



Indiana School Improvement Plan

Riverview Elementary School

Elkhart Community Schools

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TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	6
Notable Achievements and Areas of Improvement.....	10
Additional Information.....	12
Improvement Plan Stakeholder Involvement	
Introduction.....	14
Improvement Planning Process.....	15
Self Assessment	
Introduction.....	19
Standard 1: Purpose and Direction.....	20
Standard 2: Governance and Leadership.....	23
Standard 3: Teaching and Assessing for Learning.....	27
Standard 4: Resources and Support Systems.....	36
Standard 5: Using Results for Continuous Improvement.....	41
Report Summary.....	45

Student Performance Diagnostic

Introduction 47

Student Performance Data 48

Evaluative Criteria and Rubrics 49

Areas of Notable Achievement 50

Areas in Need of Improvement 51

Report Summary 52

Building Goal Plan 2017

Overview 54

Goals Summary 55

 Goal 1: 59% of Riverview students scored at or above grade level on the Spring 2017 NWEA Reading Assessment. We will increase this by 5% to at least 64% of students meeting this benchmark on the Spring 2018 NWEA Reading Assessment. 56

 Goal 2: 61% of Riverview students performed at or above grade level on the Spring 2017 NWEA Mathematics Assessment. We will increase this by 5% to at least 66% of students meeting this benchmark on the Spring 2018 NWEA assessment. 56

Activity Summary by Funding Source 58

Title I Schoolwide Plan Requirements

Introduction 60

Title I Schoolwide Plan Requirements 61

Conclusion 65

Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

History and Description of the Neighborhood

Riverview Elementary School is part of the Elkhart Community School Corporation. It is located in a residential area on the east side of the city of Elkhart, Indiana. The building was originally constructed in 1952 as two self-contained classrooms. A second similar structure was built in 1953 and a third was added in 1955. In 1957, units two and three were connected providing six additional classrooms designed to service kindergarten through sixth grade. In 1962, gymnasium and kitchen areas were added. In 1984, a total renovation project was undertaken. Another eleven classrooms were added in 2006-07. The present structure located at 2509 Wood Street is the result of these projects.

Riverview's geographical area is bordered on the west and north by two rivers and on the south and east by the Concord School Corporation. Riverview School's boundaries were changed in 2013 as part of a reorganization of boundaries in the Elkhart Community Schools District. As a result, students living in a small subdivision from the Bristol area which was included in Riverview's attendance area were reassigned to Bristol School. Boundaries for Riverview were also increased to add students living east of the Elkhart River and just south of the previous boundary adding approximately 80 students. At the beginning of the 2017-2018 school year, Riverview boundaries were extended into the Mary Beck School district as part of the reorganization of Mary Beck. This change has resulted in the addition of approximately 60 students to Riverview bringing enrollment to 467 students which is the school's largest enrollment in its history. Currently, approximately 56% of the students live in the walk zone and 44% are provided with bus transportation.

The Elkhart community has relied on the musical instrument, recreational vehicle industry and related light manufacturing for the majority of its employment opportunities. These industries have a past history of searching for labor thus, the Hispanic population increased greatly in the city and the county. This growth is reflected in the number of Hispanic students attending Riverview. After 2002, the number of Hispanic students at Riverview more than tripled and has remained stable at approximately 29% each year significantly increasing the number of students in the English as a Second Language (ESL) program and becoming our second largest ethnic group after our white student group. The percentage of Hispanic students enrolled at Riverview has been about 31% for the last two years.

Socio-economic Background Information

Industries in Elkhart were greatly affected by the economic recession beginning in 2008. When president Obama visited Elkhart in Feb. 2009, the unemployment rate for the county was the highest in the nation at 15.3%. In 2016 the unemployment rate in Elkhart has dropped significantly to 3.5% and is now considered to be at full employment; however, the percentage of Riverview students receiving free or reduced lunches has been relatively unchanged, possibly due to low wages in the area. Beginning in 2013, Riverview was granted Title I status based on free and reduced lunch percentages.

Enrollment and Attendance

Currently, Riverview's total enrollment is approximately 467 students with approximately 47% of those being white, 31% Hispanic, 11%

Indiana School Improvement Plan

Riverview Elementary School

Black, and 10% multiracial. Approximately 16% of Riverview students are English Language Learners and about 15% receive some type of special education service. Riverview has a high rate of students with low-socioeconomic status with 61% receiving Free or Reduced Lunch.

Riverview's yearly attendance rate has been stable over the last three years with rates at near or above 96%. Parents and or guardians are expected to call in and explain the reason for their child's absence. Automatic calls are made to parents of absent students if no call has been received. Letters are sent to parents of students who have an undue number of absences. Excessive absences may result in a placement in the district Levels Program with possible court action taken if necessary. Vacation absences must be approved by the principal at least two weeks in advance. Students with perfect attendance and no more than two tardies are recognized each semester.

Riverview School's stability index, still one of the most stable in Elkhart Community Schools has seen a decline over the last 4 years, decreasing from 84% to 78% during the 2015-2016 school year. This may have been due to the change in school boundaries which added an area which contains a high number of rental units.

The school has high academic expectations and stresses positive discipline and personal responsibility of both students and staff. As a PBIS school, the staff at Riverview believes in using positive approaches to solving problems and conflicts and expects this from students as well. Teachers' high expectations are matched by their equally high levels of concern, energy, and interest in students as individuals.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission and Purpose

Elkhart Community Schools

OUR 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.

Riverview School

Our mission is to CONNECT, REFLECT, and PERSIST to guarantee that ALL students learn at high levels.

Beliefs

We believe in meeting the individual needs of all students who walk through our doors and that all students can learn.

We believe teaching students to be good citizens is as important as teaching them academics.

We believe in high expectations for staff, students and parent so that all reach their highest potential.

We believe in creating deep and rigorous learning experiences for our students.

We believe in integrated curriculum to enhance relevance for our students and develop greater understanding.

We believe in creating a positive, safe, comfortable, and predictable climate which allows staff and students to grow and learn.

We believe in modeling grace to our students through trust forgiveness and second chances.

We believe in creating and fostering positive relationships with parents and local organizations such as with local churches.

The school has high academic expectations and stresses positive discipline and personal responsibility of both students and staff. As a PBIS school, the staff at Riverview believes in using positive approaches to solving problems and conflicts and expects this from students as well. Teachers' high expectations are matched by their equally high levels of concern, energy, and interest in students as individuals.

Riverview School's Improvement Team participates in a process of review of student achievement data and current school practices. The school focus is on improvement of reading and math through deep learning using integrated curriculum. Teachers focus on strategies having high effect sizes in order to make student learning visible in every classroom.

All students receive a minimum of 90 minutes of reading instruction and within content-area subjects using the district core reading program, Journeys, with whole group and small group reading instruction and supplemental resources such as Read Works, Newsela or other fiction and non-fiction resources. Instruction is designed to meet individual student needs. Teachers also focus on writing across the curriculum to enhance achievement in reading and all other curricular areas using the Lucy Calkins writing program.

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 primarily in grades

kindergarten through grade three. Special education resources teachers and an ELL teacher provide support to groups in the general education classrooms. High Ability students at Riverview are placed in cluster classrooms where appropriately leveled instruction takes place. High Ability students receive enrichment learning during success blocks and are also assessed at higher levels than grade level. Many Riverview teachers have voluntarily attended training for High Ability programming and instruction strategies.

Teachers meet for grade level professional learning teams called, Impact Team 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. Interventions are provided to students in flexible groups focusing on development of specific skills. Students participate in flexible groups for a daily success period for reading or math support of 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 Wilson Reading, especially at Tier 3.

All Riverview students participate in NWEA Benchmark assessments three times a year for reading, math and some grades also assess language development. These benchmarks are followed up by periodic progress monitoring based on students' demonstrated outcomes. This data is studied and analyzed through Impact Team meetings. Small intervention groups are formed based on the outcome data and strategies for intervention are identified. Additional instructional time may be provided to those students needing extra intervention to be successful through the work of special education teachers, ESL staff, intervention teachers or paraprofessionals. Those students with intense intervention needs may participate in a research-based, explicit and systematic program of instruction. Students who have outcome data indicating above grade level progress are provided with accelerated instruction on skills at a more advanced level of instruction. In some cases, an alternate curriculum has been used for High Ability students in math and other students performing beyond grade level expectations. These needs are also addressed through small group instruction occurring daily.

Research based programs such as Wilson Foundations, Wilson Foundations, Read Well, and Early Reading Intervention may be used. Additionally, teachers select interventions and strategies from resources. Students who continue to be non-responsive to interventions are referred to the General Education Intervention Team for further guidance. These students have their progress monitored through weekly progress monitoring with data entered into aim line graphs to determine the success of each intervention.

ESL staff works with classroom teachers to provide in class support for students who have lower language levels determined by WIDA Access testing.

Riverview teachers have had continued success using the "5 Easy Steps" to enhance math instruction. Other professional development has focused on Marzano's Effective Teaching Strategies and most recently, John Hattie's Visible Learning work. Ten members of the Riverview staff along with about 200 others were recently trained on how to become participants in Professional Learning Communities. This is now a primary focus for all Elkhart Community Schools.

In the Fall of 2015, Elkhart Community Schools adopted NWEA as a formative assessment for students from Kindergarten through grade 8. The first administration of that assessment for all students was in December of 2015. NWEA is a valuable instrument for monitoring student academic growth for parents and staff. Beginning our third year using NWEA, Riverview staff has become far more familiar with what NWEA scores mean for our students and their instruction.

Students are also routinely assessed using quick checks, formative classroom assessments and through standardized curriculum based measures in reading and math. These outcomes of these assessments become points of discussion during Impact Team meetings. Currently students in all grades are assessed using easyCBM assessments for progress monitoring. This assessment provides teachers

with formative assessment measures of foundational reading skills, oral reading skills, comprehension and math skills. Students are also frequently assessed using Engage New York problem solving exercises and Math Review Quizzes. All these data sources are used during collaboration to plan instruction.

Guidelines for good school order and consistent discipline policies throughout the school add to the safe and orderly environment. Riverview staff has high expectations for student behavior and safety. Teachers and other staff members are diligent in using a 4:1 ratio of positive comments to negative. All Riverview students go through a process of learning school-wide expectations and procedures which include using appropriate voice levels for the various settings in the school. Lessons are conducted at the beginning of each school year by all available staff. Students rotate through the common locations in the building to learn the school-wide expectations and procedures. All new students that enroll at Riverview are taught the school wide expectations by other students. Students receiving more than two referrals receive a booster training by staff. Riverview's three school-wide expectations include being respectful, responsible, and positive. Signs are posted throughout the building encouraging students to demonstrate the expectations.

A school-wide reward system has been implemented as a part of our positive approach to behavior. Adults who observe a student demonstrating the school-wide expectations are encouraged to give the student a "tiger paw" slip. The slips are placed in a weekly drawing and one name from each classroom is drawn. Those students report to the office to select a prize. In addition to the weekly drawing, tiger paw slips are recorded cumulatively each month to determine the level earned by each student. The number of paw print slips required at each level include: Level One= 50-100 Level Two= 101-200 and Level Three= 201+; students select on activity based incentive each quarter depending on their earned level. Character awards are given at periodic award assemblies along with academic awards.

The Olweus Bully Prevention Program (OBPP) is being implemented at Riverview and throughout the district. Bullying is defined as being repetitive and intentional behavior that involves an imbalance of power. Riverview's anti-bullying rules are: 1) We will not bully others, 2) We will help others who are bullied, 3) We will include everyone and 4) When we know someone who is being bullied, we will tell an adult right away. Bullying is not allowed at school, on the bus or at the bus stop. All classroom teachers facilitate classroom meetings or bully prevention lessons; bully prevention rules are displayed school-wide; and student survey data is used for decision making and planning. Data from the Bully Prevention Questionnaire indicated that the playground is a "hotspot" for bullying behavior. The percentage of students that reported the playground as a hotspot decreased by 12% over the last two years. We continue to implement strategies to address playground behavior. During the 2016-2017 school year, we plan to provide additional playground activities as well as teach students how to play structured games. Riverview's Family Night will focus on skills building as parents and students participate in playing games.

A PBIS/Olweus Coordinating Committee meets monthly to develop action plans to support the PBIS and Olweus Programs. Data is collected and reviewed as a part of the planning process. The Benchmarks of Quality and SET Evaluation were used as the evaluation tools for the PBIS Program. Riverview received an implementation score of 89% on the Benchmarks of Quality and a 97% on the SET Evaluation. Areas of strength included analyzing discipline data to make decisions, communicating discipline data to staff, implementing all components of the school wide reward system, and teaching the school wide expectations to all students. Areas that need development include describing the discipline system in narrative format and continuing to make improvements in classroom systems in relation to behavior interventions and consequences. Staff and student input continue to be obtained throughout the implementation process.

Students, staff, and parents participate in a "Peace Walk" to kick off the school's anti-bullying efforts. Teachers conduct weekly meetings with their students to discuss potential bullying activities and to discuss how to manage these situations when they occur.

On-the-spot bullying interventions from the OBPP focus on stopping the bullying, supporting the student who has been bullied, identifying the bullying behavior, empowering the bystanders that were supportive to the student who was bullied, imposing immediate consequences for

the student who bullied and taking steps to protect the student who was bullied from future bullying. Follow-up interventions involve individual conversations with children who have been bullied and those who have bullied.

In addition to the PBIS/Olweus Coordinating Committee, a behavior intervention team meets each week. An principal assistant principal, social worker, and systems of care personnel from Oaklawn are members of the Behavior Intervention Team. Members review discipline data, behavior data, and behavior interventions as a part of the decision making process.

Teachers are responsible for student behavior in their classrooms and submit classroom management plans to the principal. Misbehaviors for students sent to the office are documented through the use of disciplinary referral sheets and time-out requests which are entered electronically into the district Power School system. Parents are informed of these misbehaviors. Tiered behavioral interventions are implemented for students. Classroom teachers implement positive behavior plans within their classrooms. Check In-Out and social skill instruction are utilized for students in tier 2. Behavior plans are created and followed for students at tier three.

Description and Location of the Curriculum

The school curriculum is driven by the Indiana Standards College and Career Standards. The aim of the updated standards is to create consistent benchmarks for all students living in Indiana. Adopting these gives Indiana students clearer and higher standards than ever before.

Each teacher has a personal copy of the Indiana Standards for English Language Arts and Math and also the Indiana State Standards for all subjects. Teachers have on-line access to the current Indiana standards and the Common Core Standards. Teachers across the district at all grade levels have been provided with instructional calendars for reading and math which identify focus skills based on the college and career ready Indiana Standards. All curriculum resources are posted to the district common drive. Houghton-Mifflin Journeys is the core reading program which is research-based and provides a scope and sequence which is aligned to the Common Core State Standards. Teachers have access to Think Central which provides online access to all Journeys resources. Classroom teachers also have access to online resources for instructional materials to address students at three tiers of instruction. Engage New York (Eureka Math) provides a core resource for math instruction which is supplemented by the 5 Easy Steps. IXL is a supplemental resource provided for students' math practice and assessment. Supplemental resources are available on the district common drive or in the professional library in the media center. Teacher have also collaborated to research other available online resources.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements and Areas of Improvement

For the 2017-2017 school year, Riverview's school grade of A was maintained by the state. Riverview School has made impressive progress achieving a school grade of "A" since 2013. This is a significant improvement since 2009 when Riverview was placed on "Academic Watch" followed by "Academic Progress" in 2010 and a grade of "C" in 2011. Most notably, Riverview has been successful in earning all bonus points for the last four years for growth in our bottom 25% students and our top 75% of students. This indicates our success with all levels of learners and our commitment to meeting individual student needs.

Although ISTEP pass percentages for both math and ELA have decreased over the last three years, Riverview students did well compared to state and district outcomes.

3rd Grade had the 3rd highest score in the district on ELA.

4th Grade had the highest score in the district in math.

4th Grade had the highest ELA scores in the district.

5th Grade had the 2nd highest ELA score in the district.

Overall Scores on ISTEP:

Riverview was the third highest scoring school in the district on ISTEP ELA.

Riverview was the fourth highest scoring school in the district on ISTEP Math.

Other notable scores:

97% passing rate on IREAD in 2016 for students who started at Riverview in Kindergarten.

95% Passing rate in 2017 for students who started at Riverview in Kindergarten.

3rd Lowest school for out of school suspensions.

Family Nights had high attendance.

Riverview has positive, partnership relationships with local churches.

The school has experienced a high rate of teacher and staff retention.

On NWEA Riverview students earned high growth in the following grade levels.

Kindergarten had the 3rd highest growth in NWEA Fall to Spring Reading on district comparisons.

1st Grade had the highest growth in math.

1st Grade had the highest growth in Reading.

3rd Grade had the highest growth in math.

4th grade had the 4th highest growth in Reading.

6th grade had the highest growth in math

6th grade had the 4th highest growth in Reading.

A PBIS program which has undergone continued refinement over the last several years, office referrals have been significantly reduced with even distribution across ethnic groups. An independent evaluation of Riverview's PBIS initiative gave Riverview a 97% score for implementation.

Riverview successfully integrated new students due to school boundary changes in 2013 and are in the process of successfully integrating over sixty new students due to additional boundary changes. A positive, accepting staff promotes good relationships with students.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Additional Information

Coordination and Integration of Federal State, and Local Funds (Executive Summary Section 4 and Title 1 Assurances

While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time. All fund expenditures and budgetary coordination, within Title I schools, are coordinated at the district level.

Coordinated programs include Title I, Title II, Title IV and IDEA funds. These funds combined provide an interventionist and a Parent Support Coordinator for the school and summer school opportunities for students. An ENL teacher and ENL Technical Assistant and special education support services are also provided. Additionally, the funds facilitate time and materials for professional development and monitoring the implementation of the school improvement plan.

Responsibilities of School, LEA, & SEA

District Responsibilities

- Provide training in NWEA assessments
- Provide district instructional calendar and formative assessments
- Provide training and on-going coaching in the core curriculum
- Provide funding for coaches
- Provide behavior support specialists
- Provide time and resources for collaboration and professional development
- Provide consultant to support the SIP team in monitoring implementation of the plan
- Provide data for analysis

School Responsibilities

- Provide research-based instruction aligned with Indiana College and Career Readiness Standards
- Consistently assess student progress
- Analyze student data
- Provide appropriate and timely interventions
- Implement and monitor school plan
- Timely parent communication

State Responsibilities

- Provide support as requested by the LEA or school
- Provide the learning connection
- Provide training and technical assistance with design and implementation of ISTEP
- Provide training and technical assistance for the Indiana Academic Standards.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

At the beginning of each school year, parents are informed via a power point 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 Round-Up 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.

Parent stakeholders are engaged during the Partnering with Parents and Preschoolers Program, and Playgroup at Trinity United Methodist Church. These two venues allow the school an opportunity to relate to stakeholders, and the community, on a personal level and receive input.

Notices are sent home, and follow up phone calls are made for stakeholders to sign up and play a larger role within the 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.

In February 2017, a link to a parent survey was given to parents during Parent Teacher Conferences and was also emailed to parents to complete. Sixty-two parents responded and gave Riverview an overall rating of 4.24 out of 5 possible points. The following areas were rated:

Purpose and Direction 4.11

Governance and Leadership 4.09

Teaching and Assessing for Learning 4.31

Resources and Support Systems 4.31

Using Results for Continuous Improvement 4.19

Highest scores were given to the following questions:

F3 Our school provides a safe learning environment. 4.48

E1 All of my child's teachers provide an equitable curriculum that meets his/her learning needs. 4.43

F4 Our school provides students with access to a variety of information resources to support their learning.
4.43

D3 Our school has high expectations for students in all classes. 4.43

E2 All of my child's teachers give work that challenges my child. 4.40

Lowest scores were given to the following questions:

D2 Our school's governing body does not interfere with the operation or leadership of our school. 3.74

D1 Our school's governing body operates responsibly and functions effectively. 3.85

C2 Our school's purpose statement is formally reviewed and revised with involvement from parents. 3.90

E7 All of my child's teachers keep me informed regularly of how my child is being graded. 4.14

D4 Our school shares responsibility for student learning with its stakeholders. 4.15

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

We encourage all stakeholders to provide input on a regular basis. Personal contacts are made on a regular basis via email, phone, notices sent home, and face-to-face contacts.

Parents attend Parent/Teacher Conferences twice each year. All ethnic, cultural and socio-economic groups are well represented. We had over 90% of our stakeholders attend our fall Parent/Teacher Conferences. In addition, parents are encouraged to contact the teacher at any time during the year to discuss their child's progress. Teachers are expected to communicate with parents if there are concerns. Parents who attend Parent/Teacher conferences are given up to date information concerning their child's academic achievement by their child's teacher. The Parent Support Coordinator greets all stakeholders who attend and answers questions and hands out information on ways to enhance their child's learning.

The staff has collected email addresses and cell phone numbers in order to facilitate better communication practices. ROBO calls are also be used to inform parents, who have signed permissions for automated calls, of events or other important information. Riverview maintains a Facebook page to inform stakeholders what is happening in the classrooms and what their children are involved with academically. A monthly newsletter is also used to share information.

An IREAD 3 meeting is organized in both Spanish and English, to educate stakeholders about the test, where their child currently is academically, and how to help their child pass. Parent attendance at the meeting is generally low so the information prepared for this informational meeting was sent home for those parents who did not attend.

The PTO and school staff are interested in hosting events which we hope will create a greater sense of community for our families. We responded to this by holding a Family Game Night in February, 2017 which was very well attended and enjoyed by the participants. In March

of 2017, families were invited to attend a magic show called, Pro Kids which focused on positive behavior and character.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final School Improvement Plan is posted on the IDOE website which is available to all stakeholders with access to a computer and the web. The school improvement plan is also posted on the Elkhart Community Schools website.

We update our Facebook page to inform stakeholders what is happening in the classrooms and what their children are involved with academically. We utilize stakeholder email notices when necessary to inform parents of activities or other ways to be involved with the school. A monthly newsletter is sent home with every student, to inform stakeholders of pertinent information regarding the school. Paper notices sent home with students, phone calls and personal contacts are also used to communicate with the stakeholders.

Individual student academic and assessment information is provided to parents through quarterly report cards, conferences and letters explaining formal assessment results. Parents are given written guides to understanding NWEA scores. Students' NWEA Profile Reports are shown to parents at conferences and individual student goal reports for NWEA are sent home.

There are two scheduled Parent/Teacher Conference days, in which academic plans for students are shared with stakeholders. In addition to this we have the IREAD 3 meeting held once annually for parents to inform them of their child's progress.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Professional Development Evidence - Depth, Rigor, Depth of Knowledge, Effective Teaching Strategies, Professional Articles, Visible Learning PD Weekly messages to staff. ECS Teacher Evaluation Process Collaboration Notes Staff Survey 	Level 4

Indiana School Improvement Plan

Riverview Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •Collaboration minutes including goals, strategies and outcomes of goals Building goals focused on IREAD and NWEA outcomes Principal Reports to PTO Professional Development focusing on depth, rigor, and effective teaching strategies, Visible Learning PD NWEA PD and Data Analysis PD Parent Letters with student progress data. Progress monitoring using curriculum based measures (easyCBM). IREAD Parent Meetings and Student Reading Progress Reports 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

For several years, Riverview has had a focus on professional development designed to improve "first teaching" in the general education classroom. Staff has had professional development on high level strategies such as using summarization, close reading strategies, text dependent questioning, math problem solving writing to explain and argument writing as well as increasing depth and rigor in all academic areas. Staff has also been involved in professional development in aligning the curriculum with critical standards and integrating curriculum to create more depth to instruction. Teachers are refining those critical standards and will work on creating clarity for students with regard to what success looks like for what the students are learning.

Riverview staff has also begun a study of Visible Learning, Visible Literacy and Visible Math. Teachers are also voluntarily participating in a book study of Ellen Keene's book, "Mosaic of Thought" to increase students' meta-cognition while reading.

A strong focus on student outcome data has existed in Elkhart Community Schools for several years and is strongly focused on at Riverview. Teachers routinely follow the progress of their students through multiple types of assessment including standardized curriculum based measures. The student outcomes of these assessments are entered into spreadsheets for Impact Team (PLC) meetings which occur approximately every 2 weeks in addition to weekly collaboration during common preparation periods. Students participate in a thirty minute success period for intervention of critical skills. Groups are flexible and fluid.

All Riverview Staff members participated in an exercise to determine our school's Mission and Beliefs during a staff retreat on August 14, 2017. A new mission statement was created as a result of this effort.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •Student Code of Conduct 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest 	Level 3

Indiana School Improvement Plan

Riverview Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •District Committees Staff Survey May 17 School Climate Survey May 17 School Committees Weekly Messages to Staff Professional Development Integrated Lesson Planning 	Level 3

Indiana School Improvement Plan

Riverview Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Parent Survey - February 2017 Principal Reports to PTO Social Media Communication Meetings with parent leaders Monthly Newsletters to Families Parent Advisory Council Minutes Collaborative Programs with Area Churches 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •ECS Teacher Evaluation Process Principal and Asst. Principal Professional Goals Staff Survey - May 2017 School Climate Survey - May 2017 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

2.1 - Professional Development opportunities provided from the district level have been lacking for several years causing teacher frustration. With new district leadership, this is an area that has already significantly improved especially in the area of technology. Groups of teachers from each school were sent to a conference focusing on Professional Learning Communities. This has been shared with staff and is being implemented. Small numbers of teachers have been given opportunities to attend local workshops on reading and instruction with High Ability Learners.

2.5 - Good communication and collaboration exists between school leaders, staff, and stakeholders, including community organizations such as local churches. Relationships are positive and mutually beneficial and highly appreciated. Consistent and effective communication with all stakeholders is an area needing improvement as well as greater involvement of parents in school improvement planning.

A Riverview safety plan is on file with the district and a crisis committee is in place. Fire, storm and lockdown drills are practiced regularly. A card reader security system for the front entry and other exterior doors is in use. Patrons who want to be admitted into the school are let in using a buzzer and camera system at the main door of the school. Visitor ID's are scanned for a background check before gaining admittance into the school. The Elkhart Community Schools district is has updated the locks in all classroom doors in the school and security cameras have been installed.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Representative samples of student work across courses •Descriptions of instructional techniques •NWEA Reports 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Professional Development Documents - Curriculum Alignment with ISTEP Blueprints •Professional Development Documents - Vertical Alignment with Grade 3 ISTEP Blueprints •NWEA Benchmarks •Progress Monitoring •Impact Team Meetings •Collaboration Notes 	Level 3

Indiana School Improvement Plan

Riverview Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none">•Teacher evaluation criteria•Agenda items addressing these strategies•Professional development focused on these strategies•Authentic assessments•Examples of teacher use of technology as an instructional resource•Examples of student use of technology as a learning tool•Student work demonstrating the application of knowledge•Findings from supervisor walk-thrus and observations•Surveys results•Interdisciplinary projects•Parent Survey - February 2017Professional Development Record	Level 4

Indiana School Improvement Plan

Riverview Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Bi-monthly Impact Team meetings for each grade level. ECS Teacher Evaluation Process Walk throughs and classroom visits 	Level 4

Indiana School Improvement Plan

Riverview Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration •Impact Meeting Dates Norms created for Impact Team Meetings and Collaboration Schedule providing teachers with common preparation time for collaboration. Staff Survey - May 2017 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Professional Development Documents Collaboration Notes 	Level 3

Indiana School Improvement Plan

Riverview Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •District Documents with new teacher mentor assignments New Teacher meetings at building level. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Parent Survey - February 2017 Family Night planning documents PTO led volunteer opportunities Parent Teacher Conferences NWEA Information Facebook posts Emails to parent groups. Newsletters 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results •Description of formal adult advocate structures •Olweus Bully Survey 	Level 3

Indiana School Improvement Plan

Riverview Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •Calendar of Events School Leadership Team Notes Meeting Agendas Staff Survey - May 2017 School Climate Survey - May 2017 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •List of learning support services and student population served by such services •Data used to identify unique learning needs of students •GEI Team Records Student Evaluation Reports easyCBM Data Staff Meeting Agendas 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Teachers at Riverview have vertically aligned critical standards from kindergarten through grade six using the ISTEP Blueprints and identified critical standards posted on the IDOE ISTEP website. Efforts for this year will focus on identifying 3-4 of these which will be considered crucial for learning at each grade level. These will be vertically aligned as well and success criteria for each will be defined. Teachers have been successful at providing effective feedback and have become more clear in stating learning goals for students.

Professional development has been provided to classroom teachers for this purpose and should be completed by the end of the school year. Additionally the Elkhart Community School (ECS) district also has committees actively working on writing curriculum for Math and English Language Arts.

Most teachers provide differentiation of instruction through small groups but are not skilled in how to differentiate for different learners throughout the school day. Thirty minute daily success groups provide differentiated instruction for various groups of learners.

Indicator 3.3 is a strength for Riverview staff. Professional development over the last few years has strongly focused on high leverage strategies such as problem solving, non-fiction reading, writing for argument and to explain, summarization, providing specific, descriptive and written feedback to students, using effective student engagement strategies, building stamina with reading assessments and passages which are rigorous, applying close reading strategies, text dependent questioning and finding evidence in text. Lesson plans include opportunities for students to engage with other students in pair or small groups such as through poster problem solving groups. Student engagement in authentic learning and tasks has been emphasized through the teacher evaluation process as well. Teachers are in the process of learning more about high leverage teaching strategies through study of Visible Learning (Hattie)

Riverview students participate in small group instruction during a thirty minute success period each day. Success groups are formed based student outcomes on formative assessments and instruction is designed to meet the needs of the different groups of students. Some teachers have begun using "Genius Hour" as a way to encourage students to learn based on their individual interests. High Ability students are given accelerated instruction and enrichment. Teachers have been given Hattie's 8 Mindframes for teachers which are a focus for Visible Learning and also professional development around effective professional learning communities.

Indicator 3.5 is an area of weakness however, a successful effort was made to provide more common preparation time for teachers and have regularly scheduled collaboration during Impact Team meetings.

This is often a function of time and differing schedules of staff members. Time is a factor in that meeting time is limited to early release Wednesdays which provide a forty-five minute opportunity for collaboration or staff development. Paraprofessionals were given some time for professional development and we are committed to including them whenever possible in grade level or school collaboration. This time is often used for district initiatives and leave limited opportunity for staff to plan collaboratively. The ECS district has implemented a process for principals to request professional development. This has increased the professional development opportunities for Riverview teachers.

Indicator 3.8 is another strength for Riverview. A district Parent Support Coordinator is heavily involved in community contacts such as through local churches, providing preschool programs for neighborhood parents. Newsletters, social media, evening family events and PTO provide opportunities for parents to engage at school.

Indicator 3.9 needs improvement. Although we do have structures in place for mentoring students, there is not a structure in place for providing an adult advocate for every student. A plan for accomplishing this will be a task for future SLT planning.

Although indicator 3.10 has been graded as a weakness, the SLT feels this is largely due to an outdated report card at the district level. Current activity at the district level with regard to curriculum development and priorities will eventually lead to a more effective grading system. At Riverview, some grade level teachers collaborate on common grading practices but this is not consistent. Identifying crucial skills at each grade level as well as identifying success criteria will improve this.

Parental Involvement

The Parent Teacher Organization (PTO) is an active organization that supplies valuable monetary and physical assistance to both staff and students. PTO members sponsor a variety of fundraisers and activities throughout the year. Each teacher is given the opportunity to request and purchase classroom supply items from PTO monies. PTO also allots money to each grade level for field trips. Efforts to increase involvement include word of mouth encouragement, sending home enrollment papers at the first of the year, notices put in the monthly newsletter inviting parents to join, and a PTO membership table at Back-to-School Night, Parent/Teacher conferences, Kindergarten Round-Up and other appropriate events. Social media and email contact lists have contributed to increased parent communication and involvement.

Individual student academic and assessment information is provided to parents through quarterly report cards, conferences and letters explaining formal assessment results. Parents attend Parent/Teacher Conferences each year during which student profile reports and goal reports from NWEA are shared. Parents are also given explanations of the meaning of NWEA scores. All ethnic, cultural and socio-economic groups are well represented. The average conference attendance rate at conferences has been consistently above 90%. In addition, parents are encouraged to contact the teacher at any time during the year to discuss their child's progress. Teachers are expected to communicate with parents if there are concerns. Face to face or phone calls are the recommended modes of communication however staff members also use email and text messaging based on parent preferences. TAutomated calls will also be used to inform parents of events or other important information.

A district level parent support coordinator conducts a weekly meetings for parents of preschoolers to help them learn how to prepare their child for school.

The parent of any student who exhibits a reading deficiency is notified three times per year, in writing of the student's deficiency with a description and explanation of the exact nature of the student's lack of achievement in reading. The parent must be informed that the student will be given intensive reading instruction and intervention until the deficiency is corrected. A meeting is held each year to inform third grade parents about the IREAD test. Teachers of students in third grade contact parents individually to inform them of their child's performance on the IREAD 3 assessment. Parent letters and additional information is also provided following the IREAD 3 test. Parents are provided with tips for helping their children with these letters and in school newsletters.

Attempts were made to hold a parent advisory council but this was unsuccessful due to poor attendance. Discussion about school improvement occur at PTO meetings and input is solicited from parents in attendance.

All Riverview families are invited to attend a Back to School Social and Title I Parent Meeting at the beginning of the school year. Parents have the opportunity to visit their child's new classroom teacher and participate in a free hot dog dinner provided through a partnership with Trinity Methodist Church. Parents are given information about how they can participate at school and how they can help their children.

Grade 3 parents are invited to a special presentation to learn about IREAD-3. Teachers provide information to parents about the IREAD test and a brochure is also provided with important information.

All parents are invited to two K-6 Family Learning Nights per school year. These nights are free of charge and have an academic focus. The PTO has agreed to provide funds for refreshments and/or items for students to take home. Families are invited to multiple events sponsored by the PTO throughout the year and are also encouraged to attend PTO Board meetings. Parents of students who are receiving awards at scheduled award assemblies are contacted and invited to attend.

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.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •District Budgets 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •School schedule •Alignment of budget with school purpose and direction •School calendar •Manipulatives for Engage NY Math •Emails to Staff •Requests for instructional resources from teachers •Professional Development requests 	Level 3

Indiana School Improvement Plan

Riverview Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Staff Survey - May 2017 School Climate Survey - May 2017 Work Orders Capital Project Requests 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •District Technology Plan District Technology Team 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use •District Technology Plan 	Level 3

Indiana School Improvement Plan

Riverview Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •Assessment Data GEI Team Notes and Data Intervention Schedules Success and Impact Team Schedules PBIS Team Notes Behavior Intervention Team Notes Preschool Parent Class Schedules Olweus Surveys Class Meeting Logs Behavior Intervention Team Notes Individual IEPs and BIPs 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •Description of IEP process •Description of referral process •Social Worker Schedule 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard indicator 4.1 is largely controlled by district policies. Decision 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.

Instructional time is highly valued and protected at Riverview School. Title I grants provide some extra funds which provide resources for school improvement. Proposals for professional development for teachers have been submitted to district leadership and approved allowing teachers more time for grade level collaboration and professional development. Teachers have received professional development for interpreting NWEA results, Effective Teaching Strategies, Visible Learning Strategies and reading strategies.

Riverview's Parent Teacher Organization allows teachers to submit a "wish list" for instructional equipment, materials or other resources and also provides an additional field trip experience for our students. A shortage of substitute teachers frequently impacts instructional time as teachers are called upon to combine classes or give up planning time in order to provide instructions to students lacking an instructor.

Standard indicators 4.4 and 4.5 have improved with the addition of a district technology plan that has increased the number of devices available to students and teachers. A district technology team supports staff in learning how to use the available technology. Riverview's PTO provides the easyCBM assessment system to the school through PTO funds. All classrooms have been provided with SMART Boards and Projectors but not all teachers have had formal training in how to use those most effectively. Some limited professional development has been done teacher to teacher within Riverview School.

Indicator 4.6 is no longer a strength due to the loss of critical personnel in the school. Part-time Parent Support Coordinators and Behavior Consultants are no longer part of the staff and the school has felt a big loss of support as a result of this district decision, especially at a time when the school has experienced a large number of high needs new students from another school district. A school social worker continues to be part-time, only two days a week which is short of what is needed to support the number of students in the school population needing services.

Indicator 4.7 is also an area in need of improvement especially in the area of career planning needs of the students and evaluation of all our programs which support students. Riverview's PBIS initiative does undergo an evaluation each year and has shown improvement. Surveys may need to be conducted in other areas to determine effectiveness.

Safe and Disciplined Learning Environment

During the 2013-2014 school year, a positive behavior system (PBIS) was put in place to reward students demonstrating one of the four core values at Riverview. PBIS has continued into the 2017-2018 school year. Signs are posted throughout the building encouraging students to show respect, be responsible, be positive, and stay bully-free and student receive instruction in school behavioral expectations. Students are recognized for good behavior and strong character.

Guidelines for Good School Order and consistent discipline policies throughout the school add to the safe and orderly environment. Riverview staff has high expectations for student behavior and safety. Teachers and other staff members are diligent in using a 4:1 ratio of positive comments to negative. All Riverview students go through a process of learning school-wide expectations and procedures which include using appropriate voice levels for the various settings in the school. Lessons are conducted at the beginning of each school year by all available staff. Students rotate through the common locations in the building to learn the school-wide expectations and procedures. All new students that enroll at Riverview are taught the school wide expectations by student council members. Students receiving more than one referral receive a booster training by staff. Riverview's three school-wide expectations include being respectful, responsible, and positive. Signs are posted throughout the building encouraging students to demonstrate the expectations.

A school-wide reward system has been implemented as a part of our positive approach to behavior. Adults who observe a student demonstrating the school-wide expectations are encouraged to give the student a "tiger paw" slip. The slips are placed in a weekly drawing and one name from each classroom is drawn. Those students report to the office to select a prize. In addition to the weekly drawing, tiger paw slips are recorded cumulatively each month to determine the level earned by each student. The number of paw print slips required at each level include: Level One= 50-100 Level Two= 101-200 and Level Three= 201+; students select on activity based incentive each quarter depending on their earned level.

Highly Qualified Teachers and Paraprofessionals

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

Teachers:

- 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 re-new 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.

Paraprofessionals:

- Over the last several years, all currently employed paraprofessionals have been provided a multitude of opportunities to study for and take the Para Pro Assessment through ETS. Elkhart is a computer site.
- From January 2002 until the present time, any person hired as a paraprofessional must meet the requirement of two years of college, or an associate's degree, or passing scores on the Para Pro prior to being allowed to apply for a position. This practice continues to date.

Strategies to Attract Highly-Qualified Teachers

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. All interviews are digitally video-taped, so that all administrators can have access to the interview. 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.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •NWEA and formative assessment results. Impact Team Notes 	Level 3

Indiana School Improvement Plan

Riverview Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •Impact Team Notes Teacher and Administrator Professional Goals 	Level 3

Indiana School Improvement Plan

Riverview Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •Staff Notes, Emails ECS Teacher Evaluation Process Teacher Evaluation Documents Meeting Agendas and Notes Professional Development Topics Impact Team Notes 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Overall, Standard 5 has been determined to be a strength for Riverview School. Riverview has a strong commitment to assessment using standardized, reliable measures as well as other formative assessments such as grade level window skill assessments, math review quizzes, problem solving assessments, Journeys assessments and other teacher made assessments to monitor student progress. Expectations have been clearly communicated to staff for regular assessment and timely and frequent progress monitoring of struggling students. The addition of the NWEA and a district formative assessment has provided valuable information on student growth. Staff members are becoming more proficient in understanding NWEA data and students continue to be progress monitored using the easyCBM assessment and other informal classroom assessments. A list of assessments follows.

Titles and Descriptions of Assessment Instruments

Indiana Statewide Testing for Educational Progress Plus (ISTEP+)

ISTEP+ is an annual standardized, criterion-referenced test mandated by the state for all students in grades 3 through 10. It is used as the

basis for determining Adequate Yearly Progress.

IREAD-3:

A newly created ISTEP+ reading exam that measures foundational skills in reading through grade 3. Grade 3 promotion decisions will be based on a student's ability to reach mastery on I-READ 3.

NWEA

A comprehensive solution designed to guide classroom teaching and improve achievement for all students for reading, language, and math. Students in grades K-6 take on-line benchmark assessments 3 times per year. The results of these assessments are available within twenty-four hours and provide important information to teachers, students and parents on students' progress related to their grade level and also as individual learners. In addition, teachers will receive custom feedback and targeted instructional and intervention activities based on the assessments.

NWEA-Skills Navigator

Skills Navigator is a companion to the NWEA Benchmark assessments. Skills Navigator allows teachers to pick specific skills to assess and direct them to educational resources designed to improve students' identified skill needs. Mastery Tests are also available to teachers on teacher selected skills.

NWEA MAP for Primary

This assessment package gives teachers of students in kindergarten and grade one access to skill screening assessments as well as more diagnostic assessments targeting specific skills in reading or math.

WIDA ACCESS for ELLs

(Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. ACCESS for ELLs is only available to Consortium member states.

ACCESS for ELLs test items are written from the model performance indicators of WIDA's five English Language Development (ELD) standards which are then divided into five grade level clusters:

easyCBM - Benchmarks and Progress Monitoring for Reading and Math

Teacher Made Formative Assessments

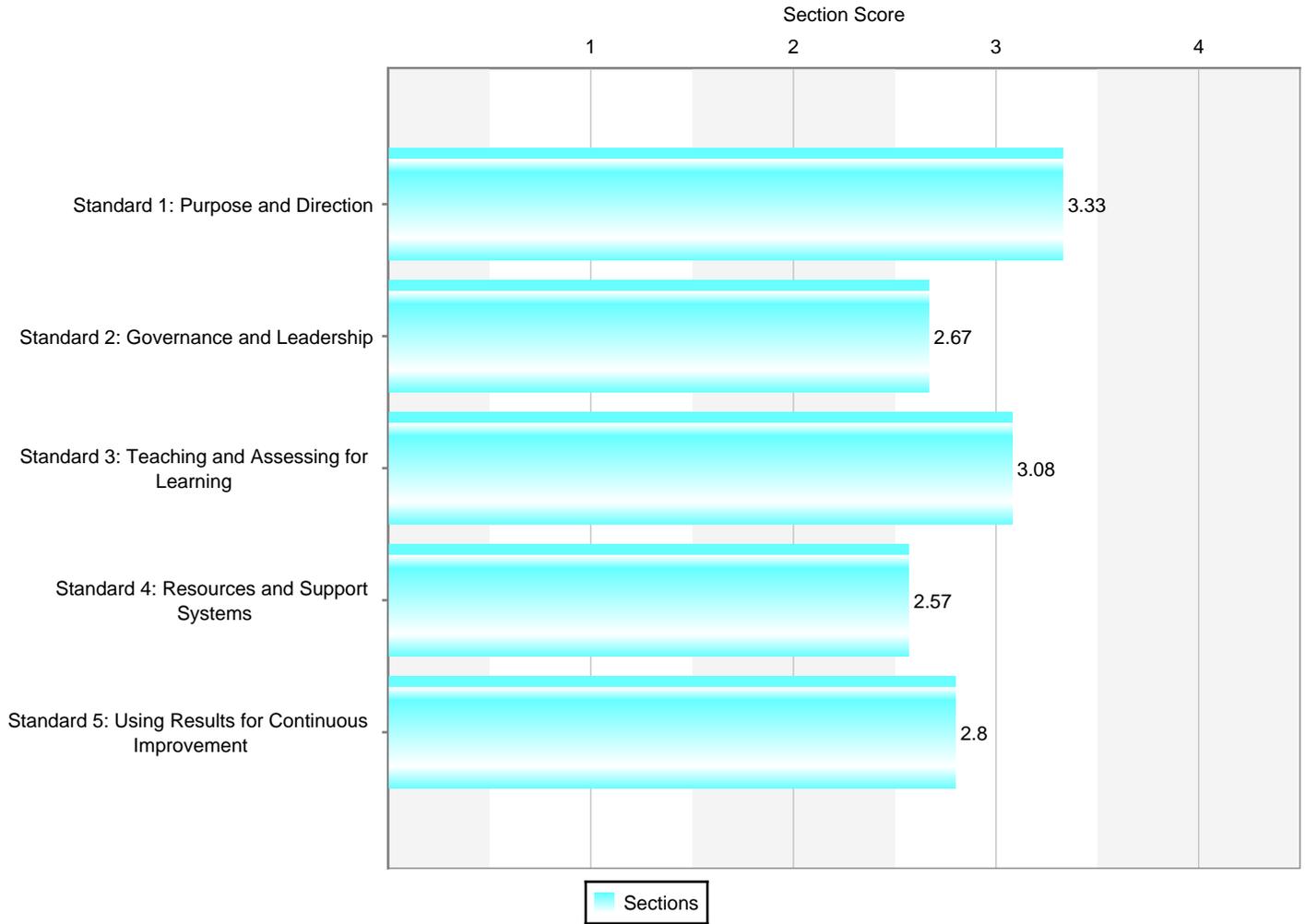
Math Review Quizzes

Easy CBM's curriculum based measures have also been implemented as additional assessments to measure growth for phonemic awareness word identification, math skills and reading comprehension. These measures provide teachers at grades kindergarten through six with growth data which is otherwise unavailable.

Although, this has been identified as a strength, there is room for improvement. A well-defined, written, and well-communicated plan for an assessment hierarchy which includes screening and diagnostic assessments needs to be created. Additionally, plans will be made for more consistent staff development for our support personnel with selected dates entered into the school calendar.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	A comprehensive analysis of data is attached.	2017 Student Performance Document

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

All areas of the spring 2017 ISTEP test were below expectations.

Describe the area(s) that show a positive trend in performance.

Riverview fourth grade students demonstrated positive growth and passing rates in both math and ELA which were higher than other grade levels. Cohort data is also positive for both subjects in fourth grade.

Which area(s) indicate the overall highest performance?

Fourth grade mathematics had the highest passage percentage at 67.8%.

Which subgroup(s) show a trend toward increasing performance?

Multi-racial and white students have shown slight increases in ELA performance when looking at the last three assessments.

Between which subgroups is the achievement gap closing?

Disparities between white, multi-racial, and Hispanic/Latino groups are small when comparing ELA passing rates over the past two years.

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

Multi-racial, white, and Hispanic students score similarly on IREAD. African American students have the lowest passing rates on IREAD.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Grade 3 saw a significant drop in pass rates for ELA, although there is no cohort data to see. Cohort data from fourth to fifth grade dropped in both ELA and math.

Describe the area(s) that show a negative trend in performance.

Grade 6 ELA and mathematics both show a negative trend. Cohort data from fourth to fifth has also shown a negative trend.

Which area(s) indicate the overall lowest performance?

Grade 3 ELA and math.

Which subgroup(s) show a trend toward decreasing performance?

All subgroups showed a decline in performance with the exception of passing rates for students with paid lunch and non-EL status.

Between which subgroups is the achievement gap becoming greater?

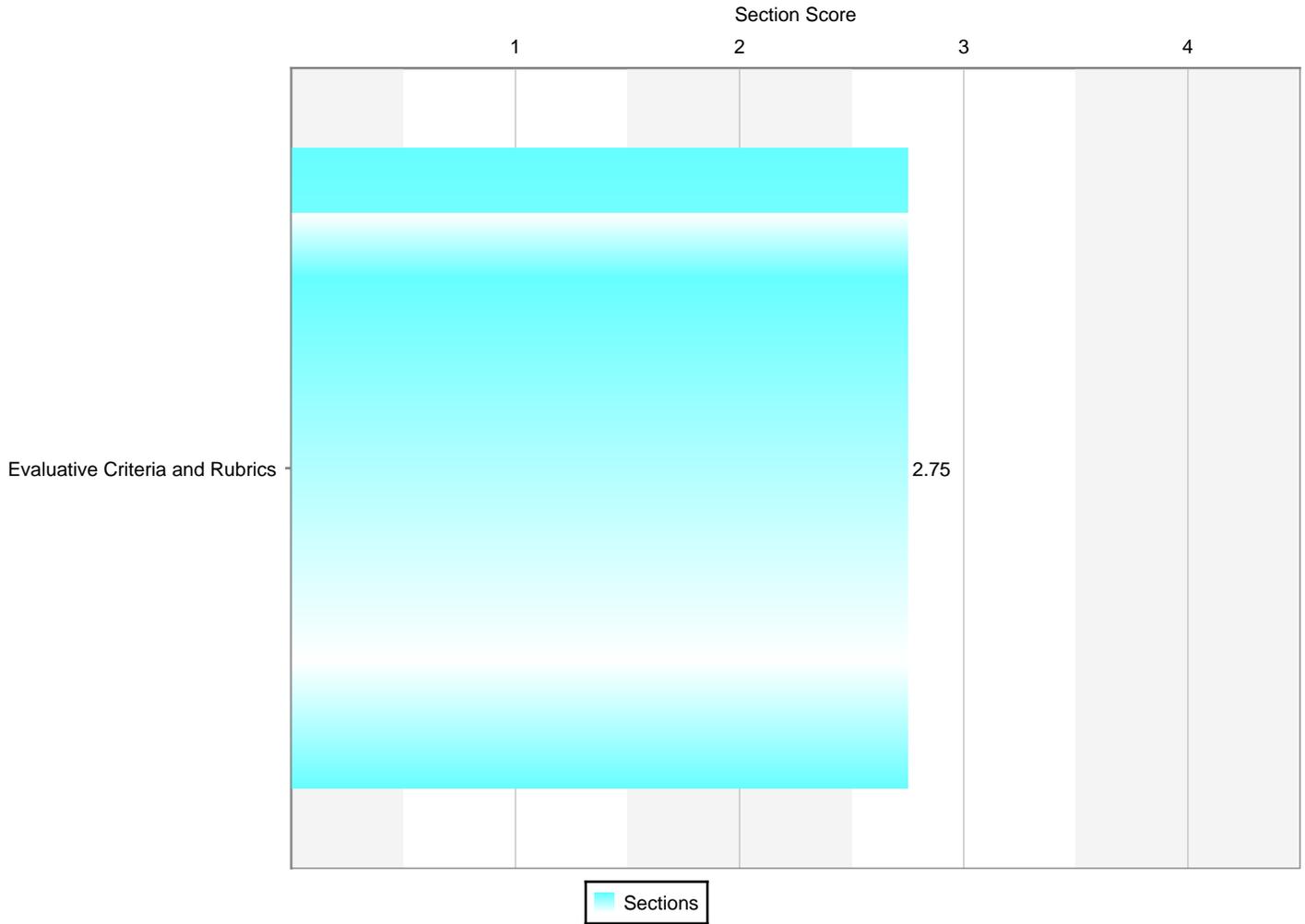
Special education students and EL students.

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

Special education students and African American students experience lower pass rates on IREAD.

Report Summary

Scores By Section



Building Goal Plan 2017

Overview

Plan Name

Building Goal Plan 2017

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	59% of Riverview students scored at or above grade level on the Spring 2017 NWEA Reading Assessment. We will increase this by 5% to at least 64% of students meeting this benchmark on the Spring 2018 NWEA Reading Assessment.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	61% of Riverview students performed at or above grade level on the Spring 2017 NWEA Mathematics Assessment. We will increase this by 5% to at least 66% of students meeting this benchmark on the Spring 2018 NWEA assessment.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: 59% of Riverview students scored at or above grade level on the Spring 2017 NWEA Reading Assessment. We will increase this by 5% to at least 64% of students meeting this benchmark on the Spring 2018 NWEA Reading Assessment.

Measurable Objective 1:

64% of All Students will demonstrate student proficiency (pass rate) of at or above grade level in Reading by 06/01/2018 as measured by NWEA.

Strategy 1:

Analysis of Progress Monitoring Data - Twice a month, grade level teachers and support staff will meet as "Impact Teams" to look at student growth, analyze instructional strategies, and develop plans to meet the needs of all students.

Research Cited: PLC at Work

Evidence of success: Progress monitoring data

Activity - Monitor Implementation of "Impact Teams"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will meet twice a month to analyze student data, collaborate on instructional practices, and develop plans to meet the needs of all students. They will collaborate continuously throughout the year to increase teacher effectiveness and student outcomes. Administrators will monitor implementation and progress. Administrative and Teacher SMART goals will align with growth on NWEA.	Professional Learning	09/05/2017	06/06/2018	\$0	No Funding Required	teachers, paraprofessionals, and administrators

Goal 2: 61% of Riverview students performed at or above grade level on the Spring 2017 NWEA Mathematics Assessment. We will increase this by 5% to at least 66% of students meeting this benchmark on the Spring 2018 NWEA assessment.

Measurable Objective 1:

66% of All Students will demonstrate student proficiency (pass rate) at or above grade level in Mathematics by 06/01/2018 as measured by NWEA.

Strategy 1:

Grade Level Goals - Each grade level has a goal to have at least 50% of their students make typical growth on the Spring 2018 NWEA mathematics assessment when compared to the Spring 2017 assessment. Data will be monitored by grade levels throughout the year and instructional strategies adjusted as needed.

Indiana School Improvement Plan

Riverview Elementary School

Research Cited: Goal Setting and PLC

Evidence of success: Spring NWEA mathematics data showing the percentage of students meeting their "Expected Growth".

Activity - Monitor Implementation of "Impact Teams"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will meet twice a month to analyze student data, collaborate on instructional practices, and develop plans to meet the needs of all students. They will collaborate continuously throughout the year to increase teacher effectiveness and student outcomes. Administrators will monitor implementation and progress. Administrative and teacher SMART goals will align with growth on NWEA.	Professional Learning	09/05/2017	06/01/2018	\$0	No Funding Required	teachers, paraprofessionals, and administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of "Impact Teams"	<p>Teams will meet twice a month to analyze student data, collaborate on instructional practices, and develop plans to meet the needs of all students. They will collaborate continuously throughout the year to increase teacher effectiveness and student outcomes.</p> <p>Administrators will monitor implementation and progress.</p> <p>Administrative and teacher SMART goals will align with growth on NWEA.</p>	Professional Learning	09/05/2017	06/01/2018	\$0	teachers, paraprofessionals, and administrators
Monitor Implementation of "Impact Teams"	<p>Teams will meet twice a month to analyze student data, collaborate on instructional practices, and develop plans to meet the needs of all students. They will collaborate continuously throughout the year to increase teacher effectiveness and student outcomes.</p> <p>Administrators will monitor implementation and progress.</p> <p>Administrative and Teacher SMART goals will align with growth on NWEA.</p>	Professional Learning	09/05/2017	06/06/2018	\$0	teachers, paraprofessionals, and administrators
Total					\$0	

Title I Schoolwide Plan Requirements

Introduction

The school assures the following requirements have been met (Sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA):

Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	The School Leadership Team meets regularly to review current student progress from multiple measures. Teachers meet regularly to review NWEA Benchmark data to determine strengths and weaknesses.	Student Performance 17 18

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes	See Standard 3 Narrative See attached Elkhart Community Schools Strategic Plan Teachers focus on critical skills at each grade level. Teachers participate in professional learning communities called Impact Teams and Grade level collaboration to improve instruction for students based on student outcomes. Teachers participate in staff development for effective PLCs. Teachers participate in staff development for effective teaching strategies and high leverage strategies from Visible Learning, Visible Reading and Visible Math.	ECS Strategic Plan

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that 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, and are consistent with, and are designed to implement state and local improvement plans, if any.	Yes	Standard 3 Narrative Executive Summary ECS Teacher Evaluation Process Admin and teachers meet to review NWEA student growth after all benchmarks. GEI records and BIT team records are kept. PD occurs on Early Release Wednesdays. Staff emails and meeting agendas record PD. Students set individual goals based on NWEA and teachers and administrators set professional goals based on NWEA.	

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes		Highly Qualified

Indiana School Improvement Plan

Riverview Elementary School

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes	See Standard 3 and 4 narrative. ECS has implemented procedures for requesting professional development and collaboration opportunities. PD opportunities for students with high ability have been provided. Early release on Wednesday early release provides some time for PD. Paraprofessionals meet with school interventionist for professional development on teaching reading and effective teaching strategies. Teachers participate in PD for effective PLCs, understanding student data, goal setting and Visible Learning, Reading, and Math .	

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	See Standard 4 Narrative. Teacher candidates are screened at the district level. At the building level, teacher candidates are interviewed by a team of administrators and classroom teacher(s). Only high-quality candidates are accepted.	

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	See Standard 3 Narrative. See Executive Summary. Family Nights occur at least two times per year. Programs are available for preschoolers and parents. Parents receive important information through parent teacher conferences two times per year and receive information about their students' reading progress and how they can help. Newsletters, school website, Facebook. Information regarding IREAD and what parents can do to prepare students to pass the IREAD test are provided through a general meeting and in written literature.	

Indiana School Improvement Plan

Riverview Elementary School

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	See Standard 3 Narrative See Executive Summary Parents of third grade students are given their child's current reading assessment results in October and January at an informational IREAD meeting. This information is sent home for parents who do not attend. General information regarding the IREAD test is also provided. Grade cards go home quarterly. Teachers share student profile reports with parents at parent teacher conferences two times per year. Additionally, parents receive copies of student goal setting reports based on NWEA. Parents are given information on interpreting NWEA reports.	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	See Standard 3 Narrative See Executive Summary Parents will be informed of the link which will connect them to Riverview's School Improvement Plan on the school's website. Information on the SIP is also shared at PTO meetings.	

Label	Assurance	Response	Comment	Attachment
10.	There are 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.	Yes	See Standard 4 Narrative Incoming kindergarten students are invited to a two week summer program designed to familiarize the students with the school, school procedures and expectations. A District Parent Support Coordinator works with parents of preschoolers once per week. Programs are also available to parents in partnership with a local church.	

Indiana School Improvement Plan

Riverview Elementary School

Label	Assurance	Response	Comment	Attachment
11.	There are 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.	Yes	See Standard 3 Narrative Teachers participate in bi-monthly Impact Team meetings to review student outcomes on assessments, determine effectiveness of interventions. The School Leadership Team meets throughout the year to review student data and plan professional development and schedules to enhance teacher effectiveness. Information from the School Leadership Team is shared at staff meetings and input is solicited for many issue. Teachers receive professional development on interpreting student scores on NWEA and how these can be used to create goals for students.	

Label	Assurance	Response	Comment	Attachment
12.	There are 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.	Yes	See Standard 3 Narrative All students participate in daily success periods to address skill deficits or for enrichment. Groups are fluid and flexible based on student outcomes. A Title 1 Reading Interventionist provides additional instruction to students not successful at Tier 1 instruction. Paraprofessionals work in classrooms to assist classroom teachers with interventions to students. Special education students are provided with support per their IEPs by teachers and paraprofessionals. Classroom teachers meet daily with struggling students in small groups in the class.	

Label	Assurance	Response	Comment	Attachment
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	Yes	See Executive Summary, Section 4 - Coordination of Funds.	Coordination and Integration of Federal and State Funds

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	Yes	See attachment.	Coordination of State and Federal Programs

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.