Riverside El Sch

School Improvement Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Riverside El Sch

1400 Centre Avenue
Reading, PA 19601
(610)371-5896

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Kimberly Birts
Superintendent: Khalid Mumin

Stakeholder Involvement

Name	Role
Julie Weitzel	Administrator
Kimberly Birts	Building Principal : School Improvement Plan
Barbara Hall	Community Representative
Roxie Dix	Ed Specialist - Other
Anelys Santos	Ed Specialist - School Psychologist
Samhita Basuthakur	Elementary School Teacher - Regular Education
Ruth Black	Elementary School Teacher - Regular Education
Melissa Eggert	Elementary School Teacher - Regular Education
Eric Garcia	Elementary School Teacher - Regular Education
Donna Kase	Elementary School Teacher - Regular Education
Ian Moore	Elementary School Teacher - Regular Education
Amanda Natale	Elementary School Teacher - Regular Education
Emily Puwalski	Elementary School Teacher - Regular Education
Kristin Ringler	Elementary School Teacher - Regular Education
Lori Sherman	Elementary School Teacher - Regular Education
Nicole Slickers	Elementary School Teacher - Regular Education
Ashley Weiss	Elementary School Teacher - Regular Education
Michelle Yoder	Elementary School Teacher - Regular Education
Julie Zimmerman	Elementary School Teacher - Regular Education
Jessica Shadel	Elementary School Teacher - Special Education
Daniel Richards	Intermediate Unit Staff Member

Guadalupe Frutos	Parent
Whitney Hohl	Parent

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.**Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1**: This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.

- **Assurance 2**: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.

- **Assurance 3**: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.

- **Assurance 4**: If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).

- **Assurance 5**: The school improvement plan covers a two-year period.

- **Assurance 6**: The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.

- **Assurance 7**: High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:

    o Clear and Shared Focus

    o High Standards and Expectations

    o Effective Leadership

    o High Levels of Collaboration and Communication

    o Curriculum, Instruction and Assessment Aligned with Standards

- o Frequent Monitoring of Teaching and Learning

- o Focused Professional Development

- o Supportive Learning Environment

- o High Levels of Community and Parent Involvement

- **Assurance 8**: Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:

  - o Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.

  - o Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.

  - o Redesign the school day, week, or year to include additional time for student learning and teacher collaboration

  - o Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.

  - o Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

  - o Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.

  - o Provide ongoing mechanisms for family and community engagement

- **Assurance 9**: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10**: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap

- **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

- **Statement 12**: All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site

- District's annual report

- District report card

- Short Message Systems (phone blasts)

- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.

- Monthly PTO meetings

- Parent advisory committee meetings

- Parent-Teacher Conferences

- School Improvement Brochure

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

All schools are offered assistance with the creating of their Schoolwide Plans. Central Administration staff attend planning meetings as required, read plans and offer input as they are being drafted, and read the final copies for completeness and accuracy to ensure that the school's individual needs are being addressed, while following the required consistent strategies that are used district-wide.
The Teaching and Learning Leadership Team of the Reading School district monitor all areas of planning, implementation and evaluation for schoolwide plans. All assistance is individualized by the LEA for each particular building.

- Schools receive help with their professional development needs through the Director of Instructional Services and Professional Development.

- Curriculum is created/implemented/monitored through the assistance of the Director of Curriculum and Assistant to the Superintendent for Teaching and Learning.

- The Director of Federal Programs ensures that purchases made with federal funds are in alignment with the Schoolwide Title 1 plans.

Provider	Meeting Date	Type of Assistance
Director Office of Professional Development and Curriculum	4/19/2017 12:00:00 AM	consultation

Student Assessment of Progress
Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Teachers review building wide data to determine the students skill performance level that will be required learning for the school year. Vertical teams (K-2 & 3-5) meet on the first Monday of every month from 3:00 to 3:30 pm. Vertical teams (K-5) meet on the second Monday of every month from 3:00 -3:30pm. Grade level teams meet the third Monday of every month from 3:00-3:30pm.
Teachers utilize common planning once a month to discuss academic and behavioral data. Teachers progress monitor students weekly, bi-weekly, or monthly with on-going academic discussion.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

• *Any federal education program administrated by the United States Department of Education, except Reading First.*

o *Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.*

• *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
Title	$409257.00

State/Local Grant Program	Amount of Grant
General Budget	$64875.00
BCAP	$1000.00

Needs Assessment

School Accomplishments

Accomplishment #1:
According to DIBELS data, In kindergarten through 3rd grade, Riverside Elementary is above the district average.

Accomplishment #2:
According to PVAAS, special education and ESL students show evidence that the group met the standard for Academic Growth.

Accomplishment #3:
According to PVASS, 4th grade students show evidence that the group exceeded the standard for PA Academic Growth in math.

Accomplishment #4:
According to PVAAS, 4th grade Below basic students met or exceeded standard for PA Academic growth.

Accomplishment #5:
According to PVAAS, 4th grade (males and females) are showing growth in below basic, basic and proficient in the area of math.

Accomplishment #6:
According to Riverside's discipline data, referrals have decressed by 50%. in April of 2016, 525 submitted referrals, and in April of 2017, 249 referalls submitted.

Accomplishment #7:

According to PSSA results, Riverside Elementary is equal to the district in percentage of proficient and advanced students in reading, and above the districts percentage of proficient and advanced students in math and science.

School Concerns

Concern #1:

On the PSSA assessment, the Special Ed-IEP, and ELL subgroup is the lowest performing in both math and reading.

Concern #2:
On the PSSA, 4th grade is lowest performing grade level.

Concern #3:
On the DIBELS assessment, there is an increase of intensive students in the cohort from Kindergarten through 3rd grade.

Concern #4:
There is a large gap in achievement between the historically low achieving students and all students especially in the areas of special education and ESL students.

Concern #5:
70% of special education students are below basic in reading and 79% are below basic in math (biggest percentage for below basic in both).

Concern #6:
3rd grade is not showing growth in writing.

Concern #7:
According to PVAAS, proficient and advanced students are not making the standard for academic growth.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

> **Aligned Concerns:**
>
> On the PSSA assessment, the Special Ed-IEP, and ELL subgroup is the lowest performing in both math and reading.
>
> On the PSSA, 4th grade is lowest performing grade level.

On the DIBELS assessment, there is an increase of intensive students in the cohort from Kindergarten through 3rd grade.

There is a large gap in achievement between the historically low achieving students and all students especially in the areas of special education and ESL students.

70% of special education students are below basic in reading and 79% are below basic in math (biggest percentage for below basic in both).

3rd grade is not showing growth in writing.

According to PVAAS, proficient and advanced students are not making the standard for academic growth.

Systemic Challenge #2 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

On the PSSA assessment, the Special Ed-IEP, and ELL subgroup is the lowest performing in both math and reading.

On the PSSA, 4th grade is lowest performing grade level.

On the DIBELS assessment, there is an increase of intensive students in the cohort from Kindergarten through 3rd grade.

There is a large gap in achievement between the historically low achieving students and all students especially in the areas of special education and ESL students.

70% of special education students are below basic in reading and 79% are below basic in math (biggest percentage for below basic in both).

Systemic Challenge #3 *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

> **Aligned Concerns:**
>
> > On the PSSA assessment, the Special Ed-IEP, and ELL subgroup is the lowest performing in both math and reading.
> >
> > On the PSSA, 4th grade is lowest performing grade level.
> >
> > On the DIBELS assessment, there is an increase of intensive students in the cohort from Kindergarten through 3rd grade.
> >
> > There is a large gap in achievement between the historically low achieving students and all students especially in the areas of special education and ESL students.
> >
> > 70% of special education students are below basic in reading and 79% are below basic in math (biggest percentage for below basic in both).
> >
> > 3rd grade is not showing growth in writing.
> >
> > According to PVAAS, proficient and advanced students are not making the standard for academic growth.

Systemic Challenge #4 *(Guiding Question #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

> **Aligned Concerns:**
>
> > On the PSSA assessment, the Special Ed-IEP, and ELL subgroup is the lowest performing in both math and reading.
> >
> > On the PSSA, 4th grade is lowest performing grade level.

On the DIBELS assessment, there is an increase of intensive students in the cohort from Kindergarten through 3rd grade.

There is a large gap in achievement between the historically low achieving students and all students especially in the areas of special education and ESL students.

70% of special education students are below basic in reading and 79% are below basic in math (biggest percentage for below basic in both).

Systemic Challenge #5 *(Guiding Question #1)* Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Systemic Challenge #6 *(Guiding Question #5)* Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

On the PSSA assessment, the Special Ed-IEP, and ELL subgroup is the lowest performing in both math and reading.

On the PSSA, 4th grade is lowest performing grade level.

On the DIBELS assessment, there is an increase of intensive students in the cohort from Kindergarten through 3rd grade.

There is a large gap in achievement between the historically low achieving students and all students especially in the areas of special education and ESL students.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

> **Indicators of Effectiveness:**
>
> > Type: Interim
> > Data Source: Benchmark Reading and Math Assessment
> > Specific Targets: There will be a 10% decrease of students not achieving core from the beginning to the end of the year.
> >
> > Type: Annual
> > Data Source: PSSA
> > Specific Targets: There will be a 6% increase of students from the historically-low achieving group meeting proficiency in both math and reading on a yearly basis.
> >
> > Type: Annual
> > Data Source: PVAAS
> > Specific Targets: PVAAS data in math and reading will indicate that all students in 4th & 5th are making one year's growth or above.
> >
> > Type: Interim
> > Data Source: Benchmark Testing
> > Specific Targets: Students will show a growth of at least one year's growth annually.

Strategies:

Professional Learning Communities

> **Description:**
>
> A protocol for teachers and administrators to effectively engage and work collaboratively to focus on student learning and take ownership of results. The focus is on consistent implementation of curriculum and instruction. The PLCs will consist of grade levels, Special Ed and ESL teachers in common planning, and vertical teams.
>
> **SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

Consistent Writing Plan

Description:

Students should develop an early foundation in writing in order to communicate their ideas effectively and efficiently. Students who develop strong writing skills at an early age acquire a valuable tool for learning, communication, and self-expression. Such skills can be developed through effective writing instruction and practice that provide adequate time for students to write.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

On-going Professional Development for Common Core Math

Description:

The district and building will provide on-going professional development to support teachers in common core math curriculum. Professional development could include technology, Daily 3, assessments, pedagogy and rigor.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation of Equity and Diversity

Description:

In an effort to build positive relationships with students, families and community members, professional development opportunities will be available to ensure culturally responsive instructional practices.

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Structure Vertical Teams

Description:

Vertical teams will be established at the beginning of the year. Consideration will be given to the experience, personalities and abilities of teachers when creating the teams. Primary teams will be comprised of K, 1 and 2 teachers and intermediate teams will be comprised of 3, 4 and 5 teachers. There will also be a K - 5 team.

Evidence of Implementation:

- Vertical Team Rosters

    Start Date: 8/22/2017   **End Date:** 6/7/2018

    Program Area(s): Professional Education, Teacher Induction

    Supported Strategies:

    - Professional Learning Communities

Monthly Meeting Schedules of Vertical and Grade Level Teams

Description:

Meeting schedule will be developed and communicated to teachers on the August professional development days. Vertical teams(K - 2 & 3 - 5) will meet on the first Monday of every month from 3:00 PM - 3:30 PM. Vertical teams (K - 5) will meet the second Monday of every month of 3:00 - 3:30 PM. Grade level teams will meet the third Monday of every month from 3:30 PM to 4:00 PM. This schedule will be included on the monthly teacher calendar. Topics will be established prior to the school year and revised as student data changes.

Start Date: 8/22/2017   **End Date:** 6/4/2019

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- On-going Professional Development for Common Core Math

Establish Protocols to Structure Meeting Discussions

Description:

Vertical and grade level team meeting protocols will be established to structure and focus discussions.

Evidence of Implementation:

- Data Team Meeting Protocol document
- Team Norms
- Meeting agendas & Minutes

Start Date: 8/22/2017 **End Date:** 6/7/2019

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Professional Learning Communities

Create a structured writing plan

Description:

Quarterly writing assignments aligned to common core expectations will be published by students in grade K - 5.

Start Date: 8/22/2017 **End Date:** 6/7/2019

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Consistent Writing Plan

Analyze student writing

Description:

Teachers in grade level PLC's will use analysis protocols to examine student writing. This will provide consistency in implementation of the writing plan.

Evidence of Implementation:

- Protocols
- PLC Meeting notes

Start Date: 8/22/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- Consistent Writing Plan

Use Common Benchmark Assessments

Description:

All students will utilze a research-based assessment aligned with Common Core.

Start Date: 6/2/2017   **End Date:** 8/21/2017

Program Area(s): Professional Education, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- Professional Learning Communities
- On-going Professional Development for Common Core Math

Deep Equity Process

Description:

Building adminstrators and staff will work collaboratively to develop high-quality instructional techniques in an effort to promote diversity through culturally competent conversations.

Start Date: 8/22/2017   **End Date:** 6/7/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Professional Learning Communities
- Implementation of Equity and Diversity

Professional development of revised Elementary Mathematics Curriculum

Description:

Teacher training on implementation of revised Elementary Mathematics curriculum and implementation of data-driven small group instruction with differentiated math tasks. Evidence of Implementation: Professional development schedule/Lesson Plans

Start Date: 8/24/2016   **End Date:** 6/9/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- On-going Professional Development for Common Core Math

Technology Implementation

Description:

Implement technology upgrades that would allow for effective, integrated use of curriculum tools, assessments,behavior tracking, parent involvement/communication and instructional interventions.

Start Date: 7/10/2017   **End Date:** 8/30/2019

Program Area(s): Educational Technology

Supported Strategies:

- On-going Professional Development for Common Core Math

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: DIBELSNext

Specific Targets: At the end of year, the cohort groups will maintain or increase the number of students at core from one instructional year to the next.

Type: Interim

Data Source: DIBELSNext

Specific Targets: There will be 20% increase of words read a minute by each students at each benchmark assessment window (September, January, May).

Type: Annual

Data Source: PSSA Math and Data

Specific Targets: PSSA data will indicate a 6% increase of the number of students of historically-low achieving at proficiency.

Type: Interim

Data Source: Benchmark Testing

Specific Targets: All students will show a minimum of a 10% increase in achievement on scheduled quarterly benchmark assessments in ELA and math.

Strategies:

Professional Learning Communities

Description:

A protocol for teachers and administrators to effectively engage and work collaboratively to focus on student learning and take ownership of results. The focus is on consistent implementation of curriculum and instruction. The PLCs will consist of grade levels, Special Ed and ESL teachers in common planning, and vertical teams.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Consistent literacy tasks

Description:

Consistent structure of scientifically researched-based literacy tasks across the grade levels with vertical and horizontal alignment. Structured literacy tasks help students develop the daily habits of reading, writing and working independently.

SAS Alignment: Standards, Instruction, Materials & Resources

Differentiated Instruction utilizing Data Analysis

Description:

Ongoing analysis of data to inform and guide instruction.

SAS Alignment: Assessment, Instruction

Create consistent implementation of differentiated math instruction

Description:

Classrooms will structure their math block utilizing the PowerTeaching framework as well as a small group/center time. Small groups as well as placement of students in centers will be data driven. The small groups will be flexible and centers will be scaffolded.

SAS Alignment: Standards, Instruction, Materials & Resources

Implementation of Equity and Diversity

Description:

In an effort to build positive relationships with students, families and community members, professional development opportunities will be available to ensure culturally responsive instructional practices.

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Professional Development on Consistent Literacy and math Tasks

Description:

Professional development will be provided on effective literacy tasks based upon reading independently, reading with partner, listening to reading, writing and word work. Math tasks will be Math with someone, Math by Myself, Math with writing, spiral review and technology.   Professional development will also include the implementation, management and sustainment of the literacy and math tasks.

Start Date: 8/22/2017   **End Date:** 6/4/2019

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Consistent literacy tasks

Structuring literacy and math tasks

Description:

Teachers will determine literacy tasks by using multiple sources of student data depending on grade level. The independent student work will be designed around such data sources as Benchmark Assessments, and Reserch-based program assessments   Independent work will focus on math, reading and writing guided by RSD curriculum.

Start Date: 8/22/2017   **End Date:** 6/4/2019

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Consistent literacy tasks

Time frame for literacy and math tasks

Description:

Teachers will provide a time frame during the uninterrupted Language Arts Block to implement the literacy tasks. Math lesson plans will be indicate the structured tasks.

Start Date: 8/22/2017   **End Date:** 6/7/2019

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Consistent literacy tasks

Monitoring literacy and math tasks

Description:

Administrator walk-throughs and formal observations will monitor the implementation of literacy and math tasks. Expectations include management chart, on-task behaviors and implementation of the tasks.

Start Date: 10/2/2017   **End Date:** 6/4/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Consistent literacy tasks

Evaluating literacy and math tasks

Description:

Effectiveness of literacy tasks to be evaluated quarterly in data summits using progress monitoring. The discussions of effectiveness will occur in both grade level and vertical teams. There will also be a focus on analyzing examples of student work in addition to data.

Start Date: 10/9/2017   **End Date:** 6/4/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Consistent literacy tasks

Structure Vertical Teams

Description:

Vertical teams will be established at the beginning of the year. Consideration will be given to the experience, personalities and abilities of teachers when creating the teams. Primary teams will be comprised of K, 1 and 2 teachers and intermediate teams will be comprised of 3, 4 and 5 teachers. There will also be a K - 5 team.

Evidence of Implementation:

- Vertical Team Rosters

  Start Date: 8/22/2017   **End Date:** 6/7/2018

  Program Area(s): Professional Education, Teacher Induction

  Supported Strategies:

  - Professional Learning Communities
  - Differentiated Instruction utilizing Data Analysis

Monthly Meeting Schedules of Vertical and Grade Level Teams

Description:

Meeting schedule will be developed and communicated to teachers on the August professional development days. Vertical teams(K - 2 & 3 - 5) will meet on the first Monday of every month from 3:00 PM - 3:30 PM. Vertical teams (K - 5) will meet the second Monday of every month of 3:00 - 3:30 PM. Grade level teams will meet the third Monday of every month from 3:30 PM to 4:00 PM. This schedule will be included on the monthly teacher calendar. Topics will be established prior to the school year and revised as student data changes.

Start Date: 8/22/2017   **End Date:** 6/4/2019

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Establish Protocols to Structure Meeting Discussions

Description:

Vertical and grade level team meeting protocols will be established to structure and focus discussions.

Evidence of Implementation:

- Data Team Meeting Protocol document
- Team Norms
- Meeting agendas & Minutes

Start Date: 8/22/2017   **End Date:** 6/7/2019

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Professional Development on Data Analysis and Differentiated Instruction

Description:

Discussions of grouping techniques, appropriate strategies for instruction, strategies for gap skills, sharing of strategies with triad and grade level teams will be incorporated throughout the school year. This also includes on-going coaching on scientifically-research based programs.

Evidence of Implementation: PD agendas and materials

Start Date: 8/22/2017   **End Date:** 6/4/2019

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

Structuring of Data Analysis

Description:

Monthly PLC meetings to analyze data, adjust grouping, brainstorm strategies to address gap skills using various data sources.

Evidence of Implementation: small group recording forms, lesson plans, walk-throughs, observations, pd agendas

Start Date: 8/22/2017   **End Date:** 6/4/2019

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

Monitoring of Data Analysis

Description:

Formal observations as well as informal walk-throughs will monitor the implementation of the differentiated instruction. The expectations include a differentiated small group instruction based on data.

Evidence of Implementation: Observations, lesson plans, small group recording form

Start Date: 8/22/2017   **End Date:** 6/7/2019

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

Implementation of direct instruction from data analysis

Description:

Utilizing the data from benchmark testing, paying particular attention to student with special needs, will be placed in small groups for instruction with a scientifically-research based program. The students will be placed based upon needs.

Start Date: 9/21/2015   **End Date:** 6/4/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

Deep Equity Process

Description:

Building administrators and staff will work collaboratively to develop high-quality instructional techniques in an effort to promote diversity through cultrually competent conversation.

Start Date: 8/22/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Professional Learning Communities
- Implementation of Equity and Diversity

Goal #3: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Discipline data

Specific Targets: There will be a 10% decrease in the amount of discipline referrals on a yearly basis.

Type: Interim

Data Source: Conference Attendance

Specific Targets: Conference attendance will remain between 90 - 100% for all teachers.

Type: Interim

Data Source: Parent events sign-in sheets

Specific Targets: Parent attendance at events will increase 10% each year.

Type: Annual

Data Source: Attendance Data

Specific Targets: Student and teacher attendance will remain between 90% - 100%.

Type: Annual

Data Source: Perceptual survey of parents, teachers and students

Specific Targets: Positive results of the surveys will increase from the beginning of the year to the end each year the survey is given.

Type: Interim

Data Source: Attendance Data

Specific Targets: Student and teacher monthly attendance will stay consistent throughout the school year.

Type: Interim

Data Source: Parent Compalints

Specific Targets: The number of parent complaints will decrease by 50% on a monthly basis.

Strategies:

Character Education

Description:

Through focusing on social, ethical, or character development of our students, educators can model and play a vital role not only in developing better students, but in developing better people. Character education will cultivate respect, responsiblity and caring in our school and classrooms.

SAS Alignment: Safe and Supportive Schools

Parental Involvement

Description:

Schools play an important part of a child's life along with the parents. By combining the two stakeholders, studies indicate academic achievement will increase. Parental involvment can be many things, volunteering, attending conferences, being a member of the PTO.

SAS Alignment: None selected

Mentoring

Description:

Students will be matched with an adult to develop positive relationships that will help develop self-esteem. Students will be selected based upon discipline data. Mentors will help develop character education and allow the child to feel their are in a safe, supportive environment.

SAS Alignment: Safe and Supportive Schools

Remedial Math and Reading for at-risk students outside the school day

Description:

Provide remedial math, reading and writing instruction for at-risk students. At-risk student are identified through data analysis. Scientifcally-based programs will be utilized.

SAS Alignment: Safe and Supportive Schools

Incentives

Description:

Students will have the opportunity to earn incentives through a variety of activities. Student of the Month, Character Trait Student of the Month, Monthly Perfect Attendance, Good Behaviors, Honor/Merit Roll, etc.

SAS Alignment: None selected

School-wide Behavior Intervention and Support

Description:

Teachers will use the Class Dojo App/Website, which is a behavior mangagement tool, to track student behaviors and to communicate with parents.

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Professional Development on Character Education

Description:

- Professional development will be provided on how to implement character trait lessons into weekly plans
- Books with lessons will be provided to teachers on how to implement character education into their classrooms
- Meet with grade-level or triad groups to discuss different activities being done in classrooms so ideas can be shared

Evidence of Implementation:

- Professional development agendas
- Materials

Start Date: 8/22/2017   **End Date:** 6/4/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Character Education

Structuring Character Traits

Description:

- Specific monthly character traits will be determined by the staff
- Teachers will be provided with materials to create classroom lessons on character traits
- Teachers will use materials provided and develop 2 - 3 lessons a week that meet the needs of the students in their classrooms to teach the specific monthly trait.

Evidence of implementation:

- Lesson plans

- Informal walk-throughs
- Student demonstration of traits on a regular basis both in and out of the classroom

  Start Date: 7/10/2017   **End Date:** 8/30/2019

  Program Area(s): Professional Education, Student Services

  Supported Strategies:

  - Character Education

Time frame for Teaching Character Traits

  Description:

- Character education lessons should occur 2 - 3 times a week for 10 - 20 minutes
- There will be 9 specific character traits to be taught over a 9 month time frame (1 trait per month)

  Evidence of Implementation:

- Walk throughs
- Lesson plans stating dates and times

  Start Date: 8/28/2017   **End Date:** 6/7/2019

  Program Area(s): Student Services

  Supported Strategies:

  - Character Education

Monitoring Character Traits

  Description:

- Each classroom teacher will choose one student who exemplies the specific monthly character trait from his/her classroom
- Students will use character traits learned on daily basis inside and outside of the classroom

  Evidence of Implementation:

- Students recognition visualy displayed school-wide and at monthly assemblies
- School staff will recognize students on a daily basis who demonstrate the character traits learned

   Start Date: 8/22/2017   **End Date:** 6/7/2019

   Program Area(s): Student Services

   Supported Strategies:

   - Character Education

Evaluating Character Traits

   Description:

- Teachers will observe these traits in their own classroom

   Evidence of Implementation:

- Look at referral data

   Start Date: 6/22/2017   **End Date:** 6/7/2019

   Program Area(s): Student Services

   Supported Strategies:

   - Character Education

Family Activities

   Description:

   Establish family activities that will allow the parents feel welcomed into the school. The events could include Fall Festival, Classroom visitations. Classroom teacher will promote the events along with an incentive for the class with the highest percentage participating in each event. Also, establishing activities for parents and students to work on collaboratively in the home and be displayed at school.

   Start Date: 9/5/2017   **End Date:** 6/4/2019

   Program Area(s): Student Services

Supported Strategies:

- Parental Involvement

Author's Tea

Description:

During the school day, each classroom will host an "author's tea." Students from each classroom will have the opportunity to read their writing pieces with parents visiting the classroom. An author's tea will occur once every quarter and will feature a different piece of writing. Light refreshments will be provided.

Evidence of Implementation: Program from Author's Tea

Start Date: 10/9/2017 **End Date:** 6/8/2019

Program Area(s): Student Services

Supported Strategies:

- Parental Involvement

Community Visibility

Description:

As a building, we ask parents to come in, but don't go to them. In order to building a "working relationship," teachers will be to be seen in the community. Teachers and administrators will be involved in the community clean up, reminder walk throughout the community for parent nights and open house.

Evidence of Implementation: Sign-in sheets

Start Date: 8/22/2017 **End Date:** 6/8/2018

Program Area(s): Student Services

Supported Strategies:

- Parental Involvement

Student-led Conferences

Description:

For the second semester conferences, students in grades 3 - 5 will lead the parent conferences. The students will have a protocal to follow. This will also allow time for students to show their work and select items for their portfolios.

Start Date: 8/22/2017   **End Date:** 6/4/2019

Program Area(s): Student Services

Supported Strategies:

- Parental Involvement

Structuring the Mentoring Program

Description:

Students with high rate of referrals will:

- be paired with a mentor based on previous interactions, talents or shared interests
- develop social skills and character traits
- facilitate cooperation and teamwork through group activities among all mentor/mentees

Evidence of Implementation: Mentor/mentee list, calendar of events

Start Date: 8/22/2017   **End Date:** 6/4/2019

Program Area(s): Student Services

Supported Strategies:

- Mentoring

Professional Development for Mentors

Description:

Teachers that volunteer for mentoring will have professional development on "what is" mentoring, mentoring techniques, culture of poverty and continued character education

Evidence of Implementation: PD agendas

Start Date: 8/22/2017   **End Date:** 6/4/2019

Program Area(s): Student Services

Supported Strategies:

- Mentoring

Timeline of Mentoring

Description:

Mentors and mentees will meet one-on-one bi-weekly. There will be a monthly activity for mentors/mentees.

Evidence of Implementation: Calendar of events

Start Date: 8/28/2017   **End Date:** 6/7/2019

Program Area(s): Student Services

Supported Strategies:

- Mentoring

Evaluation of Mentoring Program

Description:

The program will be evaluated once a semester. Evaluations will be based upon discipline data as well as tracking behavior charts.

Evidence of Implementation: Discipline data

Start Date: 9/11/2017   **End Date:** 6/7/2019

Program Area(s): Student Services

Supported Strategies:

- Mentoring

Identify At-risk for beyond the school day program

Description:

Using various data points from district assessments, teachers will identify eligible students.

Start Date: 10/10/2017   **End Date:** 6/4/2019

Program Area(s):

Supported Strategies:

- Remedial Math and Reading for at-risk students outside the school day

Develop monthly incentive schedule

Description:

Teachers will develop monthly incentives based upon behaviors. These incentives could include but are not limited to board game day, movie day, craft day, etc. These days will occur to the Friday closest to the last day of the month.

Start Date: 9/25/2017   **End Date:** 6/7/2019

Program Area(s): Student Services

Supported Strategies:

- Incentives

Purchase Incentives

Description:

As part of the incentive program, students will earn "brag tags" for various areas. These include, perfect attendance, honor/merit roll, author's tea, student of the month, character trait of the month, Quarterly Cafeteria Dojo, Science Club, Craft Club, etc.

Start Date: 8/22/2017   **End Date:** 6/4/2019

Program Area(s): Student Services

Supported Strategies:

- Incentives

Purchase Communication Folders

Description:

Every student from K - 5 will have a communication folder that goes home every Tuesday. Any communication from the school will be sent home in the folder. All communications will be translated. This way parents know to look for the folder on Tuesdays.

Start Date: 8/22/2017   **End Date:** 6/4/2019

Program Area(s): Student Services

Supported Strategies:

- Parental Involvement

Classroom Dojo

Description:

All teachers will collaborate to develop and monitor positive behaviors within the building using the Classroom Dojo App/Website. This will be implemented in all areas of the building and times of the day.

Start Date: 8/22/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education

Supported Strategies:

- Character Education
- Parental Involvement
- School-wide Behavior Intervention and Support

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students. Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: Professional Learning Communities

Start	End	Title	Description
8/22/2017	6/7/2019	Establish Protocols to Structure Meeting Discussions	Vertical and grade level team meeting protocols will be established to structure and focus discussions. Evidence of Implementation: • Data Team Meeting Protocol document • Team Norms • Meeting agendas & Minutes

Person Responsible	SH	S	EP	Provider	Type	App.
Principal	0.5	1	60	Riverside Leadership Team	School Entity	No

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Knowledge

Establish protocols and procedures to ensure collaboration among team members.

Supportive Research

PLC are research best and a best practice.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format

School Whole Group Presentation
Professional Learning Communities

Participant Roles		Grade Levels	
Classroom teachers		Elementary - Primary (preK - grade 1)	
Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)	

Follow-up Activities		Evaluation Methods	
Team development and sharing of content-area lesson		Classroom student assessment data Review of participant lesson plans	

implementation outcomes, with
involvement of administrator and/or
peers
     Analysis of student work,
with administrator and/or peers
     Creating lessons to meet
varied student learning styles
     Joint planning period
activities

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.	Strategy #1: Professional Learning Communities Strategy #2: Implementation of Equity and Diversity

Start	End	Title	Description
8/22/2017	6/7/2019	Deep Equity Process	Building adminstrators and staff will work collaboratively to develop high-quality instructional techniques in an effort to promote diversity through culturally competent conversations.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators and Leadership Team	1.0	5	60	Riverside Elementary School	School Entity	No

Knowledge	Building a climate of contructive collaboration through the use of diverse materials and resources.
Supportive Research	Gary Howard's 7 Principles of Culturally Responsive Teaching

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans

LEA Goals Addressed:	**Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.**	**Strategy #1: Professional Learning Communities** **Strategy #2: On-going Professional Development for Common Core Math**

Start	**End**	**Title**	**Description**
8/24/2016	6/9/2017	Professional development of revised Elementary Mathematics Curriculum	Teacher training on implementation of revised Elementary Mathematics curriculum and implementation of data-driven small group instruction with differentiated math tasks. Evidence of Implementation: Professional development schedule/Lesson Plans

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Riverside Leadership Team	1	5	60	Riverside Leadership Team	School Entity	No

Knowledge	Best practices in math instruction aligned to the curriculum to ensure student success through differentiation.
	Differentiated Instruction
Supportive Research	Data-driven instruction
	Meeting the needs of all learners

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format	Series of Workshops Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans

Joint planning period
activities

| LEA Goals Addressed: | Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching | Strategy #1: Consistent literacy tasks |

Start	End	Title	Description
8/22/2017	6/4/2019	Professional Development on Consistent Literacy and math Tasks	Professional development will be provided on effective literacy tasks based upon reading independently, reading with partner, listening to reading, writing and word work. Math tasks will be Math with someone, Math by Myself, Math with writing, spiral review and technology. Professional development will also include the implementation, management and sustainment of the literacy and math tasks.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal	6.0	6	60	Riverside Leadership Team	School Entity	No

Knowledge	Review of the building wide expectations of literacy tasks. This includes Read to Self, Writing, Read to Someone, Word Work, and Skills/Listening.
Supportive Research	Daily 5

Designed to Accomplish

For classroom teachers, school counselors and education

Increases the educator's teaching skills based on research on effective practice, with

specialists: attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format

School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Creating lessons to meet varied student learning styles	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed:	**Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.** **Ensure that there is a system within the**	**Strategy #1: Professional Learning Communities** **Strategy #2: Differentiated Instruction utilizing Data Analysis**

school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Start	End	Title	Description
			Vertical and grade level team meeting protocols will be established to structure and focus discussions.
8/22/2017	6/7/2019	Establish Protocols to Structure Meeting Discussions	Evidence of Implementation: • Data Team Meeting Protocol document • Team Norms • Meeting agendas & Minutes

Person Responsible	SH	S	EP	Provider	Type	App.
Principal	0.5	1	60	Riverside Leadership Team	School Entity	No

Knowledge	Establish protocols and procedures to ensure collaboration among team members.
Supportive Research	PLC are research best and a best practice.

Designed to Accomplish

For classroom teachers, school	Increases the educator's teaching skills based on research on effective practice, with

counselors and education specialists:

attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format

School Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
	    Analysis of student work, with administrator and/or peers
	    Creating lessons to meet varied student learning styles
	    Joint planning period activities
		Evaluation Methods	Classroom student assessment data
			Review of participant lesson plans

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: Professional Learning Communities Strategy #2: Implementation of Equity and Diversity

Start	End	Title	Description
8/22/2017	6/8/2018	Deep Equity Process	Building administrators and staff will work collaboratively to develop high-quality instructional techniques in an effort to promote diversity through cultrually competent conversation.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators and Leadership Team	1.0	5	60	Riverside Elementary School	School Entity	No

Knowledge	Building a climate of constructive collaboration trhough the use of diverse materials and resources.
Supportive Research	Gary Howard's 7 Principles of Culturally Responsive Teaching

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

roles:

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.	Strategy #1: Character Education Strategy #2: Parental Involvement Strategy #3: School-wide Behavior Intervention and Support

Start	End	Title	Description

8/22/2017	6/8/2018	Classroom Dojo			All teachers will collaborate to develop and monitor positive behaviors within the building using the Classroom Dojo App/Website. This will be implemented in all areas of the building and times of the day.		
Person Responsible	**SH**	**S**	**EP**	**Provider**		**Type**	**App.**
Administrators and Building Leadership Team	1.0	1	60	Building Leadership Team		School Entity	Yes

Knowledge Use of Classroom Dojo as a management strategy and parent communication tool for behavior and academic issues.

Classroom management

Student Accountability

Supportive Research

Family Involvement

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles: Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Instructs the leader in managing resources for effective results.

Training Format	School Whole Group Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Riverside El Sch in the Reading SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education

- Meets **ESEA requirements for Title I schools**

- Reflects **sound educational practice**

- Has a **high probability of improving student achievement**

- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Riverside El Sch in the Reading SD for the 2014-2018 school-year.

Superintendent/Chief Executive Officer

Board President

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

Discipline: At the end of the 2015-2016 school year, there was a total of 688 discipline referrals logged. In April of 2016, Riverside had a total of 525 referrals. As of April 17, 2016, the total number of discipline referrals is at 249 which is a decrease of 50% or more.
DIBELS: In Kindergarten through 3rd grades, Riverside Elementary is above the district average.
4th Grade PVAAS Growth: Riverside's 4th grade students showed evidence that the group exceeded the standard for PA Academic Growth in math.
5th Grade Writing: When reflecting on the 2014-2015 PSSA data, our 5th grade students were not making adequate progress in the area of writing. According to the results of the 2015-2016 PSSA, Riverside's 5th grade students met the district average in the area of "types of writing". In the sub-category of "language", Riverside's 5th grade students exceeded the district average.
School culture/climate: The success of the mentor program, in addition to the student of the month/character trait student nominations and monthly celebratory assemblies, has had a direct impact on shifting students mindset in a more proactive manner. We feel that the decrease in discipline referrals is a direct result of this increased student accountability.

Describe the continuing areas of concern from the past year.

PSSA: Riverside's Special Ed-IEP and ELL subgroup is the lowest performing in both math and reading. In addition, 4th grade is the lowest performing grade level.
DIBELS: There is an increase of intensive students in the cohort from Kindergarten through 3rd grade.
3rd Grade Writing: According to the results of the 2015-2016 PSSA, Riverside's 3rd grade students are below the district average in the sub-categories of "types of writing" and "language".
PVAAS Growth: According to PVAAS, proficient and advanced students are not making the standard for academic growth.

Describe the initiatives that have been revised.

Equity: Riverside has embraced the Deep Equity Initiative that the Reading School District has spearheaded over the past 2 years. The Deep Equity Team for Riverside has increased in membership by 3 with one teacher seeking out her participation within the committee responsible for leading the charge at Riverside. The committee has held intensive, in-depth and authentic conversation regarding the starting point for Riverside and the aspirations we have for our district, building and students. Professional development has led to teacher self-reflection which has sparked a change in cultural competency amongst the staff. As a result, the school climate and culture has improved amongst staff relationships and staff-to-student relationships.
Mentor: The mentor program was adjusted for this coming school year in the selection of

students in need for a mentor. When looking at multiple sources of information including but not limited to, discipline referrals, staff recommendations and student inquiry, adjustments were made regarding which sub-group of students the mentor program was aimed at supporting and being more inclusive of all students in need. Adjustments were made in the delivery of the mentor program with specific and outlined activities for mentors to complete with their mentees. Goal-setting was an added component of the mentor program this year to support students in achieving both academic and social-emotional successes.

Acceleration: Acceleration continues to be a structured and data-driven intervention period. Continuous staff dialogue allowed for adjustments to be made in order to better serve the students of Riverside and ensure that their weaknesses were addressed by appropriate staff using appropriate programming.

Curriculum: With the addition of ARC in grades 4-5, teachers continued to use data to drive their instruction in order to support students in the areas of their strengths and weaknesses. When evaluating the data of students working with Foundational Tool Kits in grades 4-5, staff was able to support students in grades 1-3 with similar academic struggles in order to help them achieve success. For the 2017-2018 school year, the Reading School District has purchased a new science curriculum which will continue to support the core standards in this academic area.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The most successful action plan for the 15 - 16 school year was the implementation of our revised parent involvement initiative. This year we had three classroom visitations during reading, math and science. Parents observed the classroom, then recieved a workshop on the resources and how to help their child at home.   The mentoring program also continutes to assist students with behavior problems.

Describe the continuing areas of concern from the past year.

The continued area of concern is the slow academic progress of our Special Education and ESL students. We have implemented scientfically-based resources to ensure they are receiving the instruction based upon their needs. Also, writing continues to be a struggle. Our students have difficulty with stamina when it comes to writing.

Describe the initiatives that have been revised.

To ensure consistency in our communication and expectations of students to parents, we will be implementing Classroom Dojo as a building-wide initiative. We are also looking at refining our professional development and instructional practices in the area of common core math.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

In the first year of plan, Riverside Elementary School, implemented the scientifically research-based reading program that provided direct instruction to our students with special needs. Students with the assistance of the BCIU were placed into two programs. Though the students on the DIBELS assessment, did not reach benchmark, data is showing there is a significant improvement on the mastery percentage as well as words read

correct. They are making more growth than they have made in previous years. In fact, when assessed mid-way, many students moved to a group at a higher level.

Describe the continuing areas of concern from the first year plan.

Parent Involvement continues to be a struggle. During various events in the beginning of the year, many parents attend; however, as the year progresses attendance drops significantly especially at evening events. We also were unable to implement student-led conferences. With the implementation of new math program, we had difficulty finding the time to provide professional development to the teachers.

Describe the initiatives that have been revised.

The parent involvement will have some items added. The team is considering of having less evening events and inviting parents into the school for visitations. We are also going to adopt communication folders that are sent home every Tuesday. This allows for the parents to look for items on a consistent basis.

We are also looking at the scope and sequence of the writing initiative. Our original goal of having two completed writing pieces a quarter was lofty. This was changed to one a month. Teachers are going to create binders for students with visuals that they can keep their rough draft and finished copies.