

**2021-2024
SCHOOL ADVANCEMENT PLAN**

Riverside Elementary



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

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.*

STRENGTHS	WEAKNESSES
According to the DIBELS 8th edition data, grades 1-3 all grew from the beginning of the 2020 school year to the end of the 2021 school year.	Our potential weakness is our third grade Assessment index on the LEAP 2025 from 2019 to 2021. Third grade declined in ELA 6.7 points, Math 15.2 points, Science 17.7 points, and Social Studies 22.8 points.
According to the DIBELS 8th edition, in 2021 first through third grade DIBELS benchmark numbers have increased from fall to spring. First grade benchmark numbers increased by 26% of benchmark and above. Second grade benchmark numbers increased by 20% of benchmark and above. Third grade benchmark numbers increased by 22% of benchmark and above.	Social Studies proves to be a potential area of weakness on the LEAP 2025 in grades 3-5. From 2019- 21, third grade declined by 22.8 points; fourth grade declined by 6.6 points; and 5th grade declined by 14 points. History and Economics subcategories in Social Studies tend to be a common area of weakness across grade levels 3, 4, & 5.
According to the LEAP 2025 data, the 5th grade ELA assessment index grew 3.7 points from 2019 to 2021.	According to DIBELS, first grade had the most percentage of intensive students with 32% from fall to spring 2021 compared to 2nd & 3rd grade both at 22% from fall to spring 2021.
A potential strength is fourth grade Assessment Index scores on the LEAP 2025 in math and social studies. Specifically, math grew 7.7 points and Social Studies 4.3 points from the 2018 to 2021 school year.	The student subgroup "Two or More Races" is a potential weakness in all subjects on the LEAP 2025, according to assessment index data. From 2019 - 2021 students declined 21.5 points in ELA (2019-93.3; 2021-71.8); 20.6 points in math (2019-78.8; 2021-58.2); 17.4 points in science (2019-76.5; 2021-49.1); 17.5 in social studies (2019-61.1; 2021-43.6).
On the LEAP 2025, the subgroup "Black or African American" science score has increased from 2018 to 2021 by 15.2 points.	
According to the LEAP 2025 student group performance from 2018 to 2021, the Special Education sub group grew in ELA by 10.6 points, Science by 5.6 points, and Social Studies by 2.1 points.	
According to the Title I parent and family engagement survey, a potential strength for the 2020-2021 school year is that 76% of parents are aware that there is a School Improvement Plan.	

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According to the Discipline Referral Trends, the incident count went down from the 2018-2019 to 2020-2021 school year. The referrals went from 130 to 54, a 76 referral reduction.	

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
 - *Pre-K through 8th grade schools must have one ELA goal, one Math goal, and one additional academic goal*
 - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

Goal #1 ELA

From Spring 2021 to Spring 2024, grades 1-2 students will increase reading achievement by increasing the percentage of students *At or Above Benchmark* on DIBELS 8th by 2% points each year as follows:

Grade	2021 EOY %	2022 EOY %	2023 EOY %	2024 EOY%
1 st	44%	46%	48%	50%
2 nd	55%	57%	59%	61%

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the LEAP 2025 in the subcategory of Reading Informational Text for each cohort of students will increase by 2% percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3 rd	42%	44%	46%	48%
4 th	53%	55%	57%	59%

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5 th	49%	51%	53%	55%	
Instructional Focus:					
<p>Grades 1-2</p> <ul style="list-style-type: none"> Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (RF.K.2 and RF.1.2) Phonics: Know and apply grade-level phonics and word analysis skills in decoding words (RF.3) <p>Grades 3-5</p> <ul style="list-style-type: none"> Citing Textual Evidence: Close Reading, Text Dependent Questions (RL.1) Building Background Knowledge: Reading Complex Text, Reader’s Circles (RL.10) Fluency: Accuracy, Rate, Expression, Comprehension (RF.4; RL.10) 	<p>Resources needed:</p> <p>Amplify Instruction</p> <ul style="list-style-type: none"> Amplify Reading ARC Bookshelf IRLA manual and IRLA data targets IRLA Foundational Skills Toolkit Coach mClass Guidebooks tutors interventionist Project Read Achieve 3000 	<p>Team Reflection:</p>			
Parent and Family Engagement Activity:					
<p>Grades 1-2</p> <p>Informational Video on school website</p> <ul style="list-style-type: none"> Activity: Show parents and students how to navigate Amplify Reading Activity: Read books using ARC Bookshelf and engage in extension activities <p>Send information home about student progress in IRLA that includes ideas of how parents can help their child at home.</p> <ul style="list-style-type: none"> Send <i>Home Connect</i> newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results. 	<ul style="list-style-type: none"> Resources needed: school website informational videos Amplify reading ARC Bookshelf DIBELS - Home Connect Newsletter Printer/Ink/Copies School Newsletter 	<p>Number of Participants:</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p>			

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<ul style="list-style-type: none"> ● Family Literacy Engagement: LDOE has provided engaging parental involvement activities for home and school :www.louisianabelieves.com/resources/library/literacy-library <p>Grades 3-5</p> <p>Informational Video on school website</p> <ul style="list-style-type: none"> ● Provide information about citing evidence, building background knowledge, and/or fluency strategies ● Activity: teach and then practice a fluency strategy ● Send home information about GB unit texts/topics ● Send fluency passages for home practice (informational texts) 	<ul style="list-style-type: none"> ● Teacher Webpages ● Google Classroom ● Guidebook ● Fluency Passages 	
<p>Professional Development:</p> <p>Grades 1-2</p> <ul style="list-style-type: none"> ● how to analyze DIBELS data and select appropriate lessons in Amplify Instruction to maximize growth ● how to analyze IRLA data to maximize rate of reading growth ● District IRLA professional development by American Reading Company ● Planning phonological awareness and phonics differentiated activities <p>Deepen teachers' understanding of word knowledge by teaching phonics rules through the <i>STPSS Word Study Guide</i></p> <p>Grades 3-5</p> <p><u>Citing Textual Evidence: Close Reading, Text Dependent Questions</u></p> <ul style="list-style-type: none"> ● <i>ELA Content Leader Module 3: Close Reading to Build Understanding</i> <ul style="list-style-type: none"> ➢ <i>Session 1: Qualitative (Text) Analysis as a Critical Part of the Planning Process</i> ➢ <i>Session 3: Text Dependent Questions and Text Based Responses</i> ● <i>ELA Content Leader Module 4: Supporting All Students</i> <ul style="list-style-type: none"> ➢ <i>Session 1: Reflect and Use the Guidebooks to Define Expectations for Student Work</i> 	<p>Resources needed:</p> <p>Grades 1-2</p> <ul style="list-style-type: none"> ● Amplify Instruction ● Amplify Reading ● ARC Bookshelf ● IRLA manual and IRLA data targets ● IRLA Foundational Skills Toolkit <p>3-5</p> <ul style="list-style-type: none"> ● Evidence Sentence Starters ● Qualitative Text Rubric for informational texts ● Coaches/interventionist ● Computers/Printers/ ● Copies/Ink/Newline Boards 	<p>Feedback from Teachers:</p>

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<p>➤ <i>Session 2: Analyze Work Samples for Evidence of Student Learning (use of relevant evidence)</i></p> <p>➤ <i>Session 5: Use the Supports Flow Chart to Support Students in Using Evidence</i></p> <p><u><i>Building Background Knowledge: Reading Complex Text, Reader’s Circles</i></u></p> <ul style="list-style-type: none"> ● <i>ELA Content Leader Module 1: Unpacking the Guidebooks</i> <ul style="list-style-type: none"> ➤ <i>Session 5: Close Reading Experiential: The Reader’s Circles in Action</i> ➤ <i>Session 6: Text-Based vs. Strategies Based Approach</i> ● <i>ELA Content Leader Module 2: Building Knowledge to Support</i> <ul style="list-style-type: none"> ➤ <i>Session 1: Text Set Experiential: How Does Knowledge Support Comprehension?</i> ➤ <i>Session 2: Conceptual Coherence and Building Knowledge</i> ➤ <i>Session 3: Unpack the Knowledge Demands of a Unit: Extension Task</i> ➤ <i>Session 4: How do Guidebooks Build Knowledge? Exploring GB Text Sets</i> ● <i>ELA Content Leader Module 3: Close Reading to Build Understanding</i> <ul style="list-style-type: none"> ➤ <i>Session 1: Qualitative (Text) Analysis as a Critical Part of the Planning Process</i> ➤ <i>Session 2: Close Reading in the Guidebooks: How Reader’s Circles Get Students to the Big Ideas</i> ➤ <i>Session 3: Text Dependent Questions and Text Based Responses</i> <p><u><i>Fluency: Accuracy, Rate, Expression, Comprehension</i></u></p> <ul style="list-style-type: none"> ● <i>ELA Content Leader Module 1: Unpacking the Guidebooks</i> <ul style="list-style-type: none"> ➤ <i>Session 4: Fluency as a Foundation</i> ● <i>ELA Content Leader Module 4: Supporting All Students</i> <p><i>Session 4: Use the Supports Flow Chart to Address Fluency, Vocabulary, and Knowledge</i></p>	<ul style="list-style-type: none"> ● Reader’s Circles for Informational Texts ● GB Teacher Notes (support for identifying text evidence) ● GB Unit/Lesson Specific Diverse Learner’s Guide and Additional Supports for Diverse Learner ● GB Supports Flow Chart ● Organizational Frames (SPO, CER) ● Graphic Organizers (citing evidence) ● Annotations Text Strategy Guide (GB) ● Fluency Passages for each GB unit (with vocabulary and comprehension questions) ● Fluency Strategies (from ELA Content Leader Training) ● Instructional Coaches ● Curriculum Specialist ● Amplify ● IRLA ● Guidebooks ● Newline TVs 	
<p>Follow Up and Support:</p>		

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<p>Grade 1-2</p> <ul style="list-style-type: none"> ● Instructional Coach- provide support with foundational skills planning, analyze DIBELS benchmark and progress monitoring and IRLA data with teachers. ● Instructional Coach- model foundational skills lessons ● Curriculum Specialist to provide support for teachers with PD and observation feedback ● PLCs will focus on <ol style="list-style-type: none"> 1. analyzing student reading growth using Amplify 2. analyzing student growth in IRLA 3. plan for small group foundational skills instruction <p>Grades 3-5</p> <ul style="list-style-type: none"> ● ELA Content Leaders/instructional coach will model lessons or portions of lessons focusing on: fluency, close reading, identifying text evidence ● PLCs will focus on <ul style="list-style-type: none"> ➢ Identifying what makes GB informational texts complex ➢ Planning close reading GB lessons using the reader’s circles ➢ Planning GB lessons to support students in reading and comprehending complex text ➢ Planning GB lessons with a focus on citing evidence ● Instructional Coach- Model lessons or portions of lessons focused on close reading, citing evidence and fluency; provide support with GB planning based on topics ● Curriculum Specialists will provide support to coaches and ELA Content Leaders 	<ul style="list-style-type: none"> ● iPads ● Chromebooks 	
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Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X														

Monitoring and Evaluating	
Assessments:	Observations:

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<p>Grade 1-2</p> <ul style="list-style-type: none"> ● DIBELS 8 benchmark assessments (BOY, MOY, EOY) ● DIBELS 8 Progress Monitoring (<i>Below Benchmark</i> every 4 weeks, <i>Well Below Benchmark</i> every 2 weeks) ● IRLA initial assessment ● IRLA tracking <p>Grades 3-5</p> <ul style="list-style-type: none"> ● DIBELS 8 benchmark assessments (BOY, MOY, EOY) ● DIBELS 8 Progress Monitoring (<i>Below Benchmark</i> every 4 weeks, <i>Well Below Benchmark</i> every 2 weeks) ● IRLA initial assessment ● IRLA tracking 	<p>Grades 1-2</p> <ul style="list-style-type: none"> ● One administrator will visit every 1-2 classroom during their foundational skills time at least once a month to conduct a snapshot. ● The School Improvement Committee (or Instructional Leadership Team) will visit every 1-2 classroom at least <u>once a month</u> to conduct a snapshot during foundational skills instruction. Grades 3-5 ● One administrator will visit every 3rd-5th ELA classroom at least once a month to conduct a snapshot using the writing snapshot rubric ● Once a year the School Advancement Committee will visit every 3rd-5th ELA classroom to conduct a snapshot using the writing snapshot rubric
Middle of the Year Monitoring Results/Areas for improvement:	
End of the Year Results:	

Goal #2
 Math
 Grades 3-5

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the LEAP 2025 in the reporting category of Major Content Sub-category, will increase by 2 percentage points each year as follows:

- Third Grade Subcategory: Solve problems with Any Operation- 3. OA.D.8, LEAP.I.3.2, LEAP.I.3.3
- Fourth Grade Subcategory: Solve Multi-Step Problems: 4.OA.A.3, 4.NBT.B.5, 4.NBT.B.6, LEAP.I.4.2,
- Fifth Grade Subcategory: Solve Fraction Problems: 5.NF.B.3, 5.NF.A.2, 5.NF.B.4, 5.NF.B.6, 5.NF.B.7

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3rd	33% strong	35% strong	37% strong	39% strong
4th	44% strong	46% strong	48% strong	50% strong
5th	39% strong	41% strong	43% strong	45% strong

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<p>Instructional Focus: Grades 1-3</p> <p>We will leverage coherence within major content of single and multi-step word problems to address student progression toward mastery of fluently solving word problems of the grade level.</p> <p>Grades 4-5</p> <p>Problem Solving Fractions Measurement Place Value Rational Numbers Expressions, Equations and Inequalities, Proportional Relationships Ratio and Rate</p> <p>Math Content Leader Module Topic Major Content (Focus would be related to specific subcategory/subcategories identified in Reporting Category above.)</p> <p>Sessions within Content Leader Modules (Module/Topic would be related to identified subcategory/subcategories):</p> <ul style="list-style-type: none">· Deepening Math Content Knowledge for Effective Instruction Session· Exploring Coherence in the Louisiana Student Standards for Mathematics Session	<p>Resources needed:</p> <ul style="list-style-type: none">● Great Minds● Eureka Equip● Eureka InSync● Affirm/Edulastic● Guaranteed Curriculum/Google Classrooms/District Resources● Louisiana Believes Planning Documents● manipulatives● Newline TVs● Chromebooks	<p><u>Team Reflection:</u></p>
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Parent and Family Engagement Activity:	Resources needed:	Number of Participants:
<p>Grade 1-3</p> <ul style="list-style-type: none"> ● Curriculum Based Parental Support Letters to support at-home learning ● Math Learning tutorial on website to assist parents in strategies/models presented during instruction ● LDOE Parent Support Information ● Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics <p>Grade 4-5</p> <ul style="list-style-type: none"> ● Math Learning tutorial on website assist parents in understanding the importance of precise mathematical language, and how they could support at home to develop mathematical communication. ● Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing major content ● Send home LDOE Parent Support information ● Curriculum Based Parental Support Letters to support at-home learning 	<ul style="list-style-type: none"> ● Great Minds ● Eureka Equip ● Eureka InSync ● Affirm/Edulastic ● Guaranteed Curriculum/Google Classrooms/District Resources ● Louisiana Believes Planning Documents ● manipulatives ● Newline TVs ● Chromebooks ● Teachers, Coaches, and staff to present information 	<p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>

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	Resources needed:	<u>Feedback from Teachers:</u>
<p>Professional Development: 1-3</p> <p>Professional Development Opportunities- supporting specific sub-category/domain needs:</p> <ul style="list-style-type: none">● Coherence/Progression of Learning Standards within identified domain/subcategory● Problem Situation Representations (Fluency with strategies applied in situations)● Fractions as Numbers on the Number line● Measurement/Estimation Tasks <p>Grades 4-5</p> <p>Training on Assessment Guidance</p> <ul style="list-style-type: none">● Utilizing High Quality Common Assessments● Supports in rubric scoring and matching achievement scales● Progress Monitoring <p>Training on Purposeful Planning</p> <ul style="list-style-type: none">● Annotating lessons and resources● Integrating Targeted Remediation with Progress Monitoring <p>Training on High Quality Instruction</p> <ul style="list-style-type: none">○ Facilitating and Orchestrating Productive Mathematical Discussions○ Four Strategies for Highly Effective Instruction <p>Training on use of Tier 1 Curricular Resources</p> <ul style="list-style-type: none">· Math Content Leader Modules (1 – 5)-Correlate to	<p>Substitutes</p>	

Major Content subcategory

- Session 3: Represent and Solve Word Problems Involving Addition and Subtraction
- Session 4: Multiplication and Division of Whole Numbers and Word Problem Types
- Session 5: Number and Operations in Base Ten: **Place Value** and Fluency
- Session 6: Number and Operations – Fractions: **Understanding Fractions**
- Session 7: Number and Operations – Fractions: **Operations with Fractions**
- Math Content Leader Modules (**6-HS**)-Correlate to Major Content Subcategory

- Session 3: Using Multiplicative Thinking to Reason about **Ratio and Rate**

- Session 4: Extending Proportional Reasoning to **Functions**

- Session 5: Extending **Operations with Rational Numbers**

- Session 6: Recognizing and Generating Equivalent **Expressions**

- Session 7: **Equations and Inequalities** as Tools to Solve Problems

Follow Up and Support:

Grades 1-3

- Math Content Leaders model lessons focusing on specific domain/module within content leader sessions connected to subcategory identified as a need area
- PLCs will focus on planning for student tracking toward progress of identified standards within the sub-category needs area
- Curriculum Specialist provides specific PD based on goal identified/follow up support
- Curriculum Specialist support to Content Leaders & Math Instructional Coach Support

Instructional Coach- Model lessons supporting identified area of need within subcategory/domain performance while classroom teacher identifies the specific “look-fors” within the lesson(s) modeled to focus the debrief conversation.

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<p>Grades 4-5</p> <ul style="list-style-type: none"> • Math Content Leader Module Support and Training • Model lessons (Instructional Strategies and pedagogy) focusing on specific domain/module within content leader sessions connected to identified Major Content subcategory • Purposeful planning for student tracking toward progress of identified standards within the sub-category needs area • Analyzing assessments, feedback and next steps, walk through and look for 	
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Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X														

Monitoring and Evaluating	
<p>Assessments : Grades 1-3</p> <p>EOY: LEAP 2025</p> <ul style="list-style-type: none"> • 3rd Grade Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and district/teacher created unit assessments • K-2nd Progress Monitoring: District Readiness and Benchmark Assessments • Interim LEAP 360 Reports 	<p>Observations: Grades 1-3</p> <p>One administrator will visit every K-2/3rd math classroom at least once a month to conduct a snapshot using “math Look fors checklist”</p> <p>Grades 4-5</p> <p>One administrator will visit every 4th-8th Math classroom at least once a month to conduct a snapshot using the “math Look fors checklist”</p>

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- Diagnostic Assessment Reports- identified standards/tracking Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks

Grades 4-5

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and district/teacher created unit assessments
- Interim LEAP 360 Reports
- Equip Diagnostic Assessment Reports- identified standards/tracking
- IReady Diagnostic Assessment Reports
- Assessment Data- Topic/Lesson Quizzes, Mid- and End-of Unit Assessment Tasks, Performance Reports generated from Edulastic/Affirm

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

Goal #3

From Spring 2021 to Spring 2024, the number of students in each grade achieving Strong (Mastery or Above) on the LEAP 2025 in Social Studies for each cohort of students will increase by 4 students each year as follows:

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Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3rd	5	9	13	17
4th	13	17	21	25
5th	22	26	30	34

Instructional Focus:

- Inquiry-based instruction
- Students developing and supporting claims through writing and speaking

Resources needed:

- LA State Standards
- Google Docs
- Leveled Readers
- Writing Revolution
- Curriculum Specialists

Team Reflection:

Parent and Family Engagement Activity:

- Understanding the shifts in social studies instruction
- Social Studies Virtual Event: Understanding the Importance of Critical Thinking in Order to Build an Informed Opinion

Resources needed:

- Google Classroom Virtual Presentation
- Internet/Website

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Professional Development:

Priority 1:

Resources needed:

Feedback from Teachers:

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<ul style="list-style-type: none"> ● The “Why”: Shifts in social studies instruction to inquiry based learning ● High Quality Curriculum: Social Studies Instructional Pathway, Scope and Sequence, embedded unit resources <p>Priority 2:</p> <ul style="list-style-type: none"> ● Pedagogy: Deep Dive into specific unit Social Studies Instructional Pathway and unit compelling question ● Pedagogy: Planning for Inquiry-based Instruction ● Supports: Embedding scaffolds that support reading, writing, and speaking about complex text; creating anchor charts & student work displays to support student achievement <p>Priority 3:</p> <ul style="list-style-type: none"> ● Assessment and Feedback: assessment building, actionable feedback on assessments, grading tools 	<ul style="list-style-type: none"> ● Curriculum Specialist ● Scope & Sequence ● Google Classroom ● Anchor Charts Chart Paper Markers ● Technology ● PLCs ● Achieve 3000 ● LDOE Resources
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● PLC focusing on planning for the use of inquiry/based instruction and claim development. ● Curriculum specialist to model lessons. 	

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X														

Monitoring and Evaluating	
<p>Assessments:</p> <ul style="list-style-type: none"> ● EOY LEAP 2025 	<p>Observations:</p> <ul style="list-style-type: none"> ● Administrators will monitor PLC’s to monitor claim development.

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- Progress monitoring - District developed benchmark assessments.
- Student proficiency on teacher created unit assessments.

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

DISCIPLINE

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of- school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*

Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by .5% points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	% Goal	% Goal	% Goal
9.6	9.1%	8.6%	8.1%

Tier 1 (School wide):

- classroom management plan
- PD for all
- adheres to district PBIS
- weekly social skills lessons
- development of classroom culture

Tier 2 (Targeted Prevention):

- conversations are focused and data driven
- student specific reinforcement system
- Peer Based Supports
- Behavior Contracts

Resources needed:

- classroom management plan
- weekly social/emotional learning on Google Classroom
- PBIS/incentives
- supportive counseling not

Team Reflection:

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<ul style="list-style-type: none"> ● Mental Health Counseling Services Individual and Group ● Classroom Groups ● Small group counseling groups ● Check in/Check out 	<p>occurring on a regular basis</p> <ul style="list-style-type: none"> ● classroom guidance lessons ● MHP 	
<p>Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● daily explicit social skill instruction ● FBA and BIP ● Safety Plan ● crisis plan ● MHP individual and small group 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Informational CHAMPO pamphlet will be sent home and posted on school website 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Paper for copies ● ink 	<p><u>Participation Outcome:</u></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Adult SEL for all staff-five core competencies including self-awareness, self-management, social awareness, relationships skills, responsible decision-making ● Adult Wellness-Self Care ● Conscious discipline ● Understanding the impact of Trauma-Teaching from a trauma informed lens-ACES ● Stress management ● Classroom Management Plan 	<p>Resources needed:</p> <p>Behavior Coach and para</p>	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p>		

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- Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan
- Every nine weeks survey the school climate and provide follow up and support to the areas most in need.
- Classroom Observations-Proactive Classroom Management plans
- Coaching
- Weekly team staffing

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X														

Data used to Monitor and Evaluate Goal:

Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others.

School Climate: student and teacher feedback, focus groups, class observation, non-instructional space observation, meeting minutes, 1:1 discussions, surveys.

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

STUDENTS WITH EXCEPTIONALITIES

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- *Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

Goal #2 (SWE):

From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by ___ points each year as follows:

2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS

***We do not have this data yet, but can still implement these strategies with our SWE students.**

Describe policies and practices to identify disabilities early and accurately:

- Dibels and BOY benchmark and readiness data
- TAT/SBLC

Team Reflection:

Describe structures to increase collaboration amongst general and special education teachers:

- PLC
- Grade group collaboration meetings

Team Reflection:

Supports and Strategies in Tier 1 (Core Instruction):

- IRLA, guidebooks, unique learning and new2 you (moderate, severe, RNC), amplify reading, writing revolution, achieve 300, Eureka math, Eureka in sync, Eureka Equip, Eureka Affirm, Reflex math, Gizmos

Resources needed:

- GB -Diverse Learners Guide/ Supports Flow Chart
- ReadyGen – Scaffolded Strategies Handbook
- Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic
- District Resources within Moodle/Google Classrooms
- Louisiana Believes State Planning

Team Reflection:

Supports and Strategies in Tier 2 (Targeted Prevention):

- (Targeted prevention) Amplify instruction RLA, guidebooks, unique learning and new2 you (moderate, severe, RNC), amplify reading, writing revolution, achieve 300, Eureka math, Eureka in sync, Eureka Equip, Eureka Affirm, Reflex math, Gizmos, Zearn, S.P.I.R.E.(pilots), Project read (small group), Fast Forward, Guidebooks support

Supports and Strategies in Tier 3 (Intensive Individual):

- (Intensive individual) Amplify instruction, IRLA, project read (small group), PCI (moderate, severe, RNC) Achieve 3000 (personalized

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<p>learning path), SRA (only with IEP), Eureka Equip. Zearn (small group), reflex math</p>	<p>Documents and Resources</p> <ul style="list-style-type: none"> ● Discovery Education ● STPPS Writing Revolution Google Classroom/The Writing Revolution book and website ● Springboard ● Louisiana Math and ELA Content Leader ● Read and Write/Equations ● Actively Learn – Social Studies 	
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● A Power Point will be posted on the school website discussing interventions and how to help their child at home. 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● District curriculum resources ● coaches 	<p><u>Participation Outcome:</u></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● ELA/Math Content Leader ● Using the writing rubric and the modified writing rubric ● Lesson planning, unit planning for guidebooks ● Eureka Math, in sync, Affirm, Equip ● Reflex math ● Dibels ● IRLA ● Achieve 3000 ● Monthly SWE consultants meeting ● Project Read ● Writing Revolution overview 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Substitutes ● Coaches ● Student licenses for Achieve 3000 ● Project Read training ● Writing revolution training 	<p><u>Feedback from Teachers:</u></p>

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<ul style="list-style-type: none"> ● Amplify 																																	
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Leadership team ● ELA and Math content leader module support and training ● Model lessons ● Purposeful planning for student tracking toward progress of identified standards and/or IEP goals ● Analyzing assessments, feedback and next steps ● Walk through and Look fors 																																	
<p>Budgets used to support this activity:</p> <table border="1"> <thead> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td align="center">X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	X														
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X																																	
<p>Data used to Evaluate Goal: Benchmark assessments, LEAP 2025, End of unit assessments</p>																																	
<p>Middle of the Year Monitoring Results/Areas for Improvement:</p>																																	
<p>End of the Year Results:</p>																																	

ENGLISH LEARNERS

- Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.
- Consider verbally interpreting: 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, meetings; etc.

Goal #3 (English Learners):

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)

Supports and Strategies in Tier 1 (Core Instruction):

The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards.

Resources needed:

EL Outreach documents for families, i.e., Provide school information in parents' native language,

Team Reflection:

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<p>Grades 1-5: full English language immersion with push-in support</p>	<p>Robocalls, and Summer Learning Brochure</p>													
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● Fast ForWord/Reading Assistant ● IRLA (supplement to core classroom instruction) ● Achieve 3000 														
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Project Read ● IRLA (supplement to core classroom instruction) 														
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● LEAP presentations (emphasizing how EL parents can help prepare their children for statewide testing) ● Additional resources to supplement learning at home ● Robo calls in different languages 	<p>Resources needed:</p> <p>EL Outreach documents for families, i.e., Provide school information in parents’ native language, Robocalls, and Summer Learning Brochure</p>	<p><u>Participation Outcome:</u></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>												
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Identification of ELs and language proficiency levels Differentiating instruction ● Modifying curriculum to be more accessible to EL students ● Understanding and using LEP accommodations effectively ● SBLC considerations for English language learners (environmental, language and cultural) 	<p>Resources needed:</p> <p>EL Outreach documents for families, i.e., Provide school information in parents’ native language, Robocalls, and Summer Learning Brochure</p>	<p><u>Feedback from Teachers:</u></p>												
<p>Follow Up and Support: EL Outreach documents for families, i.e., Provide school information in parents’ native language, Robocalls, and Summer Learning Brochure</p>														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x														

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Data used to Evaluate Goal: ELPT test each Spring

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:

- 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
- Robocalls
- 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

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:

- Teacher/ parent meetings
- Monthly PTA Board meeting and general membership meetings
- IEP, IAP meetings
- Monthly communication through School Newsletter
- Community business partnership through PTA

Resources Needed to Support Parent and Family Engagement:

Colored and white paper for flyers, agendas, printer ink, postage, general office supplies

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x														

Team Reflection:

5. INTERVENTIONS FOR AT-RISK STUDENTS

Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:

- Use the beginning of the year literacy screeners to determine student levels, i.e. DIBELS, IRLA, and SLTs. For grades 1-5, appropriate reading interventions will be progress monitored by using DIBELS 8th every two weeks for well below benchmark (intensive); every 4 weeks for below benchmark (strategic) students, and once a nine weeks for on level and higher students.
- For math, teachers will use the beginning and mid-year assessments to help build appropriate interventions. Eureka Pre-module assessments will determine areas of unfinished learning and interventions will be implemented using Eureka Equip resources. Weekly assessments and End of Module tests will monitor student growth.

Describe how the school ensures that interventions do not replace core instruction:

- Each grade has a set intervention time during the day for both math and ELA to work with at-risk students on their independent level.

Interventions/programs available for students in need (include grade levels and skills addressed):

- IRLA-is a resource that levels a student’s reading ability at their independent reading level. Students work to build their skills independently, in small groups, and one on one with the teacher.
- Project Read - curriculum equips educators with targeted multisensory strategies and kinesthetic/tactile activities with a focus on phonics, reading comprehension, written expression.
- Amplify-personalized learning program for grades K-5 with captivating storylines to engage students in powerful reading instruction and practice; providing specific support for the child's individual needs.
- Eureka Equip-digital resources helps teachers identify and address gaps in knowledge so students can engage in grade-level content.
- 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.
- MHP – Mental health provider providing behavioral interventions to support student academic success

Describe the process for ensuring progress monitoring is carried out and results are monitored:

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- For grades 1-5, appropriate reading interventions, according to the Triad of Instruction, will be progress monitored by using DIBELS 8th every two weeks for well below benchmark (intensive); every 4 weeks for below benchmark (strategic) students, and once a nine weeks for on level and higher students. 4th and 5th grade students will be monitored by their Achieve data through weekly reports.
- In math, interventions will be determined based on student needs, according to the Triad of Instruction. Progress monitoring will be based on weekly and end of module assessments; as well as the reports from Reflex Math and IRP3 data.

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x														

Resources Needed to Support Interventions: tutors, IRLA toolkits, Chromebooks, IRLA libraries and kits, project read materials, Eureka Equip resources Fast Forward, Reflex Math, Achieve 3000 licenses

Middle of the Year Monitoring Results:

End of the Year Results:

6. SUPPORT AND EXTENDED LEARNING

Support and extended learning opportunities within the school day (field trips, art, music, etc.)

- Accelerated Classes, Kids-In-Transition, P.E., Art, Music, 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 an 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.
- Chorus
- Violin
- Talented art and theater

Resources needed:

- PE Equipment
- LEP program materials
- Music materials and equipment

Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.):

- 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.
- 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 75.
- 4-H- empowers youth with the skills to lead for a lifetime. 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.

Resources needed:

- Tutor for KIT program
- Stipends for KIT program
- paper for copies
- School supplies
- behavior support materials i.e. books, incentives.

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<ul style="list-style-type: none"> BETA Club- academic honors program with a strong emphasis on leadership and community service. 														
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x														
List programs that need to be evaluated and what data will be used to monitor and evaluate: <ul style="list-style-type: none"> Exit tickets will be used for monitoring and evaluating. KIT will be monitored by weekly grades and report cards. 21st Century will have a parent survey at the end of the program. 														
Middle of the Year Monitoring Results/Areas for Improvement:														
End of the Year Results:														

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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>Services Provided by Mental Health Provider(s):</p> <ul style="list-style-type: none"> Mental Health Provider Services: 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>Resources needed:</p> <ul style="list-style-type: none"> coping materials instructional supplies special incentives
<p>Services Provided by Counselor(s):</p> <ul style="list-style-type: none"> Provides small group social skills and lessons Individual counseling Monitors check in/check out Teaches internet safety 	<p>Resources needed:</p> <ul style="list-style-type: none"> coping materials instructional supplies special incentives internet/software

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● Positive Behavior Interventions and Supports (PBIS)															
Budgets used to support this activity:															
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	
x															
Team Reflection:															

8. TRANSITION ACTIVITIES

Describe school-wide transition activities including those for Students with Exceptionalities, such as:

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

<p>Transition Activities for Students: Incoming Students - In the spring of each school year, Riverside holds an open house for new prospective first graders from Little Pearl Elementary 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. 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>Resources needed:</p> <ul style="list-style-type: none"> ● Snack supplies ● paper for flyers ● copier ● bus for Creekside tour ● stamps ● envelopes
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Meet and greet and school tours 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Snack supplies ● paper for flyers ● copier ● stamps ● envelopes

Participation Results:

Feedback from Parents/Families:

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Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x														

9. PROFESSIONAL LEARNING COMMUNITIES

PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:

- analyze student data to plan for individual lessons with embedded supports to address unfinished learning and
- plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.

Describe the structure/make-up of your PLC groups:

- 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 SWE teacher. 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.

Resources needed:

- Substitutes
- Curriculum Specialists
- Coaches
- copies
- Newline boards
- Chromebooks

Describe the format of your PLC groups (When? How often? How long?):

PLC's will be every week on Wednesday for one hour. Each grade level will come together at their designated time. 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.

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x														

Middle of the Year Reflection/Areas for Improvement:

End of the Year Feedback from Teachers:

Areas for Improvement:

10. OTHER PROFESSIONAL DEVELOPMENT

High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction

Other Professional Development:

- Summer Institute Teacher Leader professional development
- District supported professional development opportunities (Project Read, Burst, DIBELS, Guidebooks, Eureka Equip, Eureka Affirm etc.)
- Curriculum specialists' visits
- Technology Resource Teacher (TRT) provides professional development in needed areas.
- Teachers of SWD and English Learners receive professional development on a district level, as opportunities are available.
- SWE teachers also have curriculum specialists support with scaffolding curriculum and have opportunities to visit other SWE teachers to build support systems.
- Virtual PD

Resources needed:

- Substitutes
- technology
- Coaches
- Curriculum
- Stipends for PD outside of school hours
- PD presenters

Describe how the Instructional Coach will support your school (if applicable):

- Full time ELA Instructional Coach provides professional development for teachers in grades 1-5 supporting the reading curriculum, Guidebooks and the writing program, Writing Revolution.
- Part time math coach will provide professional development on Eureka programs for grades 1-5.

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x														

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

11. SCHOOL ADVANCEMENT PLANNING

Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):

The school will do an informational ZOOM meeting that will be held in October and a Power Point along with a link to the SAP will be on the school website. We will collect attendance through the use of an exit ticket. We will provide more information and get parent feedback when we have Parent/ Family Engagement activities.

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

The evaluation results of the SAP are reported to the school’s stakeholders in late May 2022 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 2022-2023 school year. The results will also be posted on the school website

Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:

The SAP 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 the 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.

2021-2024 Committee Members

School-wide Planning Committee

Responsible for the developing, monitoring, revising, and evaluating

Members Include:

- Administrator: Donna Jones
- Administrator: Claire Folse
- Teacher: Kelly Whitehead (TRT)
- Teacher: Shannon Coble
- Teacher:
- Parent/Family: Katie Hill
- Parent/Family:
- Community Member: Aurora Miley
- Student: Preston Garrett

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- Administrator: Donna Jones
- Administrator: Claire Folse
- Teacher: Kelly Whitehead
- Teacher: Shannon Coble
- Teacher:
- Parent/Family: Katie Hill
- Parent/Family:

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DISTRICT ASSURANCES

- I certify that this school-wide 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 school-wide 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.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date