School Name: Riverview Elementary

School Number: 1797

Street Address: 2509 Wood Street

City: Elkhart

Zip Code: 46516

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, <mark>2020-2023</mark>, 2021-2024, 2022-2025 (Highlight implementation years)

---------------------- CONTACT INFORMATION ----------------------

Principal: Holly Conley
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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI   Targeted Support and Improvement – federal government school designation under ESSA
ATSI   Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI   Comprehensive Support and Improvement – federal government designation under ESSA

Who is <u>required to submit</u> a school improvement plan (SIP)? **All public and private schools**
Who is <u>required to submit</u> a comprehensive needs assessment (CNA)? **Schools that receive Title I funds <u>AND</u> schools classified as TSI, ATSI, and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's CNA template? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out HERE. (<u>Highlight answer choices below.</u>)

This is an initial three (3) year plan. **Yes No**	This is a review/update of a plan currently in use. **Yes No**
This school is identified as the following by the federal government: (Highlight all that apply) **TSI, ATSI, CSI**	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.**	
This school receives Title IA funding. **Yes No** Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW TA** *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group**.

List members of the committee below and highlight the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP, BOTH*	*ELA, Black, Spec. Ed.*
Holly Conley	Principal	**CNA, SIP, Both**	
Jamie Krempec	Assistant Principal	**CNA, SIP, Both**	
Sara Chrobot	Kindergarten	**CNA, SIP, Both**	
Tracy Borger	1st Grade	**CNA, SIP, Both**	
Janelle Hostetler	2nd Grade	**CNA, SIP, Both**	
Kayla Freeze	3rd Grade	**CNA, SIP, Both**	
Kim Ewen	4th Grade	**CNA, SIP, Both**	
Angela McMahon	5th Grade	**CNA, SIP, Both**	
Amy Petersen	6th Grade	**CNA, SIP, Both**	
Kerry Mullet	Intervention	**CNA, SIP, Both**	
Lesley Davis	Physical Education	**CNA, SIP, Both**	
Kaitlin Putt	Special Education	**CNA, SIP, Both**	

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision:

All students share in a guaranteed, rigorous, fair and equitable education, not only reaching growth expectations on State academic standards, but also developing their talents, skills, and mindsets to meet the challenges of an ever-changing world.

School Vision:

The vision of Riverview Elementary is to be a safe and productive learning environment where students are encouraged and supported to maximize their potential academically, behaviorally, and socially.

District Mission:

The Elkhart Promise: Every student is known by name, challenged and supported by highly effective staff, and in partnership with the community will graduate career/college ready and life ready.

School Mission:

Riverview Elementary staff will connect, persist, and reflect to ensure high levels of learning for all students.

District Goals:

1. Increase principal and teacher knowledge base of analyzing EL data to identify individual student needs and plan for specific instruction to meet the needs of all EL students
2. Develop Tier I behavior expectations through explicit instruction to students within a strong PBIS PRIDE framework
3. Increase the capacity of educators to plan and implement effective Tier I instructional practices and Tier II interventions aligned to Tier I

Does the school's vision support the district's vision?   Yes   No
Does the school's mission support the district's mission?   Yes   No
Do the school's mission and vision support district goals?   Yes   No
If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not underlined essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

PSubject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Reading	K-5	Pearson myView Literacy	Yes No	Tier 1, 2, 3	Textbook, readers, intervention materials and assessments are core components of reading program	Yes No	
Reading	6	Pearson myPerspectives Literacy	Yes No	Tier 1, 2, 3	Textbook, readers, intervention materials and assessments are core components of reading program	Yes No	
Mathematics	K-6	Math Expressions	Yes No	Tier 1, 2, 3	Modules align with Indiana Academic Standards	Yes No	
Social Studies	K	Tools of the Mind	Yes No	Tier 1, 2, 3	Materials and resources align with the Indiana Academic Standards	Yes No	
Social Studies	1-6	Pearson myWorld Social Studies	Yes No	Tier 1, 2, 3	Materials and resources align with the Indiana Academic Standards	Yes No	
Science	K	Tools of the Mind	Yes No	Tier 1, 2, 3	Materials and resources align with the Indiana Academic Standards	Yes No	

Subject	Grade	Curriculum	Supplemental	Tier	Description	Evidence-Based	
Science	1-6	Ethos Science Kits	Yes No	<mark>Tier 1</mark>, 2, 3	Science Kits provide hands-on experiences aligned with Indiana Academic Standards for Science.	*<mark>Yes</mark> No*	
Science	1-6	Mystery Science	Yes No	<mark>Tier 1</mark>, 2, 3	Mystery Science provides a lesson that contains a central mystery, discussion questions, supplemental reading, and a hands-on activity. Materials align with the Indiana Academic Standards.	*<mark>Yes</mark> No*	
ELA & Math	K-6	IXL	Yes No	Tier 1, <mark>2, 3</mark>	Students receive differentiated math and ELA instruction.	*<mark>Yes</mark> No*	
Phonics	K-3	Phonics First	Yes No	<mark>Tier 1, 2, 3</mark>	Students receive daily phonics instruction aligned to grade level expectations. Additional supports and interventions are provided.	*<mark>Yes</mark> No*	
Phonemic Awareness	K-2	Heggerty	Yes No	<mark>Tier 1</mark>, 2, 3	Students receive daily whole group instruction to increase their phonemic awareness.	*<mark>Yes</mark> No*	

Best Practice/Requirements Self-Check	Yes/No		X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	<mark>Yes</mark>	No	X
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	<mark>Yes</mark>	No	X
Teachers and staff are engaged in cross grade-level articulation of standards.	<mark>Yes</mark>	No	X
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	<mark>Yes</mark>	No	

The public may view the school's curriculum in the following location(s):

Building and district office

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	No	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	X
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	No	
Instructional strategies foster active participation by students during the instructional process.	Yes	No	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	X
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	X
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	

For Title I schools with Schoolwide Programs only:
Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.
Individual needs are provided for using a three tier model of intervention. All Riverview students receive instruction based on learning needs determined through data analysis. Additionally, a reading interventionist provides small group intervention for students. Special education, resource teachers, and an EL teacher provide support to groups in the general education classrooms.
Teachers meet for grade level professional learning teams where student benchmark and progress monitoring data is reviewed and analyzed to determine what students have learned. Teachers collaborate to find the root cause of student performance and plan effective strategies to ensure students learn. Teachers have common preparation time during which they also collaborate to plan effective instruction. Interventions are provided to students in flexible groups, focusing on the development of specific skills. Students participate in flexible groups for a daily success period for reading or math support or acceleration. This additional support is provided by classroom teachers, paraprofessionals and other available staff. Some students receive research-based explicit and systematic interventions such as Fountas & Pinnell LLI, especially at Tier 3.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click **HERE**. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use		X
NWEA Map Growth	K-6	Benchmark, Com. Form., Summative, Other	NWEA Map Growth Assessments allow teachers to track student growth over time in both reading and mathematics.	Yes	No	X
NWEA Map Fluency	K-2	Benchmark, Com. Form., Summative, Other	NWEA Fluency Testing allows teachers to measure oral reading fluency, comprehension and foundational reading skills. Part of this assessment was also used as a Dyslexia Screener.	Yes	No	X
Savvas Benchmark	K-6	Benchmark, Com. Form., Summative, Other	Three times per year, students take a grade level benchmark assessment to measure progress on the essential standards.	Yes	No	X
Common Formative Assessments - Reading	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit tickets, checks for understanding, quizzes, writing performance tasks, short answer responses, and other various formats.	Yes	No	X
Common Formative Assessments - Math	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit tickets, checks for understanding, quizzes, math performance tasks, short answer responses, and other various formats.	Yes	No	X
Summative Assessments - Reading	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Summative Assessments based on essential standards that are taught during a Unit of Study. Summative Assessments serve as the end of unit assessment and provide the data to show if students'	Yes	No	

			mastered the content. Summative Assessments include end of unit assessments, writing prompts (writing performance tasks), and teacher created end of unit assessments.			
Summative Assessments - Mathematics	K-6	Benchmark, Com. Form., <mark>Summative,</mark> Other	Teachers create Summative Assessments based on essential standards that are taught during a Unit of Study. Summative Assessments serve as the end of unit assessment and provide the data to show if students' mastered the content. Summative Assessments include end of unit assessments, math performance tasks, and teacher created end of unit assessments.	<mark>Yes</mark>	No	
CogAT	K, 2, and 5	Benchmark, Com. Form., Summative, <mark>Other</mark>	The Elkhart Community School District provides formal testing to identify students for high ability services. The standard cut score of the 95th percentile will be applied for eligibility. Students in Grade K, 2, and 5 are administered the Cognitive Abilities Test (CogAt) to identify those with high academic potential.	<mark>Yes</mark>	No	
Dyslexia Screening	K, 1 and 2	Benchmark, Com. Form., Summative, <mark>Other</mark>	Per Indiana State Law, all students in Grades K, 1, and 2 received a Dyslexia Screener to identify students with possible characteristics of Dyslexia. The screener included phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills and encoding skills.	<mark>Yes</mark>	No	
ACCESS	All ELL students K-6	Benchmark, Com. Form., Summative, <mark>Other</mark>	The WIDA Assessment is given to all English Language Learners to identify language skills in both social and academic English.	<mark>Yes</mark>	No	X

Best Practice/Requirements Self-Check	Yes/No		X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	<mark>Yes</mark>	No	X
The school uses assessment data to identify students for Tier II and Tier III instruction.	<mark>Yes</mark>	No	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	<mark>Yes</mark>	No	X

For Title I schools with Schoolwide Programs only:
Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.
Teachers meet for grade level professional learning teams where student benchmark and progress monitoring data is reviewed and analyzed to determine what students have learned. Teachers collaborate to find the root cause of students' performance and plan effective strategies to help students learn. Teachers have common preparation time during which they also collaborate to plan effective instruction.

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

The Elkhart Community School District has supplied each student with an IPAD to support one-to-one instruction. Seesaw and IXL serve as the learning platforms to deliver communication and provide instructional tools. Teachers have professional development opportunities throughout the school year to enhance their knowledge and expertise on digital tools. The Technology Department provides a system for families to replace broken and damaged equipment.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes No	
A plan is in place to provide in-service training in the use of technology.	Yes No	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	
There are established procedures for maintaining technology equipment.	Yes No	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	
Online career navigation program	
Job shadowing	

If "Not currently implementing career exploration activities" was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No		X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	No	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	No	X
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	No	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No	X
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

These groups are identified through the use of state data reports.

Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school.

As a district, all teachers, administrators and staff are required to take a SIOP(Sheltered Instruction Observation Protocol) Canvas course this year to learn strategies and practices to better understand and support English Language Learners. By taking the course, staff will gain an understanding of how best to support English Language Learners in the classroom and how best to serve families. Staff have been trained in trauma-informed classroom practices and strategies.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

● SIOP Training is necessary in order to increase the understanding of how to best serve English Language Learners.
● Trauma Informed Care Training is needed for all in order to increase the understanding of how to best serve and respond to the needs of students who have suffered trauma and need behavioral intervention/assistance.
● CPI Training is needed for all in order to increase the awareness of how to respond when students display behaviors of escalation and how to appropriately de-escalate situations.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

In response to the identification of the need for improved cultural competency, staff will pursue culturally responsive materials reflective of and relevant to the diverse student population. The school will continue to provide a platform for families to be heard through PTO and surveys.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students absent 10% or more of the school year.   Last year: 151   **Two Years Ago:** 181   **Three Years Ago**: 59

What may be contributing to the attendance trend?
Riverview Elementary emphasizes the importance of regular and timely attendance with both students and parents. Socioeconomic challenges, trauma, and limited resources impact our chronic absenteeism. Social-emotional and cultural competency training will contribute to positive, supportive, and mutually respectful relationships between the school and home, ensuring parents feel welcome and comfortable seeking support and assistance.

What procedures and practices are being implemented to address chronic absenteeism?
"Absence of concern" will include all truancies, unverified absences, unexcused absences, and absences that are a concern to the school principal/ designee. Students who accumulate absences of concern in a twelve month period in any Elkhart County School will proceed through the following levels and may also be subjected to disciplinary consequences.

LEVEL 1   <u>FORMAL NOTIFICATION TO PARENTS</u>
If any student accumulates four (4) absences of concern, the parents/ guardians will be formally notified by letter. Upon receipt of this letter, it becomes the responsibility of the parents/ guardians to contact the school to discuss the attendance of his or her student.

LEVEL 2   <u>LEGAL NOTICE</u>
If subsequent to the completion of Level 1 notification, the student accumulates seven (7) absences of concern, a legal notice will be sent by registered mail to the parents/ guardians and copied to Juvenile Probation or Department of Child Services (DCS).

LEVEL 3   <u>CONTINUING ABSENCES OF CONCERN</u>
If subsequent to completion of the Level 2 notification, the student accumulates continuing absences of concern, the hearing officer will meet with the parents/ guardians and student. The hearing officer will complete a written summary with recommendations to the school, parents/ guardians and student. Continued absences of concern will result in referral to the Department of Child Services (DCS), Juvenile Probation, or the Prosecuting Attorney's Office. Failure to attend the hearing will result in advancement to Level 4.

LEVEL 4   <u>MANDATORY INTERVENTIONS/ REFERRAL TO DEPARTMENT OF CHILD SERVICES/ PROBATION/ OR PROSECUTING ATTORNEY</u>

If subsequent to the completion of the Level 3 hearing, the student continues to accumulate absences of concern, the school will file a violation of legal notice with Juvenile Probation, the Department of Child Services, or the Prosecuting Attorney's Office. Parents will be required to attend a meeting with a school administrator who will assign mandatory interventions. The parents/ guardians and school representative will receive written notification of interventions at that time. Failure to comply with interventions or to improve school attendance will result in a direct referral to the Department of Child Services, Juvenile Probation, or the Prosecutor's Office.

LEVEL 5 COURT
If subsequent to the completion of the level 4 meeting, the student continues to accumulate absences of concern, the school will notify the Department of Child Services, Juvenile Probation, or the Prosecutor's Office. The Prosecutor has the option of charging the parents/guardians with educational neglect or the student with truancy.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

See above.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	X

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

- Riverview strives to maximize the engagement of family members in the school, including to improve student academic outcomes through:
    - SeeSaw
    - Back to School Night
    - Social Media
    - Website
    - Powerschool
    - Conferences
    - PTO
    - Academic Nights
    - Newsletter
    - Parent Handbooks
    - Planners

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
- Riveriew aims to understand parents' hopes, concerns, and suggestions through:
    - Surveys
    - PTO
    - P/T Conferences
    - IEP process
    - MTSS/BIT
    - Social Worker
    - SIP process
    - Visibility in the building
    - Open communication

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

When parents do not report student absences, an automated call goes out in the evening. Letters are sent home to parents when attendance and tardies are considered excessive or without explanation. During parents/teacher conferences, administrators set up attendance conferences with specific families to discuss attendance concerns and to provide any necessary support. When these avenues are not successful, home visits are conducted by administrators and the social worker.

How do teachers and staff bridge cultural differences through effective communication?

- Riverview ensures its staff has the cross-cultural skills necessary for successful collaboration with family members through:
    - Trauma Informed Care year long PD
    - SIOP
    - Culture Audit

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

At the beginning of each school year, parents are informed via a powerpoint at our Annual Back to School Night and Title 1 Parent Meeting of the importance of being involved and how to become involved. Approximately 90% of our families attended this event, allowing us to reach a diverse population. Our PTO officers are there as well to engage parents and answer questions. Information is also presented to parents at the entrance to the event to answer questions and encourage parent participation. In the past we have attempted to engage parents with both evening and daytime meetings, with little luck. Most of our parents have dual income families, and their children are involved in after school activities, which leaves little extra time for meetings. So instead we contact the stakeholders individually, and inform them of their role, and request they read over information and give input. Our parents have been very receptive to that form of engagement. At our PTO meetings once a month, our principal reports on what is happening in the building, stakeholders then ask questions at this time and give input as well.

The Parent Teacher Organization (PTO) is an active organization that supplies valuable monetary and physical assistance to both staff and students. Efforts to increase involvement include word of mouth encouragement, personal phone calls, sending home enrollment papers at the first of the year and in February, notices put in the monthly newsletter inviting parents to join, and a PTO membership table at Back-to-School Night, Parent/Teacher conferences, Kindergarten Kick-Off and other appropriate events. We update our Facebook page several times weekly in an attempt to engage a more diverse population of stakeholders in learning more about what is happening in the classrooms so they can better provide input on the improvement of our school.

Several staff members greet the parents and students every morning at the front door. The personnel at the front door are consistent to allow for stakeholders to have a comfort level with these staff members who can assist and answer questions on a daily basis.

At the beginning of the 2022-2023 school year, Riverview gained a half-time Parent Liaison who is bilingual. This positively impacts our relationships with families where language was a barrier.

How does the school provide individual academic assessment results to parents/guardians?

Assessment results are sent home to the student's parents/guardians. Parents are provided support during open houses and parent/teacher conferences to understand their students' data. A strong focus is placed on communicating the importance of growth.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

Survey information is collected in reference to the school culture, climate, and educational process. Parents are made aware of opportunities in which they can contribute to the development and improvement of the schoolwide plan, including applicable committee participation and community meetings. Notices are sent home and follow up phone calls are made for stakeholders to sign up and play a larger role within the school. A parent/student folder is sent home weekly for several grade levels and a school handbook distributed at the beginning of the school year to each family is used to increase communication and provide necessary information about school policies and programs.

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.
State and local funds are used to support funding of the following:

- Principals, Assistant Principals and Academic Deans
- Classroom teachers
- Specials teachers (art/music/physical education)
- Elementary English learner teachers
- All non-staff related costs (to include curricular supplies) are allocated based on student count and unrelated to whether or not the building receives Title support.

Title II funds support the professional development needs as related to the district initiatives and SMART goals in the areas of *Leadership Effectiveness, Educator Effectiveness, Student Conditions for Learning* and *Parent and Community Engagement.* Title III funds support English language learners in attaining English language proficiency and the professional development needed for administrators, other school leaders and classroom teachers in developing and enhancing their capacity to provide effective instructional programming. Title IV funds are used to provide activities that support well-rounded educational opportunities, safe and healthy students and educational technology as it relates to increased academic achievement and digital literacy.

Elkhart Community Schools has a partnership with Beacon Health System. Their community impact team implements free resources and programs in our schools. Additional in-kind resources include "Cowboy Ethics" which provide character development and the Cares mentor program to support students' emotional well-being and academic achievement.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

At Riverview's Kindergarten Kick-off each April, all incoming kindergarten students receive a bag filled with materials to practice skills over the summer. Students received dominoes, magnetic letters, pencils, scissors and a kindergarten-readiness workbook. Riverview teachers work with incoming kindergarten students for one-two weeks prior to the first day of school through the Kindergarten Readiness program. This time is spent acclimating students to the school and staff, teaching procedures and assessing early academic needs. Riverview has had more than thirty incoming kindergarten students participate in this program each year since it started. The benefits of this program include intentional placement of students in classrooms, decreased anxiety for students and parents when the traditional school year begins and the ability of teachers to plan support and interventions much sooner.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

Decisions about staffing are subject to funding to the school district from state resources and decreases in other funding sources such as Title I. There are specific policies and processes in place for hiring staff (which are written at the district level) and principals are surveyed for staffing needs. Riverview's policy is to be patient in hiring personnel who best serve our needs and fit our high expectations for staff performance. This policy has resulted in the hiring of high quality staff members. Elkhart Community Schools posts job openings on the district website and with universities. Administrators attend interview programs at universities located in Indiana, as well as Southern Michigan. All candidates are screened using the "Ventures for Excellence" Teacher Selection Program. Candidates also take the online screening prior to being interviewed. The second round interviews are conducted at the individual school with the administrators of the building as well as a small interview team of teachers. During the second interview, candidates are given scenarios to respond to how they would handle a situation. Mentor teachers are assigned to new teachers in an effort to reduce teacher turnover and ensure long-term employment and to facilitate the transition to Elkhart Community Schools. Grade level teams are expected to provide assistance, cooperation, collegiality and collaborative opportunities for new staff members.

Elkhart Community Schools' plan to hire and maintain highly qualified staff members is as follows:

- No teacher is hired unless that teacher holds a current Indiana license to teach the area for which they have been hired.
- Teachers are not hired to teach in an area for which they do not have licensure in that specific area.
- The Personnel Department maintains on-going records of teachers' certification expiration dates.
- The Personnel Department sends out regular and timely communication three times each year to teachers as reminders to renew their licenses.
- The Personnel Department follows up communication with personal phone calls to ensure that all teachers maintain current licenses in the area in which they have been hired to teach.
- Communication from the Personnel Department to teachers concerning licenses states that no teacher will be allowed to start the school year without a current license on file.

Master contract language in agreement with the Elkhart Teachers Association and Elkhart Community Schools states that any teacher who does not maintain appropriate and current licensure is in violation of their contract and forfeits employment.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below

Staff Name	Licensure/Certification	Assigned Class/Subject
Chrobot, Sara	Rules 46-47 General Elementary 1-6 Kindergarten	Kindergarten
Thomas, Allison	REPA Elementary Generalist Early Childhood	Kindergarten
Mullet, Katie	REPA	Kindergarten

	Elementary Generalist	
Borger, Tracy	Rules 46-47 General Elementary 1-6 7-8 Non-Dept. Kindergarten	1st grade
Folk, Sarah	REPA Elementary Generalist	1st grade
Romano, Allysa	REPA Elementary Generalist	1st grade
Boland, Kennedy	REPA Elementary Generalist	2nd Grade
Hostetler, Janelle	Rules 2002 Elementary/Intermediate Generalist Elementary/Primary Generalist Mild Intervention Preschool Generalist	2nd Grade
Tepe. Erin	REPA Elementary Generalist	2nd Grade
Elzey, Ashley	REPA Elementary Generalist	3rd Grade
Freeze, Kayla	REPA Elementary Generalist Reading	3rd Grade
Webber, Jennifer	Rules 2002 Elementary/Intermediate Generalist Elementary/Primary Generalist English as a New Language	3rd Grade
Ewen, Kimberly	Rules 46-47 General Elementary 1-6 7-8 Non-Dept. Kindergarten	4th Grade
Moreno, Cortney	REPA Elementary Generalist English as a New Language	4th Grade
Higgins, Justin	Rules 2002 Elementary/Intermediate Generalist Elementary/Primary Generalist	5th Grade
Maddimadugu, Esther	Rules 2002	5th Grade

	Elementary/Intermediate Generalist Elementary/Primary Generalist	
McMahon, Angela	Rules 46-47 General Elementary 1-6 7-8 Non-Dept.	5th Grade
Petersen, Amy	Rules 46-47 General Elementary 1-6 7-8 Non-Dept. Kindergarten	6th Grade
Stoltzfus-Miller, Tonya	Rules 46-47 General Elementary 1-6 7-8 Non-Dept.	6th Grade
Bardo, Dawn	Rules 46-47 General Elementary 1-6 7-8 Non-Dept.	Intervention
Mullet, Kerry	Rules 46-47 General Elementary 1-6 7-8 Non-Dept. Kindergarten	Literacy
Circosta, Rachelle	Rules 46-47 Severe Disabilities	Intense Interventions
Roberts, Kristina	REPA 3 Mild Intervention	Mild Disabilities
Stephanie Bontrager	Rules 2002 Elementary/Intermediate Generalist Mild Intervention REPA Mathematics REPA	Mild Disabilities
Seng, Amy	REPA 3 Mild Intervention	Mild Disabilities
Putt, Kaitlin	REPA Communication Disorders	Speech and Language
Taber, Nicole	Rules 46-47 English as a Second Language General Elementary	English Learner
Davis, Lesley	Rules 46-47 General Elementary Kindergarten REPA Physical Education	Physical Education
Mohrman, Carol	Rules 2002 Visual Arts Elementary/Intermediate Generalist	Art

	Elementary/Primary Generalist	
Sagarsee, Jeanette	Rules 46-47 Music: Choral, General, and Instrumental	Music
Conley, Holly	Rules 2002 Building Level Administrator Elementary/Intermediate Generalist Elementary/Primary Generalist	Principal
Krempec, Jamie	REPA Building Level Administrator Rules 46-47 General Elementary Computer	Academic Dean

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X' next to each source of data used in the following steps and attach or link the data reviewed for this plan.

	General Academic and Schoolwide		WIDA		Special Education		High Ability
X	Statewide Assessments	X	Individual Learning Plans (ILPs)	x	IAM Assessment		Aptitude Assessment (e.g. CogAT)
X	Districtwide Assessments	X	Performance Gap Data	x	Individual Education Plans (IEPs)		Current High Ability Grant
	Assessment by Student Group	X	ESL Staff Training	x	Performance Gap Data		Performance Gap Data
X	Common Formative Assessments		Service Delivery Model		Special Education Training for Staff		High Ability Training for Staff
	PSAT/SAT/ACT Assessments	X	Federal (ESSA) Grade for Group		Approved Testing Accommodations		Service Delivery Model
X	Dyslexia Screening Data		Current Title III Grant	x	Federal (ESSA) Grade for Group		
X	Common Formative Assessments		Parental Involvement		IEP Compliance Report		
X	Attendance Reports – general and by student groups	X	WIDA		Special Education Staff Assignments		

X	Survey of Students, Staff, Parents, and/or Community
	Staff Attendance

Be sure there is no personally identifiable information for students in any/all linked/uploaded data.		

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?
Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior**. **All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.**

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1   **Measurable outcome met? <mark>Yes</mark>   No**

By the end of the 2021-2022 school year, Riverview students will increase the percentage of students at or above grade level norms on Reading NWEA by 5% as measured by Spring 2022 data.

If the goal was met, how will the school further improve or sustain this level of performance?
In comparison to the Spring 2021 NWEA assessment, Riverview met this goal. In 2021, 53% of students were at or above grade level norms, compared to 58% on the Spring 2022 Reading NWEA assessment. We will continue monitoring student progress on essential reading standards and providing Tier 2 and Tier 3 instruction for students who need additional support.

If the goal was not met, explain why.

If the goal was not met, should the school continue to work toward this goal?   Yes   No

Goal 2   **Measurable outcome met?** <mark>Yes</mark>   No

By the end of the 2021-2022 school year, Riverview students will increase the percentage of students at or above grade level norms on Math NWEA by 5% as measured by Spring 2022 data.

If the goal was met, how will the school further improve or sustain this level of performance?
In comparison to the Spring 2021 NWEA assessment, Riverview met this goal. 60% of students were at/above grade level norms on the Mathematics Spring 2022 NWEA assessment, as compared to 53% on the Spring 2021 assessment.

If the goal was not met, explain why.

If the goal was not met, should the school continue to work toward this goal?   Yes   No

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

1) Are our current goals still areas where improvement is needed immediately?

2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

> *During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).*

	1	2	3	4	5	6
	Desired Performance Indicators Based on Prioritized Goals/Characteristics	**Current Goal**	**Actual Performance Based on School Data**	**Brief Description Comparing Current Performance to Desired Performance**	**Gap**	**Priority**
	A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	*No*	*In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.*	*We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.*	**X**	*1*

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
All students will demonstrate adequate growth, as determined by NWEA and state assessments. We aim to increase the percentage of students meeting grade level expectations in the area of English Language Arts.	**Yes** No	Multiple assessments show that Riverview students are performing below the state average in the area of English Language Arts. Over the past several years, Riverview scored approximately 5-7% below the state average on ILEARN. We are seeing growth on NWEA proficiency, as cohort data shows an increase of students at/above grade level norms. Riverview NWEA Data	Riverview is committed to providing students a guaranteed and viable curriculum, focused on student proficiency and growth through the PLC process. Current data highlights the need for a guaranteed and viable curriculum to allow PLCs to use formative assessment data to support individual student needs.	X	1
All students will demonstrate adequate growth, as determined by NWEA and state assessments. We aim to increase the percentage of students meeting grade level expectations in the area of Mathematics.	**Yes** No	Multiple assessments show that Riverview students are performing below the state average in the area of mathematics. Over the past several years, Riverview scored approximately 3-5% below the state average on ILEARN. NWEA shows an increase in the percentage of students at/above grade level norms comparing Winter 2019 and Winter 2020 data, but a decrease when comparing Spring	Riverview is committed to providing students a guaranteed and viable curriculum, focused on student proficiency and growth through the PLC process. Current data highlights the need for a guaranteed and viable curriculum to allow PLCs to use formative assessment data to support individual student needs.	X	2

		2021 to Spring 2019. Riverview NWEA Data			
A safe learning environment allows instructional time to be maximized and better equips students to be ready to learn, as their basic safety needs are met.	**Yes** <mark>No</mark>	Suspensions and referrals have seen a steady decrease over the past three years.	Current data shows that our efforts related to a safe and disciplined school are effective. We will continue to make this a priority, as it is the foundation to allow for high levels of learning.		3
Data from a variety of assessments is used when making decisions at the classroom, grade level, and school level concerning instructional focus, additional supports needed, intervention needs, etc.	<mark>Yes</mark> No	PLC teams analyze data from CFAs and district/state assessments to increase the use of successful strategies and target interventions.	Classroom, district, and state assessment data help to identify student proficiency, growth, and needs. Responsive instruction is critical to this process.	x	4

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.
A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found **HERE**. Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
1-Academic Growth/Proficiency ELA	● *Data shows that Riverview students are performing below the state average in English Language Arts.* *Why?* ● *Teachers do not have a clear understanding of best resources and common strategies*

	Why? ● *Lack of vertically aligned resources and strategies.* *Why?* ● *Teachers did not have access to common materials and training.* *Why?* ● *There has been a lack of a focused ELA curriculum over the past several years.*
2-Academic Growth/Proficiency Mathematics	*Data shows that Riverview students are performing below the state average in Math* *Why?* ● *Teachers do not have a clear understanding of best resources and common strategies* *Why?* ● *Lack of vertically aligned materials and strategies.* *Why?* ● *Teachers did not have access to common materials and training prior to using Engage New York as their primary resource.* *Why?* ● *There was an initial lack of confidence in the choice of primary math resource.*

3-Data Analysis/Intervention	*Lack of a strong systematic approach to reading and math interventions.*
	Why?
	   ● *Teachers do not have a clear understanding of best resources and common strategies.*
	Why?
	   ● *Lack of materials and specific intervention training.*

Write your Goal(s) from these.   *Develop strategies from these.*

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
   a. A continuation of existing goals and/or
   b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
   a. Strategies in the school improvement plan;
   b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA	McKinney-Vento	General funds
Title II	High Ability	Head Start
Title III	Early Literacy	
Title IV	Twenty-first Century After School Program	
School Improvement (SIG)	Rural and Low Income Schools	

School Improvement Plan

Using the Goal Template

Goals
Are a result of identified priorities (where improvement is needed immediately)
Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy
A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions HERE. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps
Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

<table>
<tr>
<td>GOAL 1</td>
<td colspan="4">By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.</td>
</tr>
<tr>
<td>Data Checkpoints (dates)</td>
<td>November 1</td>
<td>February 15</td>
<td colspan="2">May 25</td>
</tr>
<tr>
<td>Evidence at Checkpoints</td>
<td>Math scores on interim test</td>
<td>Math scores on interim test</td>
<td colspan="2">Math scores on interim test</td>
</tr>
<tr>
<td>Evidence-Based Strategy 1</td>
<td colspan="3">Implemented blended instructional models in mathematics classes in grades 5-8.
Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." Exceptional Children, vol. 8, no. 4, June 2014, pp. 423-437., doi: 10,1177/0014402914527240.</td>
<td>PD Needed: Yes   No</td>
</tr>
<tr>
<td>Strategy Action Steps</td>
<td>Required Activity</td>
<td>Start/End Dates</td>
<td>Person(s) Responsible</td>
<td>Evidence of Success</td>
</tr>
<tr>
<td>Action Step 1</td>
<td>Conduct on-going, job-embedded training for teachers and instructional support staff.</td>
<td>August 2021- May 2020</td>
<td>Leadership Team, Math Department Chairs</td>
<td>85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.</td>
</tr>
<tr>
<td>Yr. 2 Measurable Objective</td>
<td colspan="4">By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.</td>
</tr>
<tr>
<td>Yr. 3 Measurable Objective</td>
<td colspan="4">By Spring 2023, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will</td>
</tr>
</table>

	demonstrate mathematical proficiency as measured by the ILEARN assessment.

GOAL 1	**By the end of the 2022-2023 school year, Riverview students will increase the percentage of students at or above grade level norms on Reading NWEA by 5% as measured by Spring 2023 data.**			
Data Checkpoints (dates)	September	January	May	
Evidence at Checkpoints	Interim Assessment Scores	Interim Assessment Scores	Interim Assessment Scores	
Evidence- Based Strategy 1	Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher Collaboration in Instructional Teams and Student Achievement. American Educational Research Journal, 52(3), 475–514. Ransford-Kaldon, C. R., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI). 2009-2010. Center for Research in Educational Policy (CREP).			**PD Needed:** <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	PLC Data Analysis Meetings/Collaboration	Oct. 2022-June 2023	Building Leadership	A master schedule allows teams to meet to discuss student progress.
Action Step 2	Provide SIOP training to all certified staff	Oct. 2022-June 2023	Building Leadership, District SIOP Leaders	All Riverview staff members completed the required SIOP modules.
Action Step 3	Smekens training for grade level teams	Oct. 2022-June 2023	Building Leadership, District Literacy Facilitator	All grade levels participated in Smekens training with Kristina Smekens.
Action Step 4	K-2 focus on vertically aligned phonics instruction	Oct. 2022-June 2023	Building Leadership, K-2 PLC teams	The K-2 teams meet frequently to align their phonics instruction and share data.
Action Step 5	Provide interventions to students as a Tier 2 and 3	Oct. 2022-June 2023	Grade Level PLC teams and Interventionists	Data is kept on all students receiving interventions and

	intervention			progress monitoring is shared.
Yr. 2 Measurable Objective	By the end of 2022-2023 70% of Riverview students will perform at or above grade level norms as measured by EOY NWEA.			
Yr. 3 Measurable Objective	By the end of 2023-2024, 80% of Riverview students will perform at or above grade level norms as measured by EOY NWEA.			

GOAL 2	By the end of the 2022-2023 school year, Riverview students will increase the percentage of students at or above grade level norms on Math NWEA by 5% as measured by Spring 2022 data.			
Data Checkpoints (dates)	October	January	May	
Evidence at Checkpoints	**Interim Assessment Scores**	**Interim Assessment Scores**	**Interim Assessment Scores**	
Evidence- Based Strategy 1	Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher Collaboration in Instructional Teams and Student Achievement. American Educational Research Journal, 52(3), 475–514. Carpenter, T. P., Fennema, E., Peterson, P. L., Chiang, C. P., & Loef, M. (1989). Using knowledge of children's mathematics thinking in classroom teaching: An experimental study. American educational research journal, 26(4), 499-531.			**PD Needed:** <mark>Yes</mark> No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Impact Teams meet with administrators bi-weekly	Oct. 2022-June 2023	Building Leadership	A master schedule allows for teacher coverage to allow teams to meet to discuss student progress.
Action Step 2	Math PD for new resources	Oct. 2022-June 2023	Building Leadership, Grade Level PLC Teams	
Action Step 3	PD plan includes desire for new teacher training and peer observation	Oct. 2022-June 2023	Building Leaders, Leadership Team	
Action Step 4	Provide SIOP training to all certified staff	Oct. 2022-June 2023	Building Leadership, District SIOP Leaders	All Riverview staff members completed the required SIOP modules.
Yr. 2 Measurable Objective	By the end of 2022-2023, 70% of Riverview students will perform at or above grade level norms as measured by EOY NWEA.			
Yr. 3 Measurable Objective	By the end of 2023-2024, 80% of Riverview students will perform at or above grade level norms as measured by EOY NWEA.			

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	Provide ongoing ELA professional development focused on high yield strategies and the utilization of our new core reading program.	Linked SIP Goals <mark>Yes</mark> No
Possible Funding Source(s)	District funds will be used for stipends or substitute teachers for these trainings.	
Evidence of Impact	The leadership team will analyze NWEA data three times per year and ILEARN once. The data will be compared with other schools in the district, along with state and national norms.	

Plan for coaching and support during the learning process:
All Riverview teachers will participate in professional development provided by Pearson and Smekens education throughout the school year. District will provide substitute teachers for these trainings.

How will effectiveness be sustained over time?
Initial curriculum training will be included in the new teacher orientation process. Continued professional development will be offered to all staff. The PLC process will allow teams to evaluate student learning and the effectiveness of strategies through an ongoing cycle of continuous learning for all.

Professional Development Goal 2	**Provide opportunities for teachers to receive training and opportunities to observe highly effective math teachers, along with required training from Math Expressions.**	**Linked SIP Goals** ==Yes== No
Possible Funding Source(s)	District-planned training for newer teachers. Funds can be used to allow release time for peer observation.	
Evidence of Impact	The leadership team will analyze NWEA data three times per year and ILEARN once. The data will be compared with other schools in the district, along with state and national norms.	

Plan for coaching and support during the learning process:

Request district PD for specific teachers. Provide opportunities for teachers to observe their colleagues and engage in discussion. Peer observation and administrative coaching throughout the year.

How will effectiveness be sustained over time?

Initial curriculum training will be included in the new teacher orientation process. Continued professional development will be offered to all staff. The PLC process will allow teams to evaluate student learning and the effectiveness of strategies through an ongoing cycle of continuous learning for all.