Riverside Elementary School 0871

Greater Clark County Schools
BRIDGING EXCELLENCE & OPPORTUNITIES

PL 221 PLAN

2016-2019 SCHOOL YEAR

Submitted: Fall, 2016

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Executive Summary

School and Community Description

Riverside Elementary School is a Pre-K-5 public education facility. Riverside Elementary is one of 12 elementary schools under the jurisdiction of the Greater Clark County School Corporation. The corporation has three middle schools and three high schools strategically located to serve a geographically and ethnically diverse community.

The Greater Clark County School Corporation is situated in southern Indiana; its southern border is the Ohio River and across the river is the city of Louisville, Kentucky. The community is an area of mixed income with 58% (Aug. 2016) of the students receiving free or reduced lunch. The Riverside community is comprised of single family dwellings and several apartment complexes.

Riverside provides a kind and caring staff and school environment. Our objective is to help our students become productive, responsible citizens.

Key Student Demographic

The Aug. 2016 population of Riverside Elementary School is 503 students in Grades Pre-K-5. Our current population is 16% African American, 7% Hispanic, 1% Asian and/or American Indian, 61% White/Non Hispanic, and 13% Multiracial.

 In 2006-2007 Riverside Elementary began using its new facility. The larger building allowed for a partial redistricting in the corporation for the 07-08 school year, accounting for an increase of approximately 100 students, as well as new programs for students with severe disabilities, emotional handicaps, and hearing impairments. Two special needs preschool classes were also added, offering both morning and afternoon programs. Beginning in Fall, 2014, we dropped to just one special needs preschool, offering a morning and an afternoon class.

Currently, 58% of the students receive free and reduced lunch.
This is an 16% increase from Fall 2004.

Fall 2015 56% free and reduced lunch.
Fall 2014 56% free and reduced lunch
Fall 2013 60% free and reduced lunch
Fall 2012 61% free and reduced lunch
Fall 2009 59% free and reduced lunch
Fall 2007 49% free and reduced lunch
Fall 2004 42% free and reduced lunch

School Learning Climate

Parent Participation

Riverside has an active PAC (Parent Advisory Council). The PAC sponsors a back to school picnic in the fall and a spring festival. They meet on a monthly basis to develop supports for students and staff. PAC serves as the conduit for improvement of the schoolwide plan to support academics. Other activities offered for parents to become involved are: field trips, 2 family nights, a talent show, and Camp Kindergarten. Parents are given the option of coming during the school day to eat lunch with their child. Many opportunities are given to volunteer in the school.

All students utilize an orange communication folder on a regular basis as well as a student planner. Teachers utilize weekly newsletters, blogs and class dojo to keep parents informed. The school newsletter is published on a monthly basis and parents have access to student grades on Powerschool.

A parent compact outlining each student's growth is completed with parents during parent-teacher conferences. Parent participation at Fall 2016 orientation was 79%. Parents are informed throughout the year if it is necessary for their student to receive Tier 2 or 3 academic intervention.

Attendance
Attendance rate for 2008 - 96.20%.
Attendance rate in Nov. 2010 - 96.71%.
Attendance rate in May 2012 - 96.5 %.
Attendance rate in May 2013 – 96.8 %.
Attendance rate in May 2014 – 96.7%
Attendance rate for 15-16 year- 96%

In 2013-2014, our mobility rate was 39%. 78 new students enrolled during the year, and 62 students withdrew. In 2015-16, 58 new students enrolled during the year, and 37 students withdrew.

Cultural Competency
Riverside School strives to create a culturally sensitive environment where all students can succeed. Our mission, vision and belief statements support a nurturing environment where all students feel safe and respected, and provide all children a challenging curriculum in both academic and social skills. Specific subgroup challenges for Riverside are addressed in our

content benchmark goals, which are implemented through IMPACT and individualized instruction on a daily basis.

Safe and Orderly Environment (PRIDE)

Students in Greater Clark County Schools receive a grade on their quarterly report cards for responsible behaviors. Grades range from 0-2. During the 2015-16 school year students receiving a 2 on their PRIDE grade in quarter 4 totaled approximately 50% at 237. The number of students receiving a 1 on their final PRIDE grade was 186.

23% of our students in grade 5 earned the work ethic certificate for behaviors and citizenship. This was the first year of full implementation.

A Tier 1 behavior intervention system is in place school-wide. Students earn behavior bucks for good behavior and team bucks in common areas. Tier 2 and 3 students have intervention plans in place. Often students receive a behavior plan once the teacher notices chronic behaviors. The requirement is when a student reaches 4 referrals to put a plan in place, however, often students have a plan before they reach that number. Students with 4 or more referrals have a more extensive plan put in place through the functional behavior assessment process. In 2015-16, 153 behaviors were referred for office intervention. 16 students had a Tier 2 plan in place and all 16 showed growth. 3 of these students returned to Tier 1 status. 10 students had a Tier 3 plan and all 10 showed growth over the 2015-16 school year.

Transition Support

Students in Preschool at Riverside are exposed to the same academic strategies as student in grades K-5 and participate in school-wide activities. In the Spring a Camp Kindergarten is provided to assist in the transition. All area preschools are notified and invited to attend to help facilitate a smooth transition. IEP's for special needs students transitioning to kindergarten from Head Start are communicated.

Transition from fifth to sixth grade is facilitated through counselor visits to the elementary and a field trip to the middle school in late winter. For special needs students in 5th grade, transitional conferences are held with both elementary and middle school teacher participation.

Technology

Greater Clark is using technology to create authentic learning experiences and to empower all learners to take ownership of their learning. Teachers and students leverage tools like interactive whiteboards, ActivInspire, HP Chromebooks, Google Classroom, Google Apps for Education, online textbooks, Symbaloo, IXL, EasyTech, Remind, Class Dojo and more in partnership with our goal clarity curriculum maps to support student learning. All technology integration and professional development is incorporated inside of our Numeracy, Literacy, and College and Career Readiness frameworks.

All classrooms at Riverside utilize interactive whiteboards and document cameras. Each classroom is equipped with 2 student computers. Students in grades 3-5 all have chromebooks. Riverside Elementary has 2 computer labs. Technology curriculum is offered as a part of our special area rotation.

Curriculum and Instruction

GCCS curriculum is aligned with state standards. Curriculum information is located in the main office as well as on the Greater Clark County Website. All certified staff has been trained and using the Greater Clark Pacing Guide for their grade level. Elementary teachers in grades K-5 have pacing guides for: Language Arts, Math, Science, and Social Studies which are aligned to the 2014 Indiana College and Career Standards and curriculum maps. Performance data linked to the maps is routinely reviewed to guide process for improving instruction and aligning the formative-assessment process. Curriculum development occurs in the following areas:

Language Arts
Mathematics
Science/Health
Social Studies
Library Media Skills
Music
Art
Physical Education
Technology Education

In order to understand the level of implementation of key programs and strategies, implementation data are collected and analyzed as evidenced by observations, walk-throughs, collaboration, and student work samples. Students failing ISTEP+ participate in remediation during the school day, after school programs and/or intersession. Supplemental programs are monitored and evaluated with assessments. Student grades and report cards are aligned with Indiana Academic Standards and ISTEP+ as evidenced by correlations of student grades with scores on ISTEP+. The interventions that will address critical areas will include: full-day kindergarten, tiered small group instruction (IMPACT Groups), extended school year (Intercessions), the use of class-size reductions teachers, and after school programming run by Communities in Schools.

As a focus of curriculum and instruction, Riverside Elementary School uses the Literacy Framework which includes the five components of reading, phonemic awareness, phonics, vocabulary, reading comprehension, and fluency as the primary means of teaching reading/language arts. The McGraw-Hill Reading Wonders series was adopted in Spring 2013 for use beginning the 2013-2014 school year. The McGraw Hill website, ConnectED, offers a wealth of online resources. We continue to implement the Houghton Mifflin Math series. We have embedded math into our special area classes. Students now attend Media Center/Technology, Math, Music and Movement, Math, Art, and Movement on a three-week rotating basis. Teachers implement a daily writing block, utilizing mini-lessons and graphic organizers. In addition, our students study science, social studies, and technology.

All K-5 students participate in a 30-minute reading IMPACT session daily for enrichment or intervention, in addition to the basic 90-minute reading block. Students are pulled out as necessary and as required by their IEPs for smaller group and individualized instruction in reading/language arts and math. Special needs students receive services through the practice of inclusion for social studies and science. About 15 of our fourth grade students receive an additional 90 minutes of reading instruction in the Read 180 program.

Titles and Descriptions of Assessment Instruments

ELA Reading/Writing:

Writing Benchmark Assessments – These assessments focus on Indiana College and Career State Standards. They provide students with exposure to writing prompts in specific genres. Teachers score the writing assessments with the
Indiana Writing Rubric (Gr. 2-5) and a 6 Traits Writing Rubric (Gr. K-1).
Kdg. – Gr. 5 teachers administer, score and analyze Writing Assessments four times per year.

Aimsweb - Gr. K -1 teachers administer Aimsweb Literacy screening 3 times per year. Students who score red/yellow on Aimsweb Reading screening will be progress monitored using Aimsweb every two weeks.

STAR - Gr 2-5 teachers will administer STAR Reading screening 3 times per year. Students who score red/yellow on STAR Reading screening will be progress monitored using STAR Reading every two weeks.

Running Records - (K-2) Teachers will administer running records using McGraw Hill benchmark and progress monitoring materials or other similar materials to determine a guided reading level for those students. Students will be progress monitored using running records at least monthly.

Common Quarterly Assessments – Grades K-5 teachers utilize CQA assessments aligned to standards and a corporation prescribed pacing of skills/standards on a biweekly basis to assess ELA standards taught. Students not meeting mastery level on the CQA and Learning Check assessments will be remediated in small group and given the opportunity to retake assessments following remediation.

Math:

Aimsweb - Gr. K -1 teachers administer Aimsweb Math screening 3 times per year. Students who score red/yellow on Aimsweb Math screening will be progress monitored using Aimsweb every two weeks.

STAR - Gr 2-5 teachers will administer STAR Math screening 3 times per year. Students who score red/yellow on STAR Reading screening will be progress monitored using STAR Math every two weeks.

Technology:
21st Century Skills - Grade 5 teachers administer and analyze technology skills results at the end of each school year.

Riverside Mission, Vision, and Beliefs

Riverside Elementary School's Mission –

The mission of Riverside Elementary School is to promote a safe, appropriate, and nurturing learning environment which provides all students a secure foundation of knowledge and develops a love of learning. Riverside students experience success and achieve their highest potential with the support of teachers, parents, and the community. (Adapted Spring, 2011)

Riverside Elementary School's Vision –

Preparing Students Today for Success Tomorrow

Riverside Elementary School's Beliefs –

We believe that Riverside School
- Is the primary agency for serving the educational needs of elementary children in its district
- Must provide curricula based on the expectation of high student achievement and relevance to the needs of all students within the school system
- Is a "community of educators" which includes staff, parents, community agencies, and students
- Operates most effectively in a positive atmosphere of trust and cooperation
- Provides a safe learning environment for students and staff
- Provides skills needed for life-long learning
- Provides the framework for developing the qualities of successful citizenship

Riverside Elementary School's Student Pledge –

As a respectful student of Riverside School, I accept the responsibility of working toward my education in cooperation with others to be the best I can be.

Riverside Elementary School's Slogan –

Be the Best You Can Be at Riverside Elementary

Leadership Team

Jo Noltemeyer- School Administrative Manager
Cindy Shreve- Academic Improvement Coordinator
Erin Miller- Interventionist
Claire Coppage- 1st grade teacher
Grace Wallace- 3rd grade teacher
Holly Koch- 3rd grade teacher
Leah Bower- 4th grade teacher
Mickie Magnuson- 5th grade teacher

Staff - Certified and Non-certified, 2016-2017

Riverside Elementary School has one principal, 18 certified classroom teachers, a School Administrative Assistant/Instruction Consultation Team leader, a Title I coordinator/Academic Improvement Coordinator, a Reading Interventionist, 14 para-educators, and 2 speech and hearing clinicians. For the 2016-2017 school year, Riverside Elementary has 18 kindergarten through fifth grade classes, 2 half-day preschool classes, 2 severe-disabilities classes, and 1 emotional handicap self-contained class. Riverside also has 2 special needs coordinators with classrooms and 1 Deaf and Hard of Hearing program which support students both in and out of their classrooms. All core content area classes are taught by highly qualified teachers.

Schoolwide planning Participation

Teachers serve on academic committees for Reading, Math, Pedagogy and Technology. Professional development is guided by assessment results through these committees. Each leadership team member represents a grade level and chairs each of these committees. Through this system, all teachers are involved in improving student achievement through appropriate professional development.

Three-year Goals
2016-19

Goal 1: English/Language Arts

Goal: By Spring 2019 $\geq$ 84% of students in grades 3-5 will meet State Standard in ELA as measured by ISTEP+/ISTAR.

Goal: By Spring 2019 $\geq$ 90% of students in grades 3 will meet State Standard in Reading as measured by IREAD3.

Benchmarks:

By Spring 2017 80.2% of students in grades 3-5 will meet State Standard in ELA as measured by ISTEP+/ISTAR.
By Spring 2018 82% of students in grades 3-5 will meet State Standard in ELA as measured by ISTEP+/ISTAR.

By Spring of 2017 43% of our bottom 25% of students will achieve high growth in ELA as measured by the ISTEP+/ISTAR.
By Spring of 2017 40% of our top 75% of students will achieve high growth in ELA as measured by the ISTEP+/ISTAR.

Goal 2: Mathematics

Goal: By Spring 2019 $\geq$ 80% of students in grades 3-5 will meet State Standard in Mathematics as measured by ISTEP+/ISTAR.

Benchmarks:

By Spring 2017 $\geq$ 61% of students in grades 3-5 will meet State Standard in Mathematics as measured by ISTEP+/ISTAR.
By Spring 2018 $\geq$ 71% of students in grades 3-5 will meet State Standard in Mathematics as measured by ISTEP+/ISTAR.
By Spring 2019 $\geq$ 80% of students in grades 3-5 will meet State Standard in Mathematics as measured by ISTEP+/ISTAR.

By Spring of 2017 44.9% of our bottom 25% of students will achieve high growth in Math as measured by the ISTEP+/ISTAR.
By Spring of 2017 43% of our top 75% of students will achieve high growth in Math as measured by the ISTEP+/ISTAR.

Goal 3: College and Career (PRIDE)

By Spring 2019 $\geq$ 60% of students will have a PRIDE grade of 2.
By Spring 2017 $\geq$ 54% of students will have a PRIDE grade of 2.
By Spring 2018 $\geq$ 57% of students will have a PRIDE grade of 2.

Data Summary and Action Plan
Data Wise Action Plan

School: Riverside Elementary

Grade Level/Subject Area:
English Language Arts

Area of Focus:
Literacy

Data:

2016 ELA ISTEP+ Performance:

Gr. 3: 76.7%
Gr. 4: 80%
Gr. 5: 75.8%
Total: 77.6%

2017 ELA ISTEP+ Performance Goal:

Gr. 3: 80%
Gr. 4: 78.7%
Gr. 5: 82%
Total: 80.2% of students will pass or pass+ on the ISTEP.

2016 ELA STAR:
EOY 2015-16:
Gr. 2- 81% green
Gr. 3- 76% green
Gr. 4- 84% green
Gr. 5- 67% green
Total: 77% (217/281) of students grades 2-5 reading at grade level

BOY ELA 2016-17:
Gr. 2- 68% green
Gr. 3- 68% green
Gr. 4- 69% green
Gr. 5- 49% green
Total: 63.5% green

2017 ELA STAR Goal:

Gr. 2- 82% green
Gr. 3- 82% green
Gr. 4- 77% green
Gr. 5- 82% green
Total: 81% green

2016 ELA CQA Mastery:
Q1: 79.5%
Q2: 73.8%
Q3: 77.3%
Q4: 72.7%

2017 ELA CQA Mastery Goal:

Q1: 81%
Q2: 76%
Q3: 79%
Q4: 75%

What is the Learner-Centered Problem?

Through our recent study of the literacy framework, we have come to realize that our students have individual struggles as readers. In order for each to move forward in his or her reading and make significant gains, we must know what reading strategies each are using and what strategies need to be taught to move each individual student forward. These strategies need to be taught using text that is at each students' just right reading level within 100 points of their instructional reading zone.

What is the Problem of Practice?

The problem of practice lies in previously using a one size fits all model. We have taught blanket skills and concepts according to the standards, but these standards have not addressed individual reading needs critical to advancing reading levels.

What Instructional Strategy will be implemented to reach goal?

Teachers will utilize individual conferencing through the 90 minute reading block and IMPACT. Each student will have an individual conference bi-weekly where the teacher will take notes on specific strategies the student is utilizing and strategies each student needs to be taught to move forward as a reader.

Task (What specific tasks will you implement to reach goal?)	**When** (will you complete task?)	**Who** (will be responsible?)
DRA kits for grades 3-5 for use in progress monitoring	Order May 2016	Principal and AIC
A-Z Binders for progress monitoring	August 2016	AIC and interventionist
Running record training to analyze reading behaviors	Q1 and ongoing as needed	District literacy coach and AIC
Use st to model and have cross grade discussions reading behaviors	End of Q2- Dec 16	AIC and interventionist
Guided reading framework in place in all classrooms	Q1	AIC, Principal, Gr K-5 teachers

Teachers will develop a routine and structure within their day for conferencing.	End of Q1- Sept. 30	Teachers grades K-5 AIC reading coach
Teachers will employ the use of a conferencing form to take notes over student strategies	End of Q1- Sept 30	Teachers grades K-5
Teachers will be able to identify the reading strategies needed by each individual student and be able to identify and gather the resources needed to teach those strategies	End of Q2- Dec 16 End of Q2- Dec 16 End of Q2- Dec 16	Teachers grades K-5 AIC reading coach
All students will know their reading levels and establish a goal for improvement	End of Q2- Dec 16	Teachers K-5, AIC, interventionist, students
Students will be able to identify the strategies they are to be working on in their just right books to move forward as a reader	End of Q2- Dec 16	Teachers grades K-5, Students
Establish a guided reading library with book sets and inservice teachers on this as well as the Follett reading program to give teachers resources to choose just right books for students		AIC, Interventionist, Media Clerk
Walkthrough visits by teachers to see colleagues implementation of the literacy framework		Teachers, AIC

Data Summary and Action Plan

Data Wise Action Plan

School: Riverside Elementary

Grade Level/Subject Area:
Mathematics

Area of Focus:
Number Sense and
Problem Solving

Data

2016 Math ISTEP+ Performance

Gr. 3- 41.1%
Gr. 4- 58.7%
Gr. 5- 54.8%
Total: 51.4% students pass or pass+ on ISTEP+

2017 Math ISTEP+ Performance Goal:

Gr. 3- 63%
Gr. 4- 55%
Gr. 5- 64%
Total: 61% students pass or pass+ on ISTEP+

2015-16 Math EOY STAR:
Gr. 2- 85% green
Gr. 3- 87% green
Gr. 4-86% green
Gr. 5- 79% green
Total: 85% students green

2016-17 Math BOY STAR:
Gr. 2- 75% green
Gr. 3- 81% green
Gr. 4- 85% green
Gr. 5- 77% green
Total: 79.5% students green

2017 STAR Goal:
Gr. 2- 80% green
Gr. 3- 87% green
Gr. 4- 87% green
Gr. 5- 79% green
Total: 83% students green

2016 Math CQA Mastery:
Q1-80.3%
Q2- 87.5%
Q3- 80.7%
Q4- 80.2%

2017 Math CQA Mastery Goal:

Q1-81%
Q2- 88%
Q3- 82%
Q4- 82%

What is the Learner-Centered Problem?
Students don't have the strong foundation in conceptual understanding of number sense.
Students are not able to show stamina and attack skills for solving multi-step problems.

What is the Problem of Practice?
Teachers need to understand how to back map skills so that underlying number sense concepts are addressed.
We move on with teaching the standards too quickly without ensuring that students have a solid foundation.
Our balanced math practices need to be narrow and focused.
We don't focus on students explaining their reasoning and need to facilitate these discussions as a routine teaching strategy.

What Instructional Strategy will be implemented to reach goal?
We will narrow and focus our balanced math on key concepts.
We will develop our own understanding of how to teach number sense.
We will employ student discussion to ignite and explain thinking on a daily basis.

Task (What specific tasks will you implement to reach goal?)	**When** (will you complete task?)	**Who** (will be **responsible?**)
Cross grade level discussions to identify the subskills needed for each power standard- answering the question what skills do students need to know and be able to do in order to understand this concept	Q1 and Q2- by Dec 16	Building Leadership team and the Math Committee
A common language chart for Math Vocabulary words with substitution words will be developed so that students understand that subtraction may also be described as: decrease, less, how many more, etc	Q2- by Dec 16	Building Leadership team, Math committee and teachers grades K-5
Daily tasks involving the relevance of the daily math concept to the overall learning check goal will be employed to establish relevancy with concepts and real life problem solving rather than this being a practice	Q1, Q2 professional development- employed fully during 2nd semester	Teachers grades K-5

employed occasionally.		
Student conversations about math to drive the learning deeper will be a part of daily routine		
Math manipulatives will be employed as a part of developing number sense in grades K-2 on all standards where applicable	By the beginning of Q3- January, 2017	Teachers grades K-5
Teachers will study "Teaching Student-Centered Mathematics" by John Van de Walle with each math unit and use the applicable strategies to teach concepts	By the end of Q1- Sept 30 Each learning check throughout the year	Teachers grades K-2 Teachers grades K-2; 3-5 where applicable
Teachers will study the common core 8 mathematical practices ("Common Core Sense: Tapping the Power of the Mathematical Practices" by Moynihan) for increasing the depth of thinking in problem solving	Ongoing Q1-Q4	Building Leadership Team Teachers K-5

Data Summary and Action Plan

Data Wise Action Plan

School: Riverside Elementary

Grade Level/Subject Area:
PRIDE

Area of Focus:
Students with chronic behavior issues
Consistency of PBIS reinforcement

Data

2016 PRIDE Results:

Q1- 34
Q2- 64
Q3- 123
Q4- 153

2017 PRIDE Goal (Behavior Referrals):
Q1- <30
Q2- <60
Q3- <120
Q4- <150

What is the Learner-Centered Problem?
Chronic behavior issues occur with the same students.

What is the Problem of Practice?
We expect different behaviors without teaching and reinforcing new strategies for behavior. We try to change the child rather than changing the environment to be more supportive of the child.
Teachers need to understand the root of the problem causing the behavior and remediate using natural consequences as well as teaching the students replacement strategies. We need to see as adults how we are adding to the problem and how we can show acceptance over all students regardless of how they naturally interact with others.

What Instructional Strategy will be implemented to reach goal?
We will increase the consistency of reinforcing positive behaviors through the use of the PBIS system by enhancing the underlying idea/philosophy behind this system. We will cross reference SWISS and academic data to target frequency of behaviors and environmental changes that need to be made.

Task (What specific tasks will you implement to reach goal?)	When (will you complete task?)	Who (will be responsible?)
Regular monthly PBIS team meetings to identify the students having chronic behavior issues, targeting how often and time of day/day of week these behaviors are happening. We will employ teacher buddies to help make outside observations of the environment and what may be contributing to the behavior.	Monthly	Grade level teams, Principal, SAM
Targeted Social Skills classes taught to K, 3, 5 students with behavioral difficulties 2x per week	Weekly beginning Aug. 2016	Special area teachers, SAM
PRIDE skills taught to all students during special area with an emphasis on one of the PRIDE words per month	September, November, January, February, April	Special Area teachers
Teacher professional development to identify 'natural consequences' to teach, replacement strategies and reinforcement	Q2 and Q3	PBIS committee, BLT
Teachers will share and develop routines for how to utilize bucks	Q1	PBIS committee, BLT
Professional Development on changing the environment vs changing the child	Q3	PBIS committee, BLT

P.L. 221 Calendar
2016-2017
Greater Clark County Schools

Week	Professional Development	Group	Monitoring
	Quarterly Focus: is always Mastery		Who – How monitored How results are used
July 25-29, 2016	July 25 E-Learniing Conference July 26 Corporation Opening Day July 27 Building Level Professional Day	District District Principal	
August 1-6, 2016	Week One: Literacy Reading Framework GCW/Data Analysis	BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
August 8-12, 2016 STAR BOY; AIMSWEB; Text Reading	Week Two: Literacy Running Records; McGraw Hill; STAR analysis GCW/Data Analysis	AIC Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
August 15-19, 2016	Week Three: Math STAR analysis GCW Development GCW/Data Analysis	AIC Interventionist Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
August 22-26, 2016	Week Four: Pedagogy Self Evaluations; Balanced Math GCW/Data Analysis	BLT Principal/AIC Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
August 29-Sept. 2, 2016	Week One: PBIS Behavior IMPACT meetings; PD planning GCW/Data Analysis	BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
September 5-9, 2016	Week Two: Literacy GCW Development; Ac IMPACT; Prob of practice GCW/Data Analysis	AIC Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Sept. 12-16, 2016	Week Three:Literacy GCW Development; AC IMPACT; PBIS GCW/Data Analysis	AIC PBIS Team Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Sept. 19-23, 2016	Week Four: Pedagogy GCW Development; Corporation PD- lit framework GCW/Data Analysis	BLT Principal/AIC Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk

			Through MRF/Data Binders
Sept. 26-30, 2016	Week One: Literacy- Writing GCW Development GCW/Data Analysis	BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Oct. 3-14, 2016 **Fall Break** **Oct. 17-21, 2016**	Week Two: PBIS GCW Development; Relaunch 4 square; analyze CQA GCW/Data Analysis	BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Oct. 24-28, 2016	Week Three: Writing Continued GCW Development GCW/Data Analysis	BLT PBIS Team Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Oct. 31-Nov. 4, 2016	Week Four: Pedagogy GCW Development; Turn and Talk; Compacts GCW/Data Analysis	BLT Principal/AIC Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
Nov. 7-11, 2016	Week One: Math GCW Development; Conference period GCW/Data Analysis	BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Nov. 14-18, 2016	Week Two: Balanced Math GCW Development GCW/Data Analysis	BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Nov. 21-25, 2016 **Thanksgiving Break**	Week Three: Literacy GCW Development GCW/Data Analysis	AIC Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Nov. 28- Dec. 2, 2016	Week Four: Literacy GCW Development GCW/Data Analysis	BLT Principal/AIC Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
Dec. 5-9, 2016	Week One: Literacy GCW Development GCW/Data Analysis	BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Dec. 12-16, 2016 **Winter Break**	Week Two: Writing; CQA GCW Development GCW/Data Analysis	AIC Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Jan. 2-6, 2017	Week One: PBIS	AIC	MRF/Walk Through

	GCW Development GCW/Data Analysis	BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Jan. 9-13, 2017	Week Two : Reading GCW Development GCW/Data Analysis	BLT Principal/AIC Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
Jan. 16-20, 2017	Week Three: Math GCW Development GCW/Data Analysis	BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Jan. 23-27, 2017	Week Four: Pedagogy GCW Development GCW/Data Analysis	AIC Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Jan. 30-Feb. 3, 2017	Week One: PBIS GCW Development GCW/Data Analysis	AIC BLT Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Feb. 6-10, 2017	Week Two: Reading GCW Development GCW/Data Analysis	BLT Principal/AIC Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
Feb. 13-17, 2017	Week Three: Math GCW Development GCW/Data Analysis	BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Feb. 20-24, 2017	Week Four: Pedagogy GCW Development GCW/Data Analysis	AIC Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Feb. 27-Mar 3, 2017	Week One: PBIS GCW Development GCW/Data Analysis	AIC PBIS Team Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
Mar 6-10, 2017	Week Two: Reading GCW Development GCW/Data Analysis	BLT Principal/AIC Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
Mar 13-17, 2017	Week Three: Math	BLT	Lesson Plans

End of 3rd 9 wks **Spring Break**	GCW Development GCW/Data Analysis	Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders
April 3-7, 2017	Week One: PBIS GCW Development GCW/Data Analysis	AIC Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
April 10-14, 2017	Week Two: Reading GCW Development GCW/Data Analysis	AIC BLT Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
April 17-21, 2017	Week Three: Math GCW Development GCW/Data Analysis	BLT Principal/AIC Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
April 24-28, 2017	Week Four: Pedagogy GCW Development GCW/Data Analysis	BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
May 1-5, 2017	Week One: PBIS GCW Development GCW/Data Analysis	AIC Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
May 8-12, 2017	Week Two: Reading GCW Development GCW/Data Analysis	AIC PBIS Team Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
May 15-19, 2017	Week Three: Math GCW Development GCW/Data Analysis	BLT Principal/AIC Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
May 22-26, 2017	Week Four: EOY placement	BLT Principal/AIC Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
May 29-June 1, 2017	CQA analysis Cross grade planning meetings	BLT Principal/AIC	Lesson Plans/Walk Through

		Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders

No statutes and/or rules will be waived by Riverside Elementary School.

Fall, 2016
Year

Appendix
GCCS Literacy Framework

90 Minute Literacy Block (Kindergarten - 2)		
Time Guidelines	**Intent**	**Notes**
10-20 minutes	**Focused Mini Lesson**	Gradual Release of Responsibility- I do, we do, you do Intentional, explicit instruction on the Daily Learning Target Includes visual representation (Anchor Chart)
20 minutes	**Word Work** Kindergarten Focus on Foundation standards Grade 1 Build on foundations with emphasis on phonics & fluency Grade 2 Advanced Phonics, Fluency, Comprehension	Gradual Release of Responsibility- I do, we do, you do
20 minutes **Variables that may influence gaps: student needs, class size, amount of time in literacy block.**	**Guided Reading Group** Kindergarten Focus is Basic story elements independently (5 standards) Grade 1 Focus Shifts to a balance of foundations, RL, and RN with an emphasis on phonics and fluency	5-6 students using gradient text (levelled texts) that are at the student's' instructional level (100 points higher than their independent level)

	Grade 2 Comprehension shifts to more complex thinking through the text independently	
	Independent/Shared Reading Writing - Interactive/ Constructive Response	Appropriate levelled text Writing journals Gradual Release of Responsibility- I do, we do, you do

30 - 45 Minute Writing Block

Time	Intent	Notes
	Writer's Workshop	6+1 Writing Traits Writing Process

SPECIAL ED

Co-teaching during core

Guided Reading – Specially Designed Instruction (SDI) and/or

Push in/ Pull out – SDI (supports IEP)

ELL

Co-teaching during core, push in/pull out Language Acquisition Support (supports ILP)

90 Minute Literacy Block (3rd and 4th Grade)

Time Guidelines	Intent	Notes
10-20 minutes	**Focused Mini Lesson**	Gradual Release of Responsibility- I do, we do, you do

Time	Intent	Notes
		Intentional, explicit instruction on the Daily Learning Target

Includes visual representation (Anchor Chart) |
| 20 minutes | **Word Work** | Gradual Release of Responsibility-

I do, we do, you do |
| 20 minutes

Variables that may influence grps: student needs, class size, amount of time in literacy block. | **Guided Reading Group** | 5-6 students using gradient text (levelled texts) that are at the student's' instructional level (100 points higher than their independent level) |
| This happens while students are not in groups | **Independent/Shared Reading**

Writing - Constructive Response to Text | Appropriate Levelled Texts

Writing Journals

Cornell Notes

Complex Thinking/ Work products

Gradual Release of Responsibility-

I do, we do, you do |

30 - 45 Minute Writing Block (3rd and 4th Grade)

Time	Intent	Notes
	Writer's Workshop	6+1 Writing Traits

Writing Process |

SPECIAL ED

Co-teaching during core

Guided Reading – Specially Designed Instruction (SDI) and/or

Push in/ Pull out – SDI (supports IEP)

ELL

Co-teaching during core, push in/pull out Language Acquisition Support (supports ILP)

90 Minute Literacy Block (5th and 6th Grade)		
Time	**Intent**	**Notes**
10-20 minutes	**Focused Mini Lesson**	Gradual Release of Responsibility- I do, we do, you do Intentional, explicit instruction on the Daily Learning Target Includes visual representation (Anchor Chart)
20 minutes	**Word Work**	Gradual Release of Responsibility- I do, we do, you do
20 minutes (*elem - 3 groups per day) (ms - 2 groups per) ***Variables that may influence grps: student needs, class size, amount of time in literacy block.** **Guided reading needs to be 40-45 minutes (two groups per day).**	**Guided Reading Group**	5-6 students using gradient text (levelled texts) that are at the student's' instructional level (100 points higher than their independent level)

This happens while students are not in groups	**Independent/shared Reading** **Writing - Constructive Response**	Appropriate Levelled Texts Writing Journals Cornell Notes Complex Thinking/ Work products Gradual Release of Responsibility- I do, we do, you do

30 - 45 Minute Writing Block (5th and 6th Grade)

Time	Intent	Notes
	Writer's Workshop	6+1 Writing Traits Writing Process

SPECIAL ED

Co-teaching during core

Guided Reading – Specially Designed Instruction (SDI) and/or

Push in/ Pull out – SDI (supports IEP)

ELL

Co-teaching during core, push in/pull out Language Acquisition Support (supports ILP)

30 Minute IMPACT Block (K - 5th Grade)		
Tier	**Intent**	**Resources**
1	Literacy enrichment/acceleration during IMPACT time with Gen Ed teacher Self-Directed Product oriented/project based	Each gen ed teacher should have a Tier 1 and Tier 2 group in classroom during IMPACT in order to maintain appropriate sizes of Tier 2 groups to be effective (see below) ● GT programming ● Gradient texts appropriate to lexile levels
2	Read 180	4th & 5th Grade Only (400+ lexile) (90 minutes)
2	Sub-skill reading deficits with gen ed teacher	● LLI Guided Reading ● McGraw-Hill Reading Intervention (all components)
3	Expert will pull out students to deliver an intensive reading intervention specific to the sub-skill deficit (phonemic awareness, vocabulary, phonics, fluency, comprehension) as supported by data	● McGraw-Hill Reading Intervention ● Barton Program-Need trainings (PA/phonics) ● Read Naturally (FL) ● Words Their Way (phonics/fluency) ● LIPS – Need training (PA)
3	Systems 44	Below 400 Lexile

As a rule, in order for IMPACT groups to be most effective:

● Tier 2 groups no more than 6 – 8 per group
● Tier 3 groups should be no more than 3 – 5 students per group

2016-2017 Math Block Framework

Greater Clark Schools has adopted a balanced approach to mathematic instruction that requires 60 minutes per day of direct instruction and includes: Computational Skills – Math review and mental math, Problem Solving, Conceptual Understanding, Math Fact Mastery, and Common Formative Assessment.

Components	Total Time: 60 minutes	Ideas/Daily Specifics
Math Review & Mental Math	15-20 Minutes	Assessment every two weeks • First ½ of the time students are working and teacher is monitoring • Second ½ of the time the class is processing together through various methods (see *Bal. Math*) • About 3-5 minutes on mental math (can be done at other times of the day, such as transitions)
Instructional Unit (GCW) w/Conceptual Skills	30-40 Minutes	Assessments (Learning Checks and District-Wide CQA) every 2 weeks • First 10-15 minutes is a hook/teaching moment • Differentiate instruction to meet individual needs by using guided practice, small groups, peer tutors, workstations, etc. • Math Journal Quick Writes • Discussion and using various TPT's • Reread standard, ask kids if they met the standard. (WALT)
Formal Problem Solving	35 – 40 Minutes	Bi-weekly
Math Fact Mastery	5 - 10 Minutes	Goal setting

Comprehensive Needs Assessment Overview from 2010-11

In September 2010, Riverside certified teachers studied the areas of student assessment, culture, curriculum, intervention, pedagogy, planning, and professional development.

Meetings were held to answer the questions on the CNA matrix. ISTEP+ data from 2008, 2009, and 2010 was examined to determine how students were performing. Committees analyzed test data and examined surveys, hallway walk information, and attendance records. ISTEP+ scores were disaggregated for subgroups (special education, minorities, and SES) to determine if there were significant differences in performance based on subgroup membership. There were not enough students in other subgroups to determine any group effects on performance. Acuity test results were analyzed to evaluate progress. Comparisons were made of students' report card grades in language arts and math with corresponding ISTEP+ scores. Parent and teacher surveys were used to solicit information concerning school climate and culture, discipline expectations, instructional and intervention practices, professional development, and parent involvement.

The data examined revealed many strengths and weaknesses. Professional development attendance by the Riverside teachers is viewed as a priority and strength. In the last two years, teachers have been provided with a wide range of professional development to help us best meet the needs of our diverse population. Other strengths that were indicated include the use of consistent language, content vocabulary, and strategies within our classrooms. All teachers use modeling and think-alouds when teaching. Small group interventions are provided for low-achieving students. Highlighting, anchoring answers in text, Four Square, restating questions, and reading comprehension tools are strategies we have used to address critical errors. Riverside plans to strengthen student use of these strategies by expecting consistent instruction across grade levels to improve student achievement. Each classroom teacher is devoting at least 90 minutes of daily instructional time to the teaching of reading, a minimum of 60 minutes to the teaching of math, and a minimum of 45 minutes to the teaching of writing. Grade level common planning time is seen as a critical element supporting our instructional program, and special area schedules support the optimal learning of all students. In addition, a period zero is used to support the development of professional learning communities. This provides time for grade level, staff, and study group meetings.

Surveys show that parents feel informed about their children's educational progress. Parents also report that Riverside teachers provide guidance and information that can be used to support their children's learning at home.

Analysis of Spring 2010 ISTEP+ data showed an increase in math performance. Analysis of applied skills revealed weaknesses in mastery of problem solving and writing development. Critical errors were identified as follows: students did not answer the questions asked, did not answer all parts of a question, and did not anchor their answers in text. Students were challenged by higher order thinking skills, and with completing all steps of a multi-step problem correctly. Key errors in writing include lack of supporting details and weak endings. At the writing of this overview, we are still awaiting the Spring 2011 ISTEP+ results.

The Riverside faculty used a clustering of data statements and a review process to select the top priorities as a focus for inquiry. The Riverside staff studied literacy strategies to enhance our students' abilities to develop critical thinking skills for enhanced reading comprehension. Balanced review in math, balanced literacy, the use of the writers' workshop format and 6+1 traits for writing, differentiated instruction, response to intervention, a Positive Behavior Support Plan, and an Instructional Consultation Team were other selected areas for further examination by our staff. We believe a goal of consistency in instructional strategies, language, and practices will support us in furthering student achievement. Cross grade level meetings and peer observations support that goal.

Teachers at Riverside School utilize best practices and research-based strategies when planning for and facilitating student learning. The Riverside staff received considerable training on the use of Goal Clarity Windows to improve instruction, and feel it has been effective. To ensure future success, we must also utilize the two computer labs, classroom student computers, interactive whiteboards, document cameras, and projectors available to us and continue to increase and enhance teacher technology skills. The guiding principles set forth in this plan will allow all students to achieve their highest academic potential and prepare them to become lifelong learners.

Assessment   Q1. How many/what % of students meet state standards? Have mastered which skills?
Answer: Please see data statement.

Data Statement:

Based on 2009 – 2010 ISTEP scores, results showed a significant increase in percentage of students passing the math portion (4th 48%-74% & 5th 39%-71%) as well as increases in 4th grade science (67%-77%) and 5th grade social studies (30%-57%). E/LA percentages remained steady from 08-09 with slight increases in 4th and 5th grades (73%-80% & 59%-71%) and a slight drop in 3rd grade (83%-78%).

Assessment   Q2. Are some groups not performing as well as others?

Answer: Some of Riverside's subgroups do perform better than others.

Data Statements:

1. Based on Fall 2010 ISTEP scores, 47% (26/55) of Riverside's third, fourth, and fifth grade special needs students met the state standards for English/Language Arts compared to 76% (193/254) of general education students.
2. Based on Fall 2010 ISTEP scores, 47% (26/55) of Riversides' third, fourth, and fifth grade special needs students met the state standard for Math compared to 67% (172/254) of general education students.
3. Based on Fall 2010 ISTEP scores 72   (102/141) of Riverside's third, fourth and fifth grade free/reduced lunch met the state standard for English/Language Arts compared to 70% (186/265) of paid lunch students.
4. Based on Fall 2010 ISTEP scores 66% (94/142) of Riverside's third, fourth and fifth grade free/reduced lunch met the state standard for Math compared to 65% (171/265) of paid lunch students.
5. Based on Fall 2010 ISTEP scores 76% (31/41) of Riverside's third, fourth and fifth grade black students met the state standard for English/Language Arts compared to 76% (129/169) of white students.
6. Based on Fall 2010 ISTEP scores 68% (28/41) of Riverside's third, fourth and fifth grade black students met the state standard for Math compared to 69% (117/169) of white students.
7. Based on Fall 2010 ISTEP scores 74% (216/291) of students who attended more than or equal to 162 days of school at Riverside the year before taking the test passed ISTEP.
8. Based on Fall 2010 ISTEP scores 67% (196/291) of students who attended more than or equal to 162 days of school at Riverside the year before taking the test passed ISTEP.

Assessment Q3. What are the critical errors made by students below mastery?

Answer: Critical errors made by students below mastery include: answering higher order questions, answering the question asked, using a four square, using a highlighter, using number details, anchoring answers in text, checking work, and completing all steps of a multi-step problem correctly.

Data Statements:
a. The critical errors in reading at the 3rd grade level included the use of higher order questions and answering the question asked. The critical errors in reading at the 4th grade level included ineffective use of the four square, difficulty using highlighting and problems with number details. The critical errors in reading at the 5th grade level included problems with anchoring answers in text, and trouble with answering the question asked.

b. The critical errors in math at the 3rd grade level included failure to answer the question asked. The critical errors in math at the 4th grade level included failure to check work. The critical errors in math at the 5th grade level

included failure to answer the question asked and difficulty completing all steps of a multi-step problem correctly.

Assessment   Q4. Are students showing adequate yearly progress; is #s of students not-passing decreasing/fewer?

Answer: Overall students are showing progress.

Data Statement:

Overall students are showing progress. The students are showing the most progress in math. Major gains were seen in the black subgroup with a 36% gain in math from 2009 to 2010.

Assessment   Q5. How well are students meeting standards in non-ISTEP+ grades? Errors?

Answer: Based on DIBELS data, at least 77% of students in grades K-2 are meeting standards. Common errors include: highlighting important information, answering the question asked, and explaining the answer.

Data Statements:

a. Based on 2009-2010 DIBELS, EOY data 82% of Riverside kindergarten students were at benchmark on LNF, PSF, and NWF.
b. Based on 2009-2010 DIBELS EOY data 77% of Riverside first grade students were at benchmark on PSF, NWF, and ORF.
c. Based on 2009-2010 DIBELS EOY data, 79% of Riverside second grade students were on benchmark on ORF.
d. In kindergarten the common errors were BOY 80% 56/70 students did not use correct formation, 71% 50/70 students made reversals, 38% 25/70 did not count correctly.   MOY 53% 39/74 did not use correct formation, 50% 37/74 made reversals, 20% 12/74 of the students did not count correctly.
e. In grade one common errors in math were BOY 100% 80/80 students did not underline the question, 75% 60/80 of students did not use the "What I know" box, 57% 45/79 did not explain the answer, 53% 42/72 did not use work area, 57% 45/79 didn't explain the answer.
f. In grade two the common errors were BOY 91% 61/67 didn't identify questions asked, 73% 49/67 didn't highlight important information. MOY 100% 71/71 didn't answer the questions asked and didn't highlight important information.
g. Key errors in reading for kindergarten indicated that students didn't know letters or beginning sounds. Students didn't identify letter or names of pictures for PSF.
h. In grade one BOY-NWF and PSF critical errors were middle vowels. Key errors as a result of MOY fluency were not reading to correct errors and not thinking about what is read.
i. In second grade the key errors were for BOY were 62% 41/66 was highlighting, 62% 41/66 students answer the questions asked. MOY results were 43% 29/67 highlighting was a common error, 18% 12/67 students didn't answer questions asked, and lack of sight word knowledge.

Assessment Q6. How many students read at/above gr. level? With comprehension?

Answer: Between 42 and 82% of Riverside students read and comprehend at or above grade level.

Data Statement:

According to a beginning-of-the-year Scholastic Reading Inventory, 42% (25/59) third graders, 47% (32/68) fourth graders, and 69% (48/70) fifth graders read at or above their target Lexile range. According to the Spring 2009-'10 Acuity E/LA 75% (62/85) third graders, 66% (61/92) fourth graders, and 64% (49/76) fifth graders were at above

benchmark. According to 2009-'10 end-of-the-year DIBELS/ TRC, 85% (64/78) Kindergarteners, 50% (44/88) first graders, 82% (73/89) second graders, and 80% (70/87) third graders were at or above grade level.

Assessment   Q7. Do students w/ As, Bs, & Cs on report cards pass ISTEP+?

Answer: Less than 20% of students who do not pass ISTEP in E/LA or Math received Ds and/or Fs on their report cards for that subject.

Data Statements:
   a. Based on Spring 2010 ISTEP+ E/LA scores, 12% (2/17) of the students that DNP the test received D's and/or F's on their report cards during their 3rd grade year (our current 4th graders).
   b. Based on Spring 2010 ISTEP+ Math scores, 0% (0/24) of the students that DNP the test received D's and/or F's on their report cards during their 3rd grade year (our current 4th graders).
   c. Based on Spring 2010 ISTEP+ E/LA scores, 12% (2/17) of the students that DNP the test received D's and/or F's on their report cards during their 4th grade year (our current 5th graders).
   d. Based on Spring 2010 ISTEP+ Math scores, 21% (5/24) of the students that DNP the test received D's and/or F's on their report cards during their 4th grade year.

Assessment   Q9. How well prepared do Kdg. Students come to school?

Answer: Students come to kindergarten with a wide range of learning and experiences, some a year or more behind grade level expectations and others a year or more ahead.

Data Statements:

   a. Based on Fall 2010 incoming kindergarten students 86% (49/57) passed the Brigance with 75 or more points.

   b. Based on Fall 2010 incoming kindergarten students 14% (8/57) scored 74 points or lower on the Brigance.
   c. Based on Fall 2010 incoming kindergarten students who attended Riverside's preschool program, 100% (14/14) passed the Brigance with 75 or more points.
   d. Based on Fall 2010 incoming kindergarten students who did NOT attend Riverside's preschool program, 81% (35-43) passed the Brigance with 75 or more points and 19% (8/43) scored 74 points or lower on the Brigance.
   e. Teachers are interested in a more academically-based measure than the Brigance. We are also concerned about how can we get the word out to parents regarding the importance of preschool attendance.

Culture

Culture   Q1. Are culturally appropriate strategies utilized in classrooms (racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups)?
Answer: Culturally appropriate strategies are being utilized in classrooms at Riverside Elementary School.

Data Statements:

ISTEP 2009-2010 data shows:

1)

ELA	2009 - pass	2010 - pass	Increase
Special Needs	46%	48%	2%

Free/Reduced	75%	73%	-2%
African American	56%	76%	20%
Caucasian	77%	76%	-1%

These gaps are being addressed by:

1) 4th -5th grade have added reading intervention to their daily schedule.
2) Special needs teachers are now working with teachers in grade level meetings and goal clarity planning to align standards taught.
3) 6+1 Traits have been taught and implemented to improve writing scores.
4) Goal Clarity Windows have been implemented district wide to narrow the focus of skills taught and the depth to which they are taught.
5) Reading Recovery has gone building-wide and now allows RR teachers to work in small groups instead of one on one.

2)

Math	2009 - pass	2010 - pass	Increase
Special Needs	34%	50%	16%
Free/Reduced	50%	65%	15%
African American	32%	62%	30%
Caucasian	59%	70%	11%

These gaps are being addressed by:

1) Small group math interventions are being provided for students not making adequate progress on the ISTEP and Acuity.
2) The ICT team will be trained in Math in order to further help teachers develop appropriate and successful math interventions.
3) Goal Clarity Windows have been implemented district wide to narrow the focus of skills taught and the depth to which they are taught.
4) Balanced math was implemented last year and taught daily. This continues to be utilized throughout the building. As we learn more about the program, we are not only focusing on skills to be mastered and reviewed, but also teaching strategies to use for each skill and reflecting on work.

Culture Q2. Is the number of student disruptions kept to a minimum so that learning time for students is maximized?

Answer: Yes, several practices are in place in order to maximize learning time and minimize student disruptions.

Data Statements:

a) Based on the 2009-2010 GCCS survey results, 71.88% of Riverside's certified staff feels that a positive atmosphere for learning exists.
b) Based on the 2009-2010 data the office keeps on student discipline referrals, 657 students were sent to the office for discipline which is 3% lower than the 675 referrals in 2008-2009.

c) Based on the 2009-2010 data, the health office received a total of 6,796 referrals which is 51% higher than the 4,490 in 2008-2009. This increase was largely due to the swine flu epidemic that hit the Jeffersonville area in the fall of 2009.

d) Parents are encouraged to make doctor and dentist appointments so that children miss a minimum of instructional time.

e) Riverside key staff members utilize walkie-talkies to communicate emergency information, Special Needs' staff requests, and to locate administration or other staff members rather than utilizing the intercom system.

f) Riverside staff members utilize the intercom system only when it is absolutely necessary to communicate a message to the entire staff and student body.

g) Riverside staff members utilize telephone voice mail and e-mail systems to keep classroom disruptions to a minimum.

h) Riverside students are taught to continue working when administrators, staff members, or other visitors are in the classrooms.

i) Riverside students are to be in class during the reading block and pulled out only if specified in their IEP.

j) Riverside prohibits whole-class restroom breaks during the ninety-minute reading block.

k) Riverside assemblies are not scheduled during the 90-minute reading block.

l) Riverside students are NOT allowed to visit/interrupt classes to get a sibling's homework or to sell Girl Scout cookies during the ninety-minute reading block.

Culture Q3. Do we have a safe learning environment?

Answer: Yes, Riverside has a safe learning environment.

Data Statements

a) Data from the spring 2010 GCCS Survey indicates that overall there is a feeling of safety at Riverside by parents, certified staff, and classified staff.

b) All outside doors are locked. Anyone entering the building must report to the office. Identification is required to sign a child out of the building.

c) Riverside staff utilizes Walkie-talkies for immediate communication to help ensure student safety.

d) Drills are practiced: lock down and fire. Students know what is expected of them during these drills.

Culture Q4. How well are our rules or procedures for behavior followed?

Answer: Riverside has a plan in place to track our Discipline data.

Data Statements:

a. Teachers are proactive in meeting with other staff members and have plans in place to assist in allowing students time to de-escalate.

b. According to the Riverside 2009-2010 Discipline Referral Data, there were 18 less referrals to the office for discipline than in the school year before.

Culture Q5. How do we inform families about state standards, student performance, grade level expectations, class policies & procedures?

Answer: Families are informed about state standards, student performance, grade level expectations, class policies & procedures through the use of newsletters, web pages, student planners, homework folders, two parent-teacher orientations, teacher/parent/student compacts, and a school newsletter.

Data Statements:

a.)   62% of the staff sends a newsletter.

b) 45% of the staff uses a web page to communicate with parents.

c) Planners are being signed 86% of the classrooms, 91% of teachers are checking the planners on a daily basis.

d) 100% of teachers are using the homework folders.

e) 100% of teachers attended orientation and completed compacts.

f) Mrs. Kimmel sends a monthly newsletter informing parents of Riverside news.

Culture Q6. What level of attendance do we have at parent conferences, open house, and other family events?

Answer: Over 90% of parents attend spring and fall conferences. Activities which include a performance display by students have higher parent attendance.

Data Statements:

   a) Spring and fall conferences were well attended with 93% of parents in attendance and Parent Orientation averaged lower parent attendance in both primary and intermediate grades.

   b) Evening activities such as the Roadrunner Showcase (book fair, science fair, art fair, and musical performance) have high parent attendance. However, literacy nights without a performance display by students tend to have lower parent attendance.

Culture Q7. What business partnerships do we have? With what outcomes? Role in decision-making?

Answer: Riverside is involved in several business partnerships which provide immediate benefits to our students and the community.

Data Statements:

   a. School-wide community involvement includes participation in the PNC student banking program which includes 50 student accounts; this is up by 20 since last year, Cracker Barrel Rockin' Reader program, Communities in Schools 3 2 1 Read program includes 10 adult volunteers who read to one student per week, Project DARE, Clark Memorial Pedometer program- Step in the Right Direction.

   b) Individual classroom teachers often invite speakers and community guests into the school, such as 4-H programs that are available locally and community readers for National Young Reader's Day.

   c) These partnerships provide immediate benefits to our students and the community in knowledge gained, skills learned, and services provided.

Curriculum

Curriculum   Q1. Is curriculum aligned with state standards? Instruction? Are curriculum maps completed, reviewed and updated regularly?

Answer: Yes, curriculum and instruction are aligned with state standards. Curriculum maps are completed, reviewed, and updated regularly.

Data Statement:

Based on teachers' lesson plans and goal clarity windows, our curriculum and instruction is aligned with the Indiana state standards. Teachers have mapped out mastery learning targets for the year based on the Fall 2010 Indiana Department of Education Curriculum Maps. ALL teachers are to complete a minimum of two GCWs per week. For example, classroom teachers may complete one reading and one math. A special area teacher may complete one for second grade and one for fourth grade every three weeks, as the 3-week rotation allows for one week of instruction. Teachers pre- and post- test, and add reflections weekly when they report their post-test data.

Curriculum   Q2. Is staff fully implementing key programs trained in?

Answer: The majority of staff members are implementing key programs in which they have been trained.

Data Statements:

a. Based on 2010 Survey, 52% 15/29 certified staff members are fully trained in reading comprehension strategies.
b. Based on winter 2010 Staff Survey, 93% 25/27 certified staff members have some training in balanced math.
c. Based on 2010 Survey, 63% 17/27 certified staff members have some training in Writers' Workshop 6+1 Traits.
d. Based on winter 2010 Staff Survey, 55% 17/31 certified staff members have some training in PBS.
e. Based on winter 2010 Staff Survey, 81% 25/31 of the staff are implementing key programs trained in.
    (bottom number of each fraction shows variations in what is being taught by the teachers' reported)

Curriculum   Q3. How are Goal Clarity Windows being used?

Answer: Yes, goal clarity windows are being used weekly in reading and math at Riverside Elementary School.

Data Statement:

Beth Kimmel, the principal, monitors the GCWs. Teachers receive additional training re: GCWs at staff meetings and study groups, and regularly review them at Grade Level Meetings. This is documented in the Meeting Record Forms for those meetings.

Curriculum   Q4. Are rubrics and exemplars being developed and used by teachers AND Students: Are state rubrics posted and used by students?

Answer: Yes, the majority of teachers are using rubrics and exemplars for math, reading, and writing.

Data Statements:

a. Based on winter 2010 Staff Survey, 80% 20/25 teachers are using rubrics for math, reading, and writing.
b. Based on Winter 2010 Staff Survey, 80% 20/25 teachers are using exemplars for math, reading, and writing.

Curriculum   Q5.   Are students provided technology classes? How often? How assessed?

Answer: No, Riverside students are NOT provided with technology classes.

Data Statement: Greater Clark has some schools piloting technology classes this year, but Riverside is not one of those schools.

Curriculum   Q6.   How many/what percent of students are enrolled in Advanced Placement and or Honor courses? Served by the corporation's highly Able program?

Answer: Less than one percent of Riverside students are enrolled in or served by the Highly Able program.

Data Statement:

Based on information from Susan Stewart, GCCS Highly Able Coordinator, During the 2010-2011 school year, only 3 students are enrolled in the Advanced Placement program. 1% 18/236 students in third through fifth grades are being served by the Highly Able Program at Riverside Elementary School.

Intervention

Intervention   Q1.   Are extended time interventions (i.e., tutoring, summer school, supplemental classes) increasing student learning?

Answer: Extended time interventions are increasing student learning to some extent.

Data statements:

a. Intervention programs include daily classroom intervention time for struggling students including a 30 minute reading intervention in the classroom for grades K-5, reading interventions pull-out for grades k-3, ISTEP prep classes, after school tutoring, grade level social skills groups, GEI and ICT interventions. All students are chosen based on ISTEP scores, Acuity, DIBELS, TRC, M-class and benchmarks, or behavior data.

b. 78% of those kindergarten students who received intervention during the 2009-2010 school year are still receiving intervention in the 2010-2011 school year.

c. 45% of those 1st grade students who received intervention during the 2009-2010 school year are still receiving intervention in the 2010-2011 school year.

d. 67% of those 2nd grade students who received intervention during the 2009-2010 school year are still receiving intervention in the 2010- 2011 school year.

e. 35% of those 3rd grade students who received intervention during the 2009-2010 school year are still receiving intervention during the 2010-2011 school year.

f. Of the 35 students who participated in ISTEP prep during the 2009-2010 school year, 24/35 (69%) passed ELA and 18/35 (51%) passed Math.

g. Of the 42 students who participated in the math in school tutoring program, 12(29%) passed ISTEP.

h. Of the 15 students who participated in the before school Reading program, 9 (60%) passed ISTEP

i. Grade level social skills, GEI and ICT interventions have been implemented this 2010-2011 school and pertinent data is not yet available.

Intervention Q2. What data is used to identify students, programs and personnel for our intervention program?

Answer: Various forms of data are used to identify students, programs, and personnel for intervention programs.

Data Statements:

a. In grades K-2 data used to identify students for interventions includes TRC, DIBELS, MClass Math, and Brigance for entering Kindergarten students.
b. In grades 3-5 data used to identify students for interventions includes SRI, (Scholastic Reading Inventory), ISTEP and Acuity.
c. Programs are chosen based on teacher preference and program availability.
d. Personnel/interventionists are assigned in K-2 based on the availability of the specialist.

Intervention Q3. How often is student data reviewed for intervention groups?

Answer: Student data from intervention groups is reviewed regularly.

Data Statements:

a. In grades K-2 student data is reviewed every 2 weeks if student is at "red" level and every 4 weeks if the student is at the "yellow" level. Teachers meet informally to review data 1 to 2 times per week and 1 time a month during grade level meetings.
b. In grades 3-5 teachers meet 1 to 2 times a week informally to review student data and 1 time a month at grade level meetings.

Intervention Q4. How is intervention data communicated with the regular classroom teacher?

Answer: Intervention data is shared during informal conversations, grade level meetings, and is available online.

Data Statements:

a. For all grade levels, intervention data is communicated through weekly informal conversations and monthly grade level meetings supported by grade level forms and shared access to ATLAS(for goal clarity).
b. For grades K-2 intervention data is supported by shared access to palm pilot graph information, MClass Math information and DIBELS scores.
c. For grades 3-5 intervention data is supported by shared access to ISTEP, Acuity and SRI information.

Intervention Q5. What methods are used to evaluate and track the effectiveness of intervention initiatives?

Answer: Fidelity sheets, progress monitoring reports, TRC benchmark, Acuity, SRI and classroom assessment data is used to evaluate and track the effectiveness of intervention initiatives.

Data Statement:

Teachers who participate in the intervention program evaluate the effectiveness of their interventions through fidelity sheets, progress monitoring reports, TRC benchmark, Acuity data, SRI and classroom assessments.

Pedagogy

Pedagogy   Q1. Is consistent language & strategies used across grades & classes within grades?

Answer: Consistent language and strategies are used across approximately three-fourths of grades & classes within grades.

Data Statements:

a. Based on the fall, 2010, Classroom Survey, 74% (23 / 31) of teachers currently use some sort of word wall.

b. Based on the fall, 2010, Classroom Survey, 81% (25 / 31) of teachers have posted the Riverside Rules template.
c. Based on the fall, 2010, Classroom Survey, 74% (23 / 31) of teachers have the 12 Powerful Words poster posted.
d. Based on the fall, 2010, Classroom Survey, 87% (27 / 31) of teachers have the Riverside Voice Scale posted.

Pedagogy Q2. How much time is spent in teach, guided practice, independent practice?

Answer: Teachers report that instructional time consists of approximately 30% teach, 50% guided practice, and 20% independent practice.
Data Statements:

a. Based on the winter, 2010, Teacher Survey, 32% of instructional time is spent in teach.
b. Based on the winter, 2010, Teacher Survey, 50% of instructional time is spent in guided practice.
c. Based on the winter, 2010, Teacher Survey, 18% of instructional time is spent in independent practice.

Pedagogy Q3. What methodologies are used consistently in our building?

Answer: Highlighting, anchoring answers in text, Four Square, and comprehension strategies are used at Riverside.

Data Statements:

a. Based on the winter, 2010, Teacher Survey, 70% (21 / 30) of teachers instruct students to use highlighting.
b. Based on the winter, 2010, Teacher Survey, 40% (12 / 30) of teachers instruct students to anchor answers in text.
c. Based on the winter, 2010, Teacher Survey, 33% (10 / 30)of teachers instruct students in the Reading Strategies determined important by the staff.
d. Based on the winter, 2010, Teacher Survey, 33% (10 / 30) of teachers instruct students in the use of the Four Square Organizer.
e. Based on the winter, 2010, Teacher Survey, 79% (26 / 33) of teachers believe that building-wide instructional strategies are needed.

Pedagogy Q4. Do we have guidelines for homework that are consistent in each classroom? How do we ensure guidelines are adhered to?

Answer: 74% of teachers use checklists, student planners, and logs to ensure work is completed. Over 60% of teachers assign homework 3-4 nights a week.

Data Statements:

a. Based on the winter, 2010, Teacher Survey, 61% (19 / 31) of teachers expect students to complete and return homework three or four nights each week.
b. Based on the winter, 2010, Teacher Survey, 74% (23 / 31) of teachers ensure work is completed by using checklists, student planners, grades, and logs.

Pedagogy Q5. What strategies are used to ensure student engagement?

Answer: Riverside teachers use a wide variety of strategies to ensure student engagement.

Data Statement:

Based on the Winter, 2010, Teacher Survey, 68% (21/31) of teachers currently use student engagement strategies.

The strategies used include peer group/partner activities (7), time limits (7), proximity (6), interactive white board (5), positive reinforcement/ feedback (5), rubrics (5), individual marker boards (4), set clear expectations (3), behavior bucks (3), turn and talk to neighbor (3), random questioning (2), thumbs up/down (2), movement activities (2), power point presentations (2), think-pair-share (2), buddy reading (2), my own enthusiasm, redirection, eye contact, non-verbal checks for understanding, bubbly burst, if you can hear me, manipulative, humor, visuals, note taking, show choice with fingers, flipcharts, games, science experiments, projects, journals, student choices, essential questions, count downs, wait time, song/chants, exemplars, and student leaders (1).

Planning

Planning   Q1. Do students have enough time to learn?

Answer: The majority of staff members do not feel students are given enough time uninterrupted learning time.

Data Statement:

According to the 2010 PL221 Staff survey, 14/32 44% of staff members believe students are given enough uninterrupted learning time.

Planning   Q2. Does the school schedule enhance or hinder learning? Time on task?

Answer: Riverside has a daily 90 minute reading block, 60 minute math block, and 45 minute writing block. The schedule is designed to enhance learning and time on task.

Data Statements:

   a. According to the 2010 PL221 Staff survey, 13/23 or 57% of teachers are implementing a 45 minute daily writing block.
   b. According to the 2010 PL221 Staff survey, 19/22 or 86% of teachers are implementing a 60 minute math block daily.
   c. According to the 2010 PL221 Staff survey, 21/24 or 88% of teachers are implanting a 90 minute reading block daily.
   d. According to the 2010 PL221 Staff survey, 19/27 or 70% of teachers feel their schedules enhance student learning.
   e. According to the 2010 PL221 Staff survey, 19/25 or 76% of teachers feel that the intervention time that was set forth is manageable and are able to meet with students on a daily basis.

Planning   Q 3. How are paraprofessionals & special program staff used to support student learning?

Answer: All of Riverside's special program staff and paraprofessionals are highly qualified and are used in various ways to best support student learning.

Data Statements:

   a. Based on documentation from MRF binders and classroom schedules, paraprofessionals are used to support student learning by working directly to assist classroom teachers, either one or more than one, in small groups while the teacher is teaching.
   b. Based on documentation in the Title I school-wide plan, all paraprofessionals are highly qualified.
   c. Based on documentation in the Title I school-wide plan, all teachers of art, music, and physical education are highly certified in their specialty areas.

Planning   Q4. Are school improvement strategies monitored on a regular basis?

Answer: Yes, school improvement strategies are monitored on a regular basis.

Data Statements:

Based on MRFs, updated spreadsheets, updated data wall, and updated data binders school improvement strategies are monitored on a regular basis: Grade Level Meetings, Study Groups/Staff Meetings on Balanced Math, Reading Comprehension, and 6 + 1 Traits Writing, hallway walks (principal), and Progress Monitoring (DIBELS and SRI**).**

Planning   Q5. How is shared leadership demonstrated in the building? What opportunities are available for teacher leaders?

Answer: Shared leadership is demonstrated throughout the building and Riverside provides many opportunities for teacher leaders.

Data Statements:

   a.   Leadership members are Kristel Allen, Cara Rothrock, Cindy Ryan, Erin Miller, Debbie Wanke, Jo Noltemeyer, Beth Kimmel, and Debbie Ettel.
   b.   According to the job description published in the 2010-2011 staff handbook, the leadership team representatives serve as liaisons for the rest of the staff in making school-wide decisions on curriculum and instruction, data teams and organizational/management issues. This committee will also be in charge of scheduling and overseeing the staff development calendar and overseeing awards programs.
   c.   Based on documentation from the 2010-2011 staff handbook, the district leaders are Cindy Ryan and Erin Miller. They meet 6 times throughout the school year.
   d.   Staff members have led professional development on many occasions. According to 2010-2011 Meeting Record Forms, Mrs. Rothrock led 2 meetings in regards to balanced math. Kristel Allen has led a positive behavior support meeting. All grades lead a once a month team building exercise.
   e.   Based on information from the 2010-2011 Staff Handbook, The staff leads organizations such as sign language club, art club, intramurals, student council, beautification club, strategy workshops and dance team. The staff leading activities are boys and girls basketball, cross country, track, and cheerleading.

Professional Development

Professional Development   Q1. What is the relationship of student achievement, state standards, & professional dev?
Answer: Professional development at Riverside is directly related to student achievement of state standards.

Data Statement :

Teachers use the Mastery Standards when mapping out instruction plans for the school year to avoid any gaps in our students' achievement. Professional development for Riverside is planned based on needs as evidenced by our students' scores on ISTEP and Acuity. For example: ISTEP Writing scores were low and so we are receiving p.d. on Writers' Workshop and 6 & 1 Traits. ISTEP Math scores were low and as a result we are receiving p.d. on Balanced Math.

Professional Development   Q2. What impact has PD had on classroom practice? How do we know? How do we evaluate impact?

Answer: The 2010-2011 school year will be the first year of full implementation of the Reading Comprehension strategies and Balanced Math. The Spring 2011 ISTEP scores compared to Spring 2010 ISTEP scores will be

reviewed to determine impact.

Data Statements:

a. Based on 2010 Winter Teacher Survey, 100% 31/31 Riverside teachers are implementing the PBS program.
b. Based on 2010 Winter Teacher Survey, 56% 15/27 of classroom teachers are implementing Writers' Workshop and 6 + 1 Traits.
c. Based on 2010 Winter Teacher Survey, 93% 25/27 of classroom teachers are implementing Balanced Math.
d. Based on 2010 Winter Teacher Survey, 90% 26/29 of classroom teachers are implementing reading comprehension strategies.

Professional Development   Q3.   What kinds of collaboration exist? How effective is each?

Answer: Riverside uses regularly scheduled Grade Level Meetings, Study Groups, Staff Meetings, and Leadership Team Meetings with varied levels of effectiveness. All meetings are documented using Meeting Records Forms on Atlas.

Data Statements:

a. Based on staff surveys 28% 9/32 of teachers believe Meeting Record Forms are effective, 40% 13/32 believe the records are some what effective, and 31% 10/32 believe the records are not at all effective.
b. Based on staff surveys 12% 4/32 of teachers believe the weekly Study Groups are effective, 56% 18/32 believe the meetings are some what effective, and 28% 9/32 believe the weekly study groups are not at all effective.
c. Based on staff surveys 4% 8/32 of teachers believe the weekly Staff Meetings are effective, 56% 18/32 believe the meetings are some what effective, and 19% 6/32 believe the weekly staff meetings are not at all effective.
d. Based on staff surveys 65% 15/23 of teachers believe the weekly Grade Level Meetings are effective, 35% 8/23 believe the meetings are some what effective, and 0% believe the weekly staff meetings are not at all effective.
e. Based on staff surveys 56% 5/9 of teachers believe the weekly Leadership Meetings are effective, 22% 2/9 believe the meetings are some what effective, and 22% 2/9 believe the weekly leadership meetings are not at all effective.

Professional Development   Q4. Does PD increase cultural competency?

Answer: Based on the Spring 2010 ISTEP data, our special education sub-group is scoring significantly lower than the other sub-groups.

Data Statements:

a. Based on staff surveys 28% 9/32 of teachers believe Meeting Record Forms are effective, 40% 13/32 believe the records are some what effective, and 31% 10/32 believe the records are not at all effective.
b. Based on spring 2010 ISTEP data from the IN DOE, 62.8% of Black students, 58.6% of multi students, 62% of white students, 59.3% of free/reduced lunch, 65.5% of paid lunch passed BOTH E/LA and Math ISTEP. The school total average was 62%.

Riverside Teacher-Parent-Student Partnership
5th Grade

Student: _____ School Year: <u>2015-2016</u>

Teacher: _____Parent/Guardian _____

Assessment	Student's Expected Score Beginning of the year	Student's Score Fall	Student's Score Winter	Student's Expected Score End of Year
STAR Math	5.0 GE			6.0 GE
STAR Reading	5.0 GE			6.0 GE
Lexile Level	800+			1000+
Applied Writing Benchmark Language Conventions	3/4			3,4
Applied Writing Benchmark Writing Development	4/6			4,5,6

There is a very strong correlation between STAR and ISTEP. Your child's current category is listed above.

Relections:_____

Teacher Signature: _____ Date: _____

Parent Signature: _____Date: _____

Student Signature : _____Date : _____

Stakeholder Feedback Survey Data

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Certified Staff - high expectations, positive atmosphere for learning exists at our school, we offer a strong academic program, we implement a system to regularly track student proficiency throughout the school year.

Classified Staff - our administration does a good job of running the school, person who evaluates gives adequate feedback on job performance, adults at Riverside would intervene in any unsafe situation, safety concerns are handled in a timely manner

Parents - parents agree that they are provided information about GCCS programs and services, 85% of parents who completed the survey would give GC a grade of a B or C

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Safety in our school

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

These findings are consistent with statements made by teachers, classified staff, and parents at staff meetings and PAC meetings.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Quality of communication

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Important changes are not communicated clearly and in a timely manner

Several parents disagree that the school provides regular communication to them on their child's progress.

What are the implications for these stakeholder perceptions?

Communication AT ALL LEVELS needs to be improved.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Staff and parents are often
frustrated by last minute changes.

# of Tier 3 Impact students showing Growth	SWIS	33	12	100%	100%	100%	100%	100%	10
# of Tier 3 Impact Students moving to Tier 2	SWIS	21	1	2	0	0	0	0	0
# of In-School Suspensions - Cumulative - EVENTS	Power School	82	18	<20	3	3	11	18	
# of Out-of-School Suspensions - Cumulative - EVENTS	Power School	189	8	<10	4	4	6	10	
Staff Attendance	HR Report	95.2%	96.0%	97.0%	97.8%	95.5%	96.7%	96.8%	
Student Attendance	Power School	96.7%	96.7%	98.0%	97.1%	96.8%	97.1	96%%	

CQA 2015-16 Data	CQA		
ELA	Q 1	Q 2	Q 3	Q 4
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% of K students at 75% ELA	69/73 95%	72/74 97%	74/75 99%	70/76 92%
% of Gr. 1 students at 75% ELA	70/72 97%	64/71 90%	59/71 83%	54/72 75%
% of Gr 2 students at 75% ELA	49/73 67%	52/72 72%	57/73 78%	60/75 80%
% of Gr 3 students at 75% ELA	48/70 69%	45/68 66%	46/71 65%	40/70 57%
% of Gr 4 students at 75% ELA	56/74 76%	36/76 47%	49/72 68%	47/73 64%
% of Gr 5 students at 75% ELA	46/63 73%	44/62 71%	44/62 71%	41/60 68%
Total ELA % mastery	332/425 78%	313/423 74%	329/424 78%	312/426 73%
MATH	Q 1	Q 2	Q 3	Q 4
% of K students at 75% Math	68/73 93%	71/74 96%	74/75 99%	70/76 92%
% of Gr. 1 students at 75% Math	63/72 87%	64/71 90%	55/71 77%	60/72 83%
% of Gr 2 students at 75% Math	58/73 79%	68/73 93%	64/73 87%	69/74 93%
% of Gr 3 students at 75% Math	46/70 66%	60/68 88%	60/71 85%	48/70 69%
% of Gr 4 students at 75% Math	64/74 86%	62/76 82%	51/73 70%	55/72 76%
% of Gr 5 students at 75% Math	45/63 71%	47/62 76%	41/62 66%	41/60 68%
Total Math % mastery	344/425 81%	372/424 88%	345/425 81%	343/424 81%
WRITING	Q 1	Q 2	Q 3	Q 4
% of K students at Writing Benchmark	37% 27/73	47% 36/76	69% 52/75	84% 61/73
% of Gr. 1 students at Writing Benchmark	10% 7/69	23% 16/71	34% 24/71	38% 27/71
% of Gr 2 students at Benchmark WA	7% 5/73	12% 8/69	19% 14/74	32% 25/74
% of Gr 2 students at Benchmark WC	14% 10/73	13% 9/69	72% 53/74	57% 42/74
% of Gr 3 students at Benchmark WA	31% 22/70	37% 25/68	51% 36/71	77% 54/70
% of Gr 3 students at Benchmark WC	33% 23/70	62% 42/68	52% 37/71	83% 58/70
% of Gr 4 students at Benchmark WA	61% 45/74	57% 43/76	67% 49/73	77% 56/74
% of Gr 4 students at Benchmark WC	55% 41/74	66% 50/76	68% 50/73	80% 59/74
% of Gr 5 students at Benchmark WA	19% 12/63	48% 31/63	79% 48/61	84% 53/63
% of Gr 5 students at Benchmark WC	30% 19/63	35% 31/63	85% 52/61	97% 61/63
Total % at Writing Benchmark K-1	24% 34/142	35% 52/147	52% 76/146	61% 88/144
Total % at Benchmark WA (2-5)	30% 84/280	38% 106/276	53% 147/279	67% 187/281
Total % at Benchmark WC (2-5)	33% 93/280	48% 132/276	69% 192/279	78% 220/281

Riverside Elementary Summary Sheet for Key ISTEP Data
from: Disaggregation Summary Report
% #/# of students passing / total assessed   ***=data suppressed, lesss than 10 students

ISTEP ELA	Spring 2012	Spring 2013	Spring 2014	Spring 2015	ISTEP Math	Spring 2012	Spring 2013	Spring 2014	Spring 2015
Grade 3 ELA	84% 67/80	86% 65/76	85.5% 47/55	77% 57/74	Grade 3 Math	69% 55/80	66% 50/76	76.4% 42/55	58% 43/74
Grade 4 ELA	94% 61/65	91% 67/74	77.8% 56/72	74% 45/61	Grade 4 Math	82% 53/65	88% 64/75	75% 54/72	64% 39/61
Grade 5 ELA	82% 60/73	75% 48/64	84.1% 58/69	48% 38/80	Grade 5 Math	86% 63/73	92% 59/64	94.2% 65/69	50% 40/80
Total	86% 188/218	84% 180/214	82% 161/196	68.9% 135/196	Total	78% 171/218	80% 173/215	82% 161/196	61.2% 120/196

ISTEP Science	Spring 2012	Spring 2013	Spring 2014	Spring 2015	ISTEP Social Studies	Spring 2012	Spring 2013	Spring 2014	Spring 2015
Grade 4 Science	87% 58/65	69.4% 50/72	69% 50/72	67% 41/61	Grade 5 S. Studies	66% 48/73	71.0% 49/69	49/69 71%	did not take SS

Gr. 3 ELA subgroups	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Gr. 3 Math subgroups	Spring 2012	Spring 2013	Spring 2014	Spring 2015
Sp Edn	7/ 11 63.6%	9/11 81.8%	7/ 10 70.0%	7/13 54%	Sp Edn	5/11 45.5%	5/11 45.5%	7/10 70.0%	6/13 46%
Free/Red	36/47 76.6%	41/46 89.1%	22/29 75.9%	27/41 66%	Free/Red	30/47 63.8%	27/46 58.7%	20/29 69.0%	17/41 41%
LEP	***	***	***	***	LEP	***	***	***	***
Black	13/16 81.3%	12/13 92.3%	***	12/14 86%	Black	9/16 56.3%	9/13 69.2%	***	4/14 29%
White	37/47 78.7%	43/50 86.0%	38/44 86.4%	35/47 74%	White	33/47 70.2%	34/50 68.0%	34/44 77.3%	30/47 64%

Hispanic	***	***	***	***	Hispanic	***	***	***	***

Gr. 4 ELA subgroups	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Gr. 4 Math subgroups	Spring 2012	Spring 2013	Spring 2014	Spring 2015
Sp Edn	7/11 63.6%	***	11/19 57.9%	3/10 30%	Sp Edn	***	***	10/19 52.6%	5/10 50%
Free/Red	36/47 76.6%	39/44 88.6%	28/40 70.0%	26/33 79%	Free/Red	31/41 75.6%	39/43 90.7%	28/40 70.0%	20/33 61%
LEP	***	***	***	***	LEP	***	***	***	***
Black	13/16 81.3%	14/16 87.5%	10/11 90.9%	***	Black	***	15/16 93.8%	9/11 81.8%	***
White	37/47 78.7%	38/42 90.5%	39/53 73.6%	35/49 71%	White	40/47 85.1%	36/41 87.8%	39/53 73.6%	31/49 63%
Hispanic	***	***	***	***	Hispanic	***	***	***	***

Gr. 5 ELA subgroups	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Gr. 5 Math subgroups	Spring 2012	Spring 2013	Spring 2014	Spring 2015
Sp Edn	***	***	***	3/21 14%	Sp Edn	11/11 100%	54/57 94.7%	***	2/21 24%
Free/Red	38/41 92.7%	29/41 70.7%	28/36 77.8%	20/46 43%	Free/Red	38/43 84.4%	39/42 92.9%	32/36 88.9%	19/46 41%
LEP	***	***	***	***	LEP	***	***	***	***
Black	***	5/11 45.5%	12/16 75.0%	6/15 40%	Black	8/11 72.7%	8/11 72.7%	14/16 87.5%	6/15 40%
White	43/47 91.5%	33/40 82.5%	34/38 89.5%	28/58 48%	White	47/52 90.4%	39/41 95.1%	37/38 97.4%	30/58 52%
Hispanic	***	***	***	***	Hispanic	***	***	***	***

ELA Grades 3-5 total subgroups	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Math Grades 3-5 total subgroups	Spring 2012	Spring 2013	Spring 2014	Spring 2015
Sp Edn	7/11 63.6%	17/25 68.0	21/36 58.3%	13/44 30%	Sp Edn	19/26 73.1%	17/25 68.0%	22/36 61.1%	13/44 30%

	Spring 2012	Spring 2013	Spring 2014	Spring 2015		Spring 2012	Spring 2013	Spring 2014	Spring 2015
Free/Red	36/45 80.0%	109/131 83.2%	78/105 74.3%	73/120 61%	Free/Red	99/133 74.4%	105/131 80.2%	80/105 76.2%	56/120 47%
LEP	***	***	***	***	LEP	***	***	***	***
Black	8/11 72.7%	31/40 77.5%	26/32 81.3%	18/29 62%	Black	19/33 57.6%	32/40 80.0%	25/32 78.1%	10/29 34%
White	44/52 84.6%	114/132 86.4%	111/135 82.2%	98/154 64%	White	120/146 82.2%	109/132 82.6%	110/135 81.5%	91/154 59%
Hispanic	***	10/11 90.9%	***	***	Hispanic	***	9/11 81.8%	***	***

Grade 4	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Grade 5	Spring 2012	Spring 2013	Spring 2014	Spring 2015
Science	58/65 89.2%	55/74 74.3%	50/72 69.4%	67% 41/61	Social Studies	48/73 65.8%	44/63 69.8%	49/69 71.0%	did not take SS

Gr. 4 Science subgroups	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Gr. 5 Soc. St. subgroups	Spring 2012	Spring 2013	Spring 2014	Spring 2015
Sp Ed	***	***	6/19 31.6%	16/21 76%	Sp Ed	7/11 63.7%	***	45/62 72.6%	did not take SS
Free/Red	35/41 85.4%	33/44 75.0%	23/40 57.5%	35/46 76%	Free/Red	28/45 62.2%	27/41 65.9%	23/36 63.9%	n/a
LEP	***	***	***	***	LEP	***	***	***	n/a
Black	***	9/16 56.3%	9/11 81.8%	11/15 73%	Black	6/11 54.5%	3/11 27.3%	7/16 43.8%	n/a
White	43/47 91.5%	35/42 83.3%	34/53 64.2%	34/58 59%	White	37/52 71.2%	29/40 72.5%	31/38 81.6%	n/a
Hispanic	***	***	***	***	Hispanic	***	***	***	n/a

School Planning Review Team

NAME	POSITION	SIGNATURE
Beth Kimmel	Principal	*(signature)*
Jo Noltemeyer	School Admin Manager	*(signature)*
Cindy Shreve	Academic Improvement Coordinator	*(signature)*
Erin Miller	Interventionist	*(signature)*
Claire Coppage	1st grade teacher	*(signature)*
Holly Koch	3rd grade teacher	*(signature)*
Grace Wallace	3rd grade teacher	*(signature)*
Leah Bower	4th grade teacher	*(signature)*
Mickie Magnuson	5th grade teacher	*(signature)*

Title I Schoolwide Plan Checklist

Directions: Review the Title I Schoolwide Plans prior to mailing to the IDOE to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted. **Components of a Schoolwide Plan*:**

Schoolwide Component	Page(s) Found in SIP
1. A comprehensive needs assessment of the whole school	32-46
2. Implementation of schoolwide reform strategies that: ● Provide opportunities for all children to meet proficient and advanced levels of students' academic achievement ● Use effective methods and instructional strategies that are based on scientifically based research that: ● Strengthens the core academic program ● Increases the amount of learning time ● Includes strategies for serving underserved populations ● Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards ● Address how the school will determine if those needs of the children have been met ● Are consistent with and are designed to implement state and local improvement plans, if any	4, 6, 11-18
3. Highly qualified teachers in all core content area classes	9
4. High qualified and ongoing professional development for teachers, principals, and paraprofessionals	19-23

5. Strategies to attract high-quality, highly qualified teachers to this school	3

6. Strategies to increase parent involvement, such as literary services
 	
    ● 6a. Description how the school will provide individual academic assessment results to parents
    ● 6b. Strategies to involve parents in the planning, review and improvement of the schoolwide plan
	4

Schoolwide Component	Page(s) Found in SIP
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	5
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	9, 11-18
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance	6
10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components ● 10a. A list of programs that will be consolidated under the schoolwide plan (if applicable)	NA

**Indiana
Department of Education**

Glenda Ritz, Superintendent of Public Instruction

IDOE School Improvement and Professional Development

Building Level Assurance Form

Principal / Exclusive Representative Signatures

Used Only When Exclusive Representative Signs Each School Individually.	
DOE Building Number	0871
Building Name	Riverside Elementary

As principal, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Principal Name (Print)	Bethany C Kimmel
Principal's Signature	Bethany CK
Date Signed	9/16/16

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development program for this school listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	
Exclusive Representative Signature	
Date Signed	

This signed form should be <u>kept on file at the school's office</u>.

Principals will electronically assure that this form is signed and on file at the school during the Legal Standard 1 School Improvement Plan Submission process.

<u>It is NOT necessary to return this form to the Indiana Department of Education.</u>