disabilities" has the lowest SPS score at 48.6 points.
According to our SPS scores the subgroup, "Two or more races" (87.8 points (B)) could potentially grow to 90 points.	Our "Black subgroup" (53.9 points) has potential to decrease the SPS score to a lower letter grade. Our SPED subgroup (48.6 points) has the lowest letter grade (F).

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<p>ELA is a potential school-wide strength across subgroups over the past year (2018-19). The “Whole group” subgroup in 2019 had 80.2 points in ELA compared to 78.3 points in Math, 75.7 points in science, and 64.1 points in social studies.</p>	<p>For the past three years (2017-2019), Social Studies is consistently lower when compared to all other subjects across the subgroup "whole school". 2017: 41.2 points, 2018: 56.0 points, 2019: 64.1 points.</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/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>	
<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 2019 to Spring 2020 3rd-5th grade students will improve ELA achievement on LEAP 2025 by increasing the Assessment Index 2 points. 3rd grade- increase 75.4 points to 77.4 points 4th grade cohort- increase from their 3rd grade score of 75.4 points to 77.4 points by the end of 4th grade (19-20) 5th grade cohort- increase from their 4th grade score of 85.6 points to 87.6 points by the end of 5th grade (19-20)</p>	
<p>2. From Spring 2019 to Spring 2020 the Whole School Assessment Index score will improve on LEAP 2025 Math achievement by increasing 2 index points. The whole-school assessment index score will increase from 78.3 points to 80.3 points.</p>	
<p>3. From Spring 2019 to Spring 2020 the students in the subgroup “Students with Disabilities” whole school will increase their Assessment Index on LEAP 2025 as follows: ELA: Increase by at least 5 index points from 39.3 points to 44.3 points. Math: Increase by at least 5 index points from 33.5 points to 38.5 points.</p>	
<p>4. First through third-grade students will improve DIBELS scores from Fall 2019 to Spring 2020 by increasing the number of students who achieve Benchmark or Above. 1st grade- increase 45% to 50% at Benchmark or Above 2nd grade- increase 64% to 67% at Benchmark or Above 3rd grade- increase 60% to 65% at Benchmark or Above</p>	
<p>5.</p>	

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 April 2019 for the 2019-2020 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 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Computers, televisions, paper, printer ink, general office supplies</p>	<p>Effectiveness Measure: Title I Parent Survey</p> <hr/> <p>Effectiveness Results: 2019 survey results and SIP were shared at Meet & Greet and Open House and posted on school website. Various parent volunteers were involved in planning and implementing PFE events; as well as community business members. Overall, positive responses to events.</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 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Paper, printer ink, postage, general office supplies, televisions, projector, computers</p>	<p>Effectiveness Measure: Title I Parent Survey Parent Exit Tickets</p> <hr/> <p>Effectiveness Results: 2019 survey results shared. Overall, stakeholders were satisfied with how they had input with decision-making. Ample notice (written and phone) was given for meetings. We had business sponsorships.</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Colored paper for flyers; agendas</p>	<p>Effectiveness Measure: Title I Parent Survey</p> <hr/> <p>Effectiveness Results: 2019 survey results shared. The communication measures we have in place seem to work well. We need to plan to educate stakeholders about using our website as a source of information and even though we do show them how to access the student progress center, we need to do this in multiple formats – maybe a pre-recorded video</p>

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				that runs at various events and on the TVs when parents are attending school events.
<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 EL 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> <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 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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Title I Parent Survey</p> <hr/> <p>Effectiveness Results: 2019 survey results shared. We used google translator as a written communication tool; as well as speaking. We also used a bi-lingual teacher on our staff to translate and communicate. Possibly consider translating monthly newsletter.</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>				

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<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, 2019 	<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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Postage, envelopes, paper, stipends</p>	<p>Effectiveness Measure: Parent Survey Exit Tickets Attendance Records</p> <hr/> <p>Effectiveness Results: 2019 survey results shared. Meet & Greet was attended well by stakeholders. Parents liked the before school meeting with the teacher and to get school information prior to school opening.</p>
<p>Parent Family Engagement Activity 2:</p> <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 14 , 2019 	<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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Postage, envelopes, paper for handouts and invitations</p>	<p>Effectiveness Measure: Parent Survey Exit Tickets Attendance Records</p> <hr/> <p>Effectiveness Results: No 2020 survey results available. Positive feedback and good attendance numbers. Participants enjoyed the space lab and stations around the school – not just in the gym. Make and take items were a hit.</p>

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> 1st Grade Reading Readiness- Interventionist and/or Coach will explain to parents how to interpret DIBELS results and support their children in the reading foundational skills- January, 2020 	<p>Goal(s): 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Postage, paper for handouts and invitations</p>	<p>Effectiveness Measure: Exit Tickets</p> <hr/> <p>Effectiveness Results: Parents were glad to gain knowledge about DIBELS results and interventions. Having a classroom teacher be part of the presentation helped with Q & A session.</p>
<p>Parent Family Engagement Activity 4:</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, 2019 	<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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Postage, paper for handouts and invitations</p>	<p>Effectiveness Measure: Exit Tickets Attendance</p> <hr/> <p>Effectiveness Results: Going over the curriculum was helpful. Consideration of more walk-through with the technology side for parent understanding will be useful in the future.</p>
<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> Books and Bingo Night- helps grandparents understand what students are learning across math, ELA, and Social Studies curriculums in grades 1-5. September 2019 	<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: Postage, paper for handouts and invitations</p>	<p>Effectiveness Measure: Exit ticket Attendance</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"/> DSS <input type="checkbox"/> Other		Effectiveness Results: This event brought in a large crowd of people. It was engaging and fun for everyone. Students were happy to take home free books.
Parent Family Engagement Activity 6: <ul style="list-style-type: none"> Reading – the Importance Reading – 2nd grade family members will be supported in understanding the reading process domains such as phonemic awareness, phonics, vocabulary, fluency and comprehension. 	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 type="checkbox"/> DSS <input type="checkbox"/> Other	Items Needed: Postage, paper for handouts and invitations	Effectiveness Measure: Exit Ticket Attendance Effectiveness Results: 112 in attendance with 34 exit tickets returned. 100% of the survey reports were positive in supporting their child’s education and helping their child become a stronger reader.

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"> • IRLA Foundational Skills Toolkit 1st-2nd • Zearn Math- 1st-5th grade • ELA Guidebooks 1st-5th grade • 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 • Achieve 3000 5th grade 	<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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: IRLA Leveled Libraries, ZEARN workbooks, computers, promethean boards and pens, paper, classroom supplies</p>	<p>Effectiveness Measure: ELA: DIBELS scores 1st-5th Math: LEAP 2025 (3-5 grades) Pre and Post SLT scores 1st-2nd grade</p> <hr/> <p>Effectiveness Results: IRLA groups for intervention in 4th and 5th were working well. The interventionist and tutors were a big help in implementation. We will look at more emphasis on the intervention side of Achieve instead of being used as core instruction. Guidebooks were implemented for the first time in 1st and 2nd. They</p>

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				<p>were being written and implemented at the same time, so we are hoping, next year, the teachers will be better prepared to teach it. No one was familiar enough with it to determine success. The coach was helpful with roll out. 3rd – 5th grade have embraced Guidebooks and are steadily increasing understanding of implementation. ZEARN, as a total math program, was not as successful as we had hoped; however, we want to give teachers the opportunity to incorporate it with their core curriculum.</p>
<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. 	<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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: License for Burst and DIBELS, substitutes, copy paper, ZEARN administrative license, computers, laptops, tablets, Printers, toner, projectors, bulbs</p>	<p>Effectiveness Measure: LEAP 360 Data LEAP 2025 DIBELS Next SLT Diagnostic/Readiness</p> <hr/> <p>Effectiveness Results: No end of the year results are available; however, through PLCs, with guidance from the ELA Coach, teachers were working on creating and looking at common assessments and the use of pre and posttests.</p>

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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 1st-5th 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>We will continue to use data from all sources to help guide instruction and intervention. DIBELTS and SLT results helped us build intervention groups.</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • The students receive all core instruction as listed above in addition to: • 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 ELA and 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. • One special education teacher in grades 1 to 3 	<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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: DIBELS Next LEAP 2025</p> <hr/> <p>Effectiveness Results: The daily use of paraprofessionals was a valuable support to students needing additional assistance and interventions. The intervention data showed most students were making educational progress. The co-teaching model helped students learn math models and gave exposure to core curriculum. All of the supports in place were necessary for student success.</p>

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<ul style="list-style-type: none"> • One special education teacher to service grades 1 and 2 • One special education teacher to service grades 4, and 5th • LEAP 360- grades 3rd-5th • Silveroli’ s and Instructional Reading Assessments • Inclusion – regular education and special education teachers co-teach - grades 2nd–3rd, 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. • IRLA grades 1 and 2 SPED • RNC Teacher – self-contained classroom that supports students with cognitive and behavior challenges 				
<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. 	<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 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"/> DSS 	<p>Items Needed: Computers, Printers, toner</p>	<p>Effectiveness Measure: ELPT Assessment Results</p> <hr/> <p>Effectiveness Results: 11 out of 13 English learners scored at a level of “progressing”. 2 out of 12 English learners are still “emerging”. These two are first graders. We will</p>

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<ul style="list-style-type: none"> 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> <ul style="list-style-type: none"> One-part time EL instructional aide 3 days a week. The aid pushes into classrooms, giving support in areas of need. 		<input type="checkbox"/> Other		continue to monitor their progress and implement more ELL support from our EL instructional aide.
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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"> Interventions will be done for students that are Basic and Below on LEAP 2025 in 4th-5th grades and Below Benchmark in DIBELS in 1st-3rd LEAP 360 for grades 3-5 On -going teacher observation Classroom Assessments given by teachers / SBLC analyzes tests data 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. MHP and counselor monitor behavior and academic interventions SAT and TAT teams work with classroom teachers and administration to help determine and monitor 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 type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Computers, tablets, Dibels license, Printers, toner</p>	<p>Effectiveness Measure: DIBELS LEAP 360 Results</p> <hr/> <p>Effectiveness Results: Teachers has a specific intervention block so that students in intervention were not missing core instruction. We will continue this next year. All teachers – not just ELA had an IRLA intervention group and tracked student progress. DIBELS and LEAP 360 results showed student growth, and the students who were not growing significantly enough were brought to SAT.</p>
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<p>Opportunities and Interventions for Students in Need: All students are receiving core instruction as listed above in addition to:</p> <ul style="list-style-type: none"> • Each grade level, 1st-5th, has a 30-minute common intervention block • Title I Interventionist organizes intervention groups and offers support and resources for grades 1-5 • 2 Title I paras support literacy stations during the intervention block • IRLA Foundational Skills Toolkit- 3rd- 5th grade; 5 days a week for 30 minutes a day • 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, 5 days a week for 30 minutes, in grades 1st through 3rd in a small group setting. • Fast Forward– computerized language program for students with disabilities, ESL and 504. One speech therapist works 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. • 4 Title I and DSS tutors help during intervention blocks for grades 1-5 	<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 checked="" type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: DIBELS Pre and Post Reflex math score LEAP 2025 grades 3-5</p> <hr/> <p>Effectiveness Results: The common intervention block was a great intervention tool and the Title I and DSS tutors were necessary sources to allow the intervention blocks to be successful. We will continue this format next year. The BURST intervention was helping most students below grade level. We will determine a different intervention for the students not showing growth in BURST – like Project Read. Reflex was used for math fluency with special education students – no post results for comparison.</p>
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<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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Office supplies</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results: We were able to identify students early, who needed additional interventions and support through TAT. We will continue to use this model next year. TAT before SAT helped teacher determine if a student just needed intervention if there was a significant disability causing the student not to succeed.</p>
<p>Interventions Specific to Students with Disabilities:</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 Interventions, 4 days a week for 30 minutes, in grades 1st through 3rd in a small group setting. 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 	<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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Burst license, salary for tutors, Burst kit, iPads, IRLA toolkits, computers, internet, News2you teacher license</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results: SWD interventions were done with fidelity. We will continue with these interventions next school year.</p>

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<p>complete three reading/writing assignments per week. Classroom teacher provides interventions based on students' performance. Teachers and TRT monitor data.</p> <ul style="list-style-type: none"> • 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. • IRLA Foundational Skills Toolkit- 3rd- 5th grade; 5 days a week 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 minutes providing support and individualized interventions. Speech therapist and teachers monitor data. • News2you- website specifically for students with disabilities to provide reading support 				
<p>Interventions Specific to English Learners:</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. 	<p>Goal(s): 1,2,3,4</p>	<p>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</p>	<p>Items Needed: Computers, Printers, toner</p>	<p>Effectiveness Measure: Reflection</p>

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<ul style="list-style-type: none"> • 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. • 		<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 type="checkbox"/> Other		<p>Effectiveness Results: Interventions for EL students were done with fidelity 5 days a week. We will continue with these interventions next school year.</p>
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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. • Two full 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. • Homebound for students determined requiring educational services at home • Talented Art, Music and Theater for students in grades 1-5 • Digital Media for 4th and 5th grade students • Chorus for 4th and 5th grade students • Band for 5th grade students • Recorder and piano for 4th and 5th grade students • Violin for grades 1-5 	<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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: keyboards, computers, Printers, toner</p>	<p>Effectiveness Measure: SLT/ LEAP 360 Data</p> <hr/> <p>Effectiveness Results: The support structures we currently have in place have helped us reach students at all levels. The teachers’ who completed their SLTs and had LEAP 360 data showed students were progressing toward their goals.</p>
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<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 certified teacher for up to 3 hours a week in 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. • 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. • Clover buds for 2nd and 3rd grade A research-based experience includes a mentor, a hands-on project, and meaningful leadership opportunities. 	<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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Reflections 21st Century Parent Survey</p> <hr/> <p>Effectiveness Results: There was a great demand for the 21st Century program. No end of year survey was completed. The student attendance was consistent and it provided a need in our community. Planned fieldtrips became a fun extension of the classrooms. Many students participated in the various after-school clubs. We will continue to encourage teachers to sponsor more clubs for the students to participate in. One new club we established for 4th * 5th grade was Junior BETA club and the meetings and awards ceremony well received by students and parents. 4-H and Clover buds brought many parents in as volunteers and did a great job promoting community awareness.</p>
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Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<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. 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. 	<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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: MHP outcome chart Discipline Reports School evaluation data</p> <hr/> <p>Effectiveness Results: The MHP serviced students with IEPs. We created a BIP team for creating and implementing behavior plans, as needed with the MHP and counselor as part of that team. We will continue to use the team approach to BIPs. The MHP was instrumental in de-escalating students in crisis, and responded when the teacher needed assistance in the classroom as well as individual and group meetings.</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</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"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results: Counselor taught internet safety classes during library times. She was also a part of the SAT Team and helped provide assistance for students through check-in/check-out monitoring and provided individual counseling as an intervention; as well as provided small group social skills lessons. She was also a part of the PBIS committee for school-wide behavior intervention, and the BIP writing committee. It was beneficial having her as a member of the SAT team so that students with behavior and social needs could be identified and worked with before extreme discipline measures were implemented.</p>
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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 Bear Bucks to support Positive Behavior. Incentives, in the form of “paper dollars”, are given for positive behaviors, and 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 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Paper, copies, colored paper, reward items</p>	<p>Effectiveness Measure: Discipline Data from JPAMS Reflection</p> <hr/> <p>Effectiveness Results: The students enjoyed earning Bear Bucks and getting to spend them toward various PBIS incentives. Changing Citizen of the Month to a lunchtime activity, where everyone saw the students rewarded, was a good incentive. The suspension lab was used for students with behaviors, but many were repeat offenders. We need to continue to find ways to motivate the students to complete their work while they are in the lab. Overall, the students and staff enjoyed the motivation incentives. We will continue to work on community donations to help with this effort. According to JPams; we only had 117 discipline referrals as of March 13th. The previous year we had 192</p>

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				total referrals. PBIS activities have helped as well as MHP and counseling services.
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>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.</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 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: paper</p>	<p>Effectiveness Measure: Title I Parent Survey</p> <hr/> <p>Effectiveness Results: No survey results available. All beginning of the year transitions activities were well-publicized, with many parents/students participating. We will continue with our Meet and Greet and Open House activities. We will plan on more instruction to parents on referencing materials through Moodle and Google Classroom. No outgoing student transitions were able to be completed.</p>

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. • Interventionist monitor and keep track of student data for grades 1-5 to present during PLCs • 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 type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Substitutes, chart paper, office supplies, computers</p>	<p>Effectiveness Measure: PD Exit Tickets PLC Documentation Attainment of Goals</p> <hr/> <p>Effectiveness Results: The instructional coach was instrumental in facilitating the weekly PLC meetings. Teachers discussed agendas for meetings ahead of time and the Coach provided them their meeting agendas before every meeting and provided instructional and curriculum guidance. The Interventionist provided intervention data from all grades. Teachers expressed the need for more grade group collaboration; therefore, we will consider meeting twice a month for next school year instead of weekly.</p>
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<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Great Minds Conference • Summer Institute • Math Content Leader and Instructional coach professional development provided for grades 1-5 • District supported professional development opportunities (Project Read, Burst, DIBELS, Ready Gen, Guidebooks, etc.) • Intervention Content Leader Training- Assistant Principal and SWD teacher • IRLA Training for 1st- 5th grade ELA teachers • School Support Institutes • 	<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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: substitutes</p>	<p>Effectiveness Measure: PD Exit Tickets Attainment of Goals</p> <hr/> <p>Effectiveness Results: The math content leader and instructional coach presented PD from conferences attended. On-line PD for all teachers was provided by district support in math, ELA and DIBELS. IRLA training was completed by all teachers using it for instruction and intervention. The school Coach and Interventionist helped support the teachers in the classroom.</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. • The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Student Teachers from local universities are placed in schools throughout the district. • 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>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</p>				

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<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • 	<p>Goal(s):</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • 	<p>Goal(s):</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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

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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, Title III, or DSS funding.

English Learners (EL):

- Identified EL students receive services from EL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, Title III, and DSS 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/subclaims, 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 plan is disseminated to faculty and staff at a faculty meeting and then placed on the school website for parents and community. We will present the SIP plan on October 14th at STEAM night, a PFE night for the 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 August 2020 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 2020-2021 school year. The results will also be posted on the school website.

2019-2020 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 • AP: Donna Jones • TRT : Kelly Whitehead • Teacher: Stephanie Currera 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Patti Holden • Teacher: Stephanie Currera • Teacher: Nicole Ford • Parent/Family: Lacey Rutledge

Riverside Elementary 2019-2020

- **Teacher: Cassie Garrett**
- **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
 - A 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