School Improvement Plan
2018 - 2019

Dawson County
Riverview Elementary School
### General Improvement Plan Information

**District:** Dawson County  
**School Name:** Riverview Elementary School  
**Team Lead:** Julia Mashburn

#### Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)
- ✔ Traditional funding (all Federal funds budgeted separately)
- ✔ Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
- ✔ 'FUND 400' - Consolidation of Federal funds only

#### Factors(s) Used by District to Identify Students in Poverty (Select all that apply)
- ✔ Free/Reduced meal application  
- ✔ Community Eligibility Program (CEP) - Direct Certification ONLY
- ✔ Other (if selected, please describe below)
2. SCHOOL IMPROVEMENT GOALS

2.1 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

- **Specific**
- **Measurable**
- **Attainable**
- **Relevant**
- **Time-Bound**

An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

**Coherent Instructional**
- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

**Family and Community Engagement**
- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

**Effective Leadership**
- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the School and its resources
- EL-5 Driving improvement efforts

**Supportive Learning Environment**
- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

**Professional Capacity**
- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration
### 2. SCHOOL IMPROVEMENT GOALS

#### 2.2 Overarching Need # 1

**Overarching Need**

| Overarching Need as identified in CNA Section 3.2 | The percentage of 3rd-5th grade students not reading on grade level |
| Root Cause # 1 | Lack of an established leadership structure that is continually participating in decision-making and problem-solving regarding school data (ELA/reading data). |
| Root Cause # 2 | Lack of student ability to self-monitor Lexile reading levels; Lack of balanced literacy foundation/implementation; Limited parental understanding of balanced literacy model. |
| Root Cause # 3 | Scheduling conflicts (e.g. minimal co-teaching segments in upper grades for ELA/reading, multiple EC teachers working in an ELA/reading block, some ELA/reading segments split throughout the day, teacher ownership during guided reading in RTI, time allotment to prioritize when to use media center materials/MYON/other resources, RTI guided reading structure and monitoring, co-teaching team development) |
| Goal | Increase the percentage of students reading on or above grade level in 3rd-5th to 85% on GMAS determined by following baselines (4th to 5th grade GMAS baseline 79% to 85%; 3rd to 4th grade GMAS baseline 79% to 85%; 2nd to 3rd grade baseline, using MAP, 62% to 85%) |

**Action Step # 1**

| Action Step | The administration team along with the Instructional Technology Coach (ITC) and Dr. Mark Wilson will create a structured leadership team with established protocols that will be actively involved in continuous decision-making and problem-solving regarding school-wide Reading (Lexile level) data. Through this professional learning, Dr. Mark Wilson and the newly established leadership team will gain leadership capacity in order to become more effective problem-solvers and efficient decision-makers regarding the analysis of school data to raise student Lexile levels. |

**Funding Sources**

- Title I, Part A
- Title II, Part A
- Title III, Part A
- IDEA
- McKinney-Vento

**Subgroups**

- Economically Disadvantaged
- Foster
- Homeless
- English Learners
- Migrant
- Race / Ethnicity / Minority
- Student with Disabilities

**Systems**

- Coherent Instruction
- Effective Leadership
- Professional Capacity
- Supportive Learning Environment
## Action Step # 1

<table>
<thead>
<tr>
<th>Method for Monitoring Implementation and Effectiveness</th>
<th>agenda, meeting date calendar, faculty meeting minutes/handouts, sign-in sheets, PL Log, MAP Lexile data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position/Role Responsible</td>
<td>Principal/Assistant Principal/ITC</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Monthly</td>
</tr>
</tbody>
</table>

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

| Dr. Mark Wilson (consultant) |

## Action Step # 2

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Using the DT4L process, DQA/MAP/MYON/GMAS ELA/Reading assessments will be analyzed by professional learning communities (including ITC, Admin, counselor, and teachers) to remediate, enrich, and drive instruction.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title II, Part A  
Title III, Part A  
IDEA  
McKinney-Vento |
| Subgroups | Economically Disadvantaged  
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Homeless  
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Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Coherent Instruction  
Effective Leadership  
Professional Capacity  
Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | agendas, DT4L minutes, data sheets, data spreadsheet, sign-in sheets, MAP Lexile data (PL log) |
| Position/Role Responsible | Principal/Assistant Principal/ITC |
| Timeline for Implementation | Weekly |

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is

| n/a |

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2.2 Overarching Need # 1
### Action Step # 2

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</td>
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### Action Step # 3

<table>
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<tr>
<th>Action Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>The administration/ITC/instructional staff will establish a learning environment that empowers students to actively monitor their own progress in Lexile reading levels.</td>
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| Funding Sources                | Title I, Part A  
<table>
<thead>
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<tr>
<td></td>
<td>Title II, Part A</td>
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<td></td>
<td>IDEA</td>
</tr>
<tr>
<td></td>
<td>McKinney-Vento</td>
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| Subgroups                  | Economically Disadvantaged  
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<td>Student with Disabilities</td>
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| Systems                    | Coherent Instruction  
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<td>Effective Leadership</td>
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<td>Professional Capacity</td>
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<td></td>
<td>Supportive Learning Environment</td>
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<table>
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<tr>
<th>Method for Monitoring Implementation and Effectiveness</th>
<th>data spreadsheet, data sheets, TKES observations, teacher report outs, student goal sheets</th>
</tr>
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<tbody>
<tr>
<td>Position/Role Responsible</td>
<td>Principal/Assistant Principal/ITC</td>
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**Action Step # 4**

<table>
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<tr>
<th>Action Step</th>
<th>The ITC will provide professional learning to K-5 classrooms and administration to establish Balanced Literacy classrooms comprised of research based literacy strategies included in the following resources: leveled libraries, Read Naturally, Ready Reading, Phonics, and Writing components, and Leveled Literacy Interventions (LLI). Administration will monitor the effective implementation of these resources through TKES observations, classroom visits, and feedback tools.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title II, Part A  
Title III, Part A  
IDEA  
McKinney-Vento |
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Coherent Instruction  
Professional Capacity  
Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | TKES observations, professional learning goals, Balanced Literacy Checklist, agendas, sign-in sheets (PL log), handouts/presentations, MAP Lexile data |
| Position/Role Responsible | Principal/Assistant Principal/ITC |
| Timeline for Implementation | Weekly |

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

| n/a |

**Action Step # 5**

<table>
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<tr>
<th>Action Step</th>
<th>The Instructional Technology Coach (ITC) will collaborate with staff and families to create and organize Title I Family Friendly events &amp; monthly Breakfast Bunch sessions that will provide parents opportunities to learn strategies to use at home to support achievement in reading to increase Lexile levels/technology.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title II, Part A  
Title III, Part A  
IDEA  
McKinney-Vento |
### Action Step # 5

| Subgroups | Economically Disadvantaged
|           | Foster
|           | Homeless
|           | English Learners
|           | Migrant
|           | Race / Ethnicity / Minority
|           | Student with Disabilities
| Systems   | Family and Community Engagement
|           | Supportive Learning Environment
| Method for Monitoring Implementation and Effectiveness | agenda, sign in, handouts, parent feedback forms, surveys, calendar of events
| Position/Role Responsible | Principal/AP/ITC
| Timeline for Implementation | Monthly

**What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?**

n/a

### Action Step # 6

| Action Step | The administration will create a master schedule that will maximize personnel, resources, and instructional models (i.e. co-teaching, EIP and continuous ELA block scheduling).
| Funding Sources | Title I, Part A
|                 | Title II, Part A
|                 | Title III, Part A
|                 | IDEA
|                 | McKinney-Vento
| Subgroups | Economically Disadvantaged
|           | Foster
|           | Homeless
|           | English Learners
|           | Migrant
|           | Race / Ethnicity / Minority
|           | Student with Disabilities
| Systems | Coherent Instruction
|           | Supportive Learning Environment
| Method for Monitoring Implementation and Effectiveness | TKES observations and/or other literacy checklists, staff feedback, master schedule and data sheets.
| Position/Role Responsible | Principal/AP
| Timeline for Implementation | Weekly

2.2 Overarching Need # 1
<table>
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<th>Action Step # 6</th>
<th></th>
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### 2.3 Overarching Need # 2

**Overarching Need**

<table>
<thead>
<tr>
<th>Overarching Need as identified in CNA Section 3.2</th>
<th>The percentage of 3rd-5th grade students scoring developing or below in math</th>
</tr>
</thead>
</table>

**Root Cause # 1**

Lack of an established leadership structure that is continually participating in decision-making and problem-solving regarding school data (math data).

**Root Cause # 2**

Lack of student ability to actively monitor math achievement and personal progress; lack of valuable live data; more professional learning needed in this area to supplement Pioneer RESA professional learning in FY18.

**Root Cause # 3**

Scheduling conflicts (e.g. minimal co-teaching segments in upper grades for math, EC teachers did not have common planning with grade levels, teacher ownership during RTI to enrich and remediate math standards, time allotment to prioritize math curriculum and supplemental resources, RTI structure and monitoring).

**Goal**

Increase the percentage of students in grades 3-5 scoring proficient (Level 3) or higher in math based on GMAS results determined by the following baselines (4th to 5th grade GMAS baseline 69% to 75%, 3rd to 4th grade GMAS baseline 65% to 75%; 2nd to 3rd grade would maintain or exceed MAP baseline of 80% on GMAS).

**Action Step # 1**

The administration team along with the Instructional Technology Coach (ITC) and Dr. Mark Wilson will create a structured leadership team with established protocols that will be actively involved in continuous decision-making and problem-solving regarding school-wide math achievement. Through this professional learning, Dr. Mark Wilson and the newly established leadership team will gain leadership capacity in order to become more effective problem-solvers and efficient decision makers regarding the analysis school data to raise student math achievement.

**Funding Sources**

- Title I, Part A
- Title II, Part A
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**Subgroups**

- Economically Disadvantaged
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**Systems**

- Coherent Instruction
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### Action Step # 1

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What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

- Dr. Mark Wilson (consultant)

### Action Step # 2

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<th>Action Step</th>
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| Method for Monitoring Implementation and Effectiveness | Agendas, DT4L meeting minutes, data sheets, data spreadsheets, sign-in sheets and MAP data (PL log) |
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| Timeline for Implementation | Weekly |

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

- n/a
### Action Step # 2

| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | n/a |

### Action Step # 3

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<th>The administration/ITC/instructional staff will establish a learning environment that empowers students to actively monitor their own progress in math achievement levels.</th>
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| **Systems** | Coherent Instruction  
Effective Leadership  
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Supportive Learning Environment |
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| **Position/Role Responsible** | Principal/Assistant Principal/ITC |
| **Timeline for Implementation** | Monthly |

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McKinney-Vento |
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Student with Disabilities |
| Systems | Family and Community Engagement  
Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Agenda, sign in, handouts, parent feedback forms, surveys, calendar of events |
| Position/Role Responsible | Principal/AP/ITC |
| Timeline for Implementation | Monthly |

| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | N/A |

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<table>
<thead>
<tr>
<th>Subgroups</th>
<th>Student with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems</td>
<td>Coherent Instruction</td>
</tr>
<tr>
<td></td>
<td>Supportive Learning Environment</td>
</tr>
<tr>
<td>Method for Monitoring Implementation and Effectiveness</td>
<td>TKES observations, other support checklists, staff feedback, master schedule and data sheets.</td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Principal/AP</td>
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<td>Timeline for Implementation</td>
<td>Weekly</td>
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</table>

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

N/A
### SCHOOL IMPROVEMENT PLAN

#### 3 Required Questions

**Required Questions**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</td>
<td>The completed plan is a result of a yearlong process. Riverview Elementary reviewed the results of Title I Needs Assessment Surveys, and the PBIS Benchmarks of Quality Assessment in order to assess the school’s needs and to highlight areas that require improvement. Opportunities for feedback were given to teachers, support personnel, and other leaders and staff during weekly Data Team meetings, staff meetings, etc. Parents and other community stakeholders had opportunities to provide feedback during family friendly events, electronic feedback through surveys, through the Parent Teacher Organization, Men on the Hill, and the RvES Charter School Governance Council. The RvES school-wide plan is available to all stakeholders. The stakeholder groups include teachers, paras, administrators, building and district leaders, parents and community members. The school wide plan is available for review at the Dawson County Board of Education, RvES media center, parent resource room, RvES front office, and the school website.</td>
</tr>
<tr>
<td>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</td>
<td>Teachers will meet weekly with grade level colleagues and administration to share subgroup data and identify specific needs within the student population. Through Data Team meetings and Student Support Team meetings teachers, administrators, and parents will collect and review student data and recommend interventions and goals for specific students who are performing below grade level or requiring excessive disciplinary measures. During daily Response to Intervention times students will receive targeted interventions and educational opportunities below and above grade level expectations provided by a diverse team of highly qualified staff members. Student growth and progress will be monitored and evaluated by vertical and horizontal teams. The school requires all teachers and paras to be highly qualified for his or her respective instructional assignments. Should an employee not meet HQ requirements, the school will work with the employee to earn the necessary credentialing. All Title I schools in the district have very similar demographic data. The range of experience and degree level of the professionals in Title 1 schools are comparable to one another. All RvES teachers and paras are highly qualified. RvES is schoolwide Title 1 academic facility serving all students equitably.</td>
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**3 Required Questions**
### 3 Required Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
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<tbody>
<tr>
<td><strong>3</strong> Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</td>
<td>Riverview Elementary School employees an Academic Instructional Technology Coach with Title funding. The ITC helps to analyze teacher and student data. From that data, appropriate interventions are assigned. The ITC also provides professional learning and constructive feedback. Our school is a School-Wide Title 1 School. All students are Title 1 students. An Instructional Technology Coach (ITC) works with teachers to ensure all students’ needs are met. The ITC will also model best practices within classrooms benefiting the classroom teacher and students within the classroom. Riverview also has a school social worker, MV program director, and school counselor available for mental health supports for students. Such supports for at-risk students include Riding the Waves, CHAMPS and will provide assistance and resources to students and make reports to DFCS when necessary.</td>
</tr>
<tr>
<td><strong>4</strong> If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</td>
<td>Riverview Elementary School is a School-Wide Title 1 School. All students are considered Title 1.</td>
</tr>
<tr>
<td><strong>5</strong> If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</td>
<td>Riverview Elementary School has pre-school and pre-k classes on campus. RvES staff recognizes that provision for a pleasant, smooth transition from pre-school to elementary school is crucial. RvES assists preschool children in the transition from early childhood programs to local elementary school programs. RvES kindergarten students arrive from a variety of state and private Pre-kindergarten (Pre-K) programs, including Pre-K classes on our campus; therefore, the RvES staff makes every effort to get to know the Pre-K students within the RvES district. During pre-registration, known as ‘Kindergarten Round-up,’ the kindergarten teachers meet with each child and his or her parent(s) to answer questions. Parents are invited and encouraged to tour the school. Parents may bring their children to school to observe and participate in a kindergarten classroom. A parent orientation is held and students attend school in a &quot;practice day&quot; to acclimate them to the new learning environment.</td>
</tr>
</tbody>
</table>
6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers, and local partners;
- Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.

Riverview Elementary School is a K-5 elementary school; not applicable for the elementary level.

7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.

Through the implementation of Positive Behavior Interventions and Supports Riverview Elementary teaches, encourages, and recognizes students for meeting school behavioral expectations. Specific instructional time is dedicated to teaching every student the rules and expectations for all areas and settings. Students will be reminded of these rules and expectations regularly through posters, videos, school events, and from staff. Students will be recognized for following expectations with "Sparks" that can be exchanged for a variety of desirable opportunities. Negative behaviors will be recorded using a tracking document to monitor minor behaviors and an office referral form for major behaviors. Consistent steps established on the tracking documents will be taken to address persistent behavioral issues in the classroom to prevent excessive office referrals. SWIS will be used to track behavior data and the PBIS team will meet regularly to discuss discipline data and share that information with Riverview staff, students, and stakeholders. Students with a high number of disciplinary referrals will be supported by the Response to Intervention process and provided with targeted interventions to address their behavioral needs and revised behavior plans to minimize their time spent out of the classroom. Creative consequences that minimize classroom absences will be developed and implemented by teachers and administrators.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school’s improvement plan

Currently, there is a very low population of non-English speaking students and parents at Riverview Elementary; therefore, no translation is required. However, should the service be necessary, the district will take measures to ensure translated documents are available to the greatest extent possible. The RvES school wide program is subject to the school improvement provisions of section 1116.