

Riverside Elementary
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2013-2014

SCHOOL-WIDE REFORM STRATEGIES used at Riverside.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment

INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: 100%

PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p>In WFSG, the TRT and Administration will guide teachers through a book study entitled Results Now; will model and use technology and resources to enhance lessons; will model lessons and strategies; will analyze data to identify strengths and weaknesses in order to design effective lessons; will provide ongoing professional development on Compass, Common Core State Standards and Guaranteed Curriculum. A substitute will be paid with Title One funds will be used to give all teachers collaboration time.</p> <p>Design Team – the school design team will provide leadership in designing and modeling protocols for collegial conversations and best teaching practices.</p> <p>Professional Development will occur at monthly in-service meetings, on mandated district PD days and at Riverside’s annual teacher/staff retreat.</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"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> • Results Now for book study • Materials as needed • Substitutes • Stipends for retreat • Refreshments

STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: *See Attached District Plan.*

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PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement?		
<p>Parental involvement activities are held to assist parents in helping their children on a regular basis. A parenting center is provided which contains two computers with software, internet access and printing capabilities, magazines, and books. Materials including, but not limited to, videos, books, take home literature, games and other supplies needed, as determined by the parental involvement committee, are purchased. Our school website/teacher websites will be maintained to keep parents informed of everyday school activities and policies. Communication is a huge component for increasing attendance with parental involvement activities. Riverside sends a monthly newsletter and weekly flyers to keep parents informed about school parental involvement opportunities. An automated telephone system is also used to keep parents informed of school happenings.</p> <p>Homework Helps sessions are held for parents before PTA meetings. The TRT and a classroom teacher meet with parents to support learning at home. The teacher models what is being done in the classroom to aid parents in a better understanding of the learning expectations. Also during PTA meetings, information is given about standardized testing parameters.</p> <ul style="list-style-type: none"> ●Monthly Newsletter ●Title One Monthly Home and School Connection letter ●Open House ●Meet and Greet ●Reading and Math/Science Nights ●Parent Volunteer Workshop in the fall of the school year ●5th grade parent Meeting 	<p>BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <ul style="list-style-type: none"> ●Handout materials ●Student attendance incentives ●Magazines ●Printer ink for parenting computer printer ●Teacher stipends ●Postage ●TeacherWeb annual subscription

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<ul style="list-style-type: none"> •Grandparents’ Day •September/October/November meetings on LEAP and iLEAP 		
<p>National Network of Partnership Schools (NNPS)-research based strategy for improving school-wide parental involvement</p>	<p>BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other.</p>	<p>Membership/Application</p>

<p>TRANSITION: What activities are in planned to transition incoming and outgoing students at your school?</p>		
<p>In the spring of each school year, Riverside holds an open house for prospective first graders from Little Pearl Elementary, Regina Coli Head Start and local private kindergarten programs. The parents and students tour the school, are treated to milk and cookies, and visit the first grade classrooms. Also in the spring, Riverside’s 5th graders and parents visit Creekside Jr. High for their annual orientation visit. Before the visit, Creekside’s counselor and administration visit Riverside to overview the scheduling process with the fifth grade class as well as their teachers. At the beginning of each school year, Riverside hosts a Meet and Greet evening. Students and parents visit the school, meet their new teachers, and attend informational meetings with staff members on current educational topics. Parent invitations/reminders are mailed home.</p>	<p>BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •Copy paper for invitations/mailings •postage

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USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<p>Yearly Data retreat – all of our academic assessments are data driven and are analyzed, interpreted and addressed in our annual data retreat.</p> <p>During WFSG, Design Team, New Teacher Induction meetings/in-services, and faculty meetings, teachers participate in ongoing analysis of data (DIBELS, SLT's, Voyager and Reading Coach reports, etc). A substitute will be hired for these professional development days.</p> <p>Accelerated Reader and Star will be used as an indicator of student needs for reading.</p>	<p>BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •online subscriptions from Renaissance Learning •Substitutes for DIBELS testing and professional development

ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance?		
<p>Mental Health Providers- Due to the transient student population that can occur, a Mental Health Provider will work with students for 18 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life, which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, the administrative team will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentages of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>	<p>BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Mental Health Provider- 15 hours/wk Title I and 3 hours/wk from GFF</p>
Technology Resources and Personnel:	BUDGETS used to	Item(s) to be purchased

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<p>A computer technician/paraprofessional will be hired as the part time manager of Riverside’s computer labs. The technician will maintain and troubleshoot the equipment and software in the labs and in the classrooms, most of which is purchased with Title I funds. The paraprofessional will inventory the equipment throughout the school. He/she will assist the classroom teachers in the coordination and purchasing of software and equipment used for computer assisted instruction in math, language arts, and science. The computer technician/paraprofessional will also work with students in the computer labs and will be under the direct supervision of the classroom teacher. The computer lab schedule will be created by the administration at the beginning of the school year.</p> <p>A part time computer technician will be hired and shared between schools to maintain and troubleshoot the equipment and software.</p>	<p>support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>to support this activity:</p> <ul style="list-style-type: none"> •materials and supplies as needed to include toner •Equipment as needed to include printers, CPU’s, monitors, Promethean boards, etc. •Salary and benefits for Title I Computer instructional Aide. •Stipends for pre-school technology set-up
<p>Classroom Size Reduction Teachers (if applicable) Title I or Title II:</p> <p>A teacher is hired to reduce numbers in our 5th grade classes.</p>	<p>BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •Teacher salary, benefits and substitutes.
<p>Tutoring Programs</p> <p>After School tutoring program - At risk students who have been identified by test data, teacher observation, and other data sources will be given the opportunity for after school tutoring. All tutors will be certified, highly qualified teachers. The program will run from January 2014 – April 2014 or until funding is depleted.</p> <p>One part time certified tutor will be hired to work with students on an individual basis, where needed, using the Reading Coach software.</p> <p>One part time certified tutor will be hired to</p>	<p>BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •materials and supplies as needed •software and equipment as needed •Salary and benefits for tutors (during and after school) and part-time paraprofessional

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<p>work with 1st grade students using the Voyager Reading program.</p> <p>A part time Title One paraprofessional will work in the classroom under the direct supervision of the classroom teacher to support technology lessons with students using Earobics and Reading Coach, and to assist with various teacher led lessons to increase student achievement.</p> <p>Tutoring will be available for any KIT student who is struggling academically, as identified through DIBELS data, test scores, and/or teacher observation.</p> <p>A part time paraprofessional will be available for all ESL students. The paraprofessional will assist the classroom teacher in reaching the needs of students who have English as a second language.</p> <p>In order to increase science and math achievement, Riverside will have a Science Club for 5th graders and a Robotics Team for 4th and 5th graders. Both clubs will be sponsored by highly qualified, certified teachers. Meetings will vary occurring weekly, bi-weekly and/or monthly.</p>		
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COMPREHENSIVE NEEDS ASSESSMENT

STRENGTHS

<u>1a. Results of Comprehensive Needs Assessment</u>		<u>1a. Measures used to Determine School Needs:</u>
STRENGTHS		DATA SOURCES
Riverside's LEAP grade is a potential grade level strength as evidenced by overall higher index scores in 2011-12 and 2012-13.	1	CRT scores for standardized testing grades for school years 2008-2013.
Math is a potential strength as evidenced by higher index scores in LEAP grades and upper iLEAP grades in 2010-2011 and in all grades for 2011-2012.	2	CRT scores for standardized testing grades for school years 2008-2013.
The ELA gap in SWD has narrowed by 10.1 points since the 2010-2011 school year.	3	% proficient trend data for subgroups for school years 2008-2013.
In 2013, Riverside's iLEAP grade had the highest percentage of students making benchmark in DIBELS with 54% of the class.	4	DIBELS trend data analysis for school years 2008-2013.
Attendance is strength with an increase of 26.7 points since the 2007-2008 school years.	5	Whole school trend data analysis for CRT and Attendance for school years 2008-2013.

CHALLENGES

<u>1b. Results of Comprehensive Needs Assessment</u>		<u>1b. Measures used to Determine School Needs:</u>
CHALLENGES		DATA SOURCES
ELA is a potential subgroup subject level weakness for all subgroups due to lower percent proficient scores over the past three years, especially with SWD.	1	% proficient data for all subgroups in ELA and Math for school years 2008-2013.
SWD are a potential subgroup weakness across grade levels and subjects consistently since the 2008-2009 school year.	2	% proficient – subgroup trend data analysis for ELA and Math for school years 2008-2013.
ELA and Social Studies are a potential subject level weakness as evidenced by lower index scores across grades since the 2009-2010 school year.	3	% proficient– subgroup trend data analysis for ELA and Math for school years 2008-2013.
Upper iLEAP grade is a potential weakness as evidenced by overall lower index scores from 2010-2011 and in 2012-2013, especially in the areas of Math and Science.	4	% proficient– subgroup trend data analysis for ELA and Math for school years 2008-2013.
Upper iLEAP grade ED students have declined by 5 points in ELA since the 2011-2012 school year.	5	% proficient– subgroup trend data analysis for ELA and Math for school years 2008-2013.

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Title One Committee/Design Team Members

Name	Title
Mary Lou Jordan	Principal
Pamela Hester	Assistant Principal
Patti Holden	Technology Resource Teacher
Elizabeth Hill	Book Keeper
Michele Dundas	1 st grade teacher
Natalie Babington	2 nd grade teacher
Jennifer Zechenelly	3 rd grade teacher
Stephanie Dannehl	3 rd grade teacher
Melissa Eitmann	4 th grade teacher
Kelly Whitehead	4 th grade teacher
Susan Smith	5 th grade teacher
Sandy Pope	5 th grade teacher
Allison Chighizola	Speech Therapist
Karen Weilbaecher	Special Education Teacher
Cassandra Garrett	Music teacher
	Parent representative