Riverside El Sch

School Improvement Plan

07/01/2014 - 06/30/2019
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Matthew Messick</td>
<td>Administrator: School Improvement Plan</td>
</tr>
<tr>
<td>Susan Shultz</td>
<td>Administrator: School Improvement Plan</td>
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<tr>
<td>Kimberly Birts</td>
<td>Building Principal: School Improvement Plan</td>
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<tr>
<td>Chris Daubert</td>
<td>Community Representative: School Improvement Plan</td>
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<tr>
<td>Barbara Hall</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Roxie Dix</td>
<td>Ed Specialist - Other</td>
</tr>
<tr>
<td>Samhita Basuthakur</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Ruth Black</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Melissa Eggert</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Eric Garcia</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Donna Kase</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Ian Moore</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Amanda Natale</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Emily Puwalski</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Kristin Ringler</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Lori Sherman</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Nicole Slickers</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Ashley Weiss</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Michelle Yoder</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Jessica Shadel</td>
<td>Elementary School Teacher - Special Education</td>
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<tr>
<td>Name</td>
<td>Role</td>
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<td>-------------------</td>
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</tr>
<tr>
<td>Daniel Richards</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Guadalupe Frutos</td>
<td>Parent</td>
</tr>
<tr>
<td>Whitney Hohl</td>
<td>Parent</td>
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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

No assurances have been identified

Assurance 13

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

- School web site
- School newsletter
- District web page
- Board meeting presentations
- Town hall meetings
- District's annual report
- District report card
- Press releases to local media
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent-Teacher Conferences
Assurance for Priority Schools (Annually Updated SIP)

The school has completed an evaluation of previous school plan and updated the current plan based on the evaluation.

No

Coordinated 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.

<table>
<thead>
<tr>
<th>Provider</th>
<th>Meeting Date</th>
<th>Type of Assistance</th>
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<tbody>
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<td></td>
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</table>
**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. 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.

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended School Day/Tutoring Programs</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Reading</td>
<td>Yes</td>
</tr>
<tr>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
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<tr>
<td>Before School</td>
<td>Yes</td>
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<tr>
<td>After School</td>
<td>Yes</td>
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<tr>
<td>Lunch/Study Periods</td>
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<tr>
<td><strong>Summer School Program</strong></td>
<td>Yes</td>
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<tr>
<td>Reading</td>
<td>Yes</td>
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<tr>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
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<tr>
<td><strong>In-class Instructional Support</strong></td>
<td>Yes</td>
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<tr>
<td><strong>Pull Out Instructional Support</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Consolidation of Funds**

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

Yes, the school intends to consolidate the funds.

<table>
<thead>
<tr>
<th>Federal Grant Program</th>
<th>Amount of Grant</th>
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</thead>
<tbody>
<tr>
<td>Title</td>
<td>$782763.00</td>
</tr>
<tr>
<td>State/Local Grant Program</td>
<td>Amount of Grant</td>
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<tr>
<td>---------------------------</td>
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</tr>
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<td>General Budget</td>
<td>$64500.00</td>
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<tr>
<td>BCAP</td>
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</tbody>
</table>
Needs Assessment

School Accomplishments

Accomplishment #1:
According to PVAAS, special education and ESL students show evidence that the group met the standard for Academic Growth.

Accomplishment #2:
According to DIBELS data, in kindergarten, Riverside Elementary is above the district average.

Accomplishment #3:
According to PVAAS, 4th grade and 5th grade students show evidence that the group exceeded the standard for PA Academic Growth in math and ELA.

Accomplishment #4:
According to PVAAS, 4th grade and 5th grade Below basic students met or exceeded standard for PA Academic growth.

Accomplishment #5:
According to PVAAS, 4th grade (males and females) met the standard for Academic Growth in below basic and basic in Math and across the board in ELA.

Accomplishment #6:
According to Riverside's discipline data, referrals have decreased by 50% in April of 2016, 525 submitted referrals, and in April of 2017, 249 referrals submitted. In 2018, referrals remained at a number similar to 2017, 255 referrals.

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 district’s percentage of proficient and advanced students in math and science.

Accomplishment #8:
Implementation of culture and countries club with plans for expansion.

Accomplishment #9:
The number of students scoring at the Below Basic level on the PSSA Reading assessment has decreased by 25% from 2014-2017 after having increased steadily from 2010-2014.
**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 DIBELS assessment, there is an increase of intensive students in the cohort from Kindergarten through 3rd grade.

**Concern #3:**
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.

**Concern #4:**
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 #5:**
According to PVAAS, proficient and advanced students are not making the standard for academic growth.

**Concern #6:**
Class Dojo is being used as both a positive and punitive tool, which is not in alignment with our School-wide Positive Behavior Plan.

**Concern #7:**
Lessons refer to common core instead of PA core.

**Concern #8:**
The Equity process is established and staff are culturally aware but the school community still needs additional support/training in being culturally responsive.

**Concern #9:**
Students do not access technology on a regular basis in a world where technology is a necessity for careers.

**Concern #10:**
While common core math training was available for 3rd, 4th, and 5th grade teachers it was not available for K, 1st, and 2nd, nor was training on PA core.
Concern #11:
According to ARC/IRLA data, the Reading independent practice has continued to decrease as well as the yearly growth over the past 3 years.

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 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.

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

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

Lessons refer to common core instead of PA core.

While common core math training was available for 3rd, 4th, and 5th grade teachers it was not available for K, 1st, and 2nd, nor was training on PA core.

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 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.

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

According to ARC/IRLA data, the Reading independent practice has continued to decrease as well as the yearly growth over the past 3 years.

**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 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.

70% of special education students are below basic in reading and 79% are below basic in math (biggest percentage for below basic in both).
According to PVAAS, proficient and advanced students are not making the standard for academic growth.

Lessons refer to common core instead of PA core.

While common core math training was available for 3rd, 4th, and 5th grade teachers it was not available for K, 1st, and 2nd, nor was training on PA core.

According to ARC/IRLA data, the Reading independent practice has continued to decrease as well as the yearly growth over the past 3 years.

**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 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.

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

Class Dojo is being used as both a positive and punitive tool, which is not in alignment with our School-wide Positive Behavior Plan.

The Equity process is established and staff are culturally aware but the school community still needs additional support/training in being culturally responsive.
**Systemic Challenge #5 (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:**

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 do not access technology on a regular basis in a world where technology is a necessity for careers.

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**Systemic Challenge #6 (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.
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: Annual  
Data Source: Benchmark Reading and Math Assessment 3rd, 4th, and 5th  
Specific Targets: There will be a 10% increase in students obtaining proficient or advanced 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: Annual  
Data Source: DIBELS  
Specific Targets: There will be a 10% increase in students scoring at or above benchmark from the beginning to the end of the year in Kindergarten, 1st grade and 2nd grade. (DIBELS Composite score)

**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
On-going Professional Development on PA Core Standards

Description:

The district and building will provide on-going professional development to support teachers in PA Core Standards across all subject areas. Professional development could include technology, differentiation, ESL/Special Ed strategies in regular ed classroom, Daily 3, Daily 5, 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:

Monthly Meeting Schedules of Itinerant/Grade Level Teams, Building Meetings, and Committee Training Meetings

Description:

Meeting schedule will be developed and communicated to teachers on the August professional development days. Grade Level/Itinerant teams will meet on the first Monday of every month following student dismissal. Building Meetings will occur the second Monday of every month following student dismissal. Committee training meetings will meet the third Monday of every month following student dismissal. 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 on PA Core Standards

**Establish Protocols to Structure Meeting Discussions**

**Description:**

Meeting protocols and agenda will be established to structure and focus discussions.

**Evidence of Implementation:**

• Meeting agendas & Minutes

These meeting minutes and protocols will be published on the Google Shared Drive- SIP Folder- Comprehensive Plan Meeting 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

**Implementation and Professional Development of ARC/IRLA Across All Grade Levels**

**Description:**

Whole group independent reading daily on students' independent reading level will be implemented across all grade levels. 15 minute goal to start for K-2 and 30 minutes for 3-5. K-3 can implement during Daily 5 "Read to Self".

Home independent reading logs will be introduced in all grade levels.

Professional development will be provided for all teachers to be able to use the IRLA to level students so students can independently read on their level.

A professional learning community will be in place to pair K-3 teachers with 4-5 teachers to support implementation during the school year.
An ARC/IRLA family literacy night will take place in the beginning, middle, and end of the school year.

**Start Date:** 5/21/2018  **End Date:** 6/28/2019

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Professional Learning Communities
- On-going Professional Development on PA Core Standards

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**Deep Equity Process**

**Description:**

Building administrators 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

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**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 on PA Core Standards

**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

**Create Consistent Implementation of Differentiated Literacy Instruction**

Description:

Consistent structure of scientifically research-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. Classrooms will structure their literacy blocks with 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. The use of technology can be used to streamline data.

**SAS Alignment:** Standards, Instruction, Materials & Resources

**Create Consistent Implementation of Differentiated Math Instruction**

Description:

Classrooms will structure their math blocks with 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. The use of technology can be used to streamline data.

**SAS Alignment:** Standards, Instruction, Materials & Resources

**Implementation Steps:**

**Structuring and Implementing 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 Research-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:

- Create Consistent Implementation of Differentiated Literacy Instruction
- Create Consistent Implementation of Differentiated Math Instruction

Evaluating and Monitoring Literacy and Math Instructional Strategies

Description:

Administrator walk-throughs and formal observations will monitor the implementation of literacy and math instructional strategies. Expectations include management chart, on-task behaviors and implementation of the strategies. Effectiveness of literacy and math instructional strategies to be evaluated quarterly in data summits using progress monitoring. The discussions of effectiveness will occur in team meetings. There will also be a focus on analyzing examples of student work in addition to data.

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

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Create Consistent Implementation of Differentiated Literacy Instruction

Monthly Meeting Schedules of Itinerant/Grade Level Teams, Building Meetings, and Committee Training Meetings

Description:
Meeting schedule will be developed and communicated to teachers on the August professional development days. Grade Level/Itinerant teams will meet on the first Monday of every month following student dismissal. Building Meetings will occur the second Monday of every month following student dismissal. Committee training meetings will meet the third Monday of every month following student dismissal. 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

**Establish Protocols to Structure Meeting Discussions**

**Description:**

Meeting protocols and agenda will be established to structure and focus discussions.

**Evidence of Implementation:**

- Meeting agendas & Minutes

These meeting minutes and protocols will be published on the Google Shared Drive- SIP Folder- Comprehensive Plan Meeting 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

**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 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:** None selected

### Evaluating and Monitoring of Data Analysis

**Description:**

Formal observations as well as informal walk-throughs will monitor the implementation of the differentiated instruction. The expectations include 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:** None selected

### Additional Staffing

**Description:**

If class sizes continue to increase as the school year progresses, and student academic needs require further assistance, additional teaching staff and/or school interventionists will be hired to provide smaller group instruction.

**Start Date:** 5/21/2018    **End Date:** 6/28/2019
**Program Area(s):** Professional Education, Student Services

**Supported Strategies:** None selected

**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: Annual

Data Source: Conference Attendance

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

Type: Annual

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: Parent ratings of the school on safety and school climate

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 Complaints

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, responsibility and caring in our school and classrooms. Character Education will help create a sense of community in the school. The character education traits will be consistent throughout all grade levels. Each character trait will be celebrated at the awards assembly monthly. Students receive a certificate, recognition, and a reward.

**SAS Alignment:** Safe and Supportive Schools

### Parental Involvement

**Description:**

Parents will be encouraged by the administration, parent coordinator, teachers, and school staff to become involved in the day to day activities at Riverside Elementary School. Parents will be encouraged to participate in the PTO, volunteering, attending conferences, and monthly parent events for families.

**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 they 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. Scientifically-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, positive 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 management tool, to track student behaviors and to communicate with parents.

School wide staff will use the PBIS program. PBIS team members will regularly meet and create lessons for behavior management and instructional lessons. A staff member will be assigned as the PBIS coordinator.

SAS Alignment: Instruction, Safe and Supportive Schools

Wellness

Description:

The school will create and implement events to provide students instruction and opportunities to improve their physical and mental health.

SAS Alignment: 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
• Student monthly recognition
• School staff will recognize students who demonstrate the character traits learned
• Look at referral data
• Materials

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

• Character Education

Family Activities

Description:

Establish family activities that will welcome parents into the school. The events could include but are not limited to Fall Festival, Classroom visitations, Author's Tea. 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

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

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

Structure outdoor activities

Description:
Wellness team will create activities for students to develop a healthy lifestyle.

Start Date: 5/21/2018   End Date: 6/28/2019

Program Area(s):  

Supported Strategies: None selected

Identify Students for Beyond the School Day Programs

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 incentive schedule

Description:

Teachers will develop periodic incentives based upon behaviors. These incentives could include but are not limited to board game day, movie day, craft day, etc.

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 tokens for various areas that students can use to purchase incentives based upon the PBIS plan. 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.

Evidence: PBIS plan

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

Program Area(s): Student Services

Supported Strategies:

- Incentives

Communication Folders

Description:
Every student from K - 5 will have a communication folder that goes home weekly. Any communication from the school will be sent home in the folder. All communications will be translated.

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

No Professional Development Implementation Steps have been identified for Riverside El Sch.
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 ESSA 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 2014-2019 school-year.

No signature has been provided  
Superintendent/Chief Executive Officer

No signature has been provided  
Board President

No signature has been provided  
IU Executive Director
Evaluation of School Improvement Plan

2017-2018 Improvement Evaluation

Describe the success from the past year.

- Teacher Community Walk - Invitations to Meet The Teacher
- We created a parent outreach committee to engage families.
- We held three successful family nights.
- We rolled out a new science curriculum with grade level collaboration.
- Cultures and Countries club did a great job to teach students about diversity
- Common Benchmark Assessments
- Recognize students for displaying great character
- Mentor Program promotes positive relationships with at risk students
- A.S.A.P. and B.S.A.P
- Implementation of Class Dojo to communicate with parents

Describe the continuing areas of concern from past the year.

- PLC were not meeting and have not been structured or utilized
- We do not currently have a consistent writing plan
- Utilize differentiation strategies in all classrooms by using student data
- Incorporating a reading step program for younger grades (K-2)
- Align schedules to allow Special Education students to receive services
- Consistent instructional standards and expectations (School wide)
- Data meetings to analyze and interpret data (Onhands, ARC, DIBELS)
- Parent Visitations weren't attended as well as expected

Describe the initiatives that have been revised.
- Professional Development facilitators (ESL) come into core teacher classes on a weekly basis to support best practice
- DoJo became a mandatory initiative and is wildly used in this building
- PBIS will be implemented as a school wide initiative
- A modified ARC step program will be implemented in grades K-3

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 received a workshop on the resources and how to help their child at home. The mentoring program also continues 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 scientifically-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.