



Riverview Elementary

23-24 School Improvement Plan



Vision:

Every Student Thrives

Mission:

To Create an educational community that ignites a passion for learning where every student is known and empowered.

Core Values:

- Student Focused
- Culture of Belonging
- Equity
- Accountability

Student Academic Goals:

1. Literacy –

- a. After analyzing strand data from 2023 fall STAR assessments, Riverview identified the greatest area of growth was needed in the Foundational Skills Domain for grades 1 and 2, Informational Text Domain for grade 3 thru grade 6. Grade level strand data showed the highest need for growth in Phonological Awareness (grade 1) and Phonics and Word Recognition (grade 2). Grades 3-6 strands as specified below all fall within the Informational Text Domain.
- b. The **SIP Reading Goal** will be to improve spring 2024 STAR scores in each identified strand, in the table below, by an average of at least 20 percentage points. Progress will be monitored by analyzing winter and spring STAR assessment data during grade level PLC meetings. Students identified as not meeting standard or making adequate progress will receive tier 2 interventions.

2. Math –

- a. After analyzing strand data from 2023 fall STAR assessments, Riverview identified the greatest area of growth was needed in the Measurement and Data Domain. This was a consistent pattern from grade 2 thru grade 6. Grade level strand data showed the highest need for growth in *estimating and multiplying lengths to find perimeters and areas of rectangles (grades 2-4)*. The progression of need continued in similar strands for students in 5th and 6th grade as well. Students in grades 5 and 6 apply real world and mathematical reasoning to solve volumes of rectangular prisms, and find the area of triangles, quadrilaterals, and polygons.
- b. The **SIP Math Goal** will be to improve spring 2024 STAR scores in each identified strand by an average of at least 20 percentage points in the Measurement and Data Domain. Specific strands are listed in the table below. Progress will be monitored by analyzing winter and spring STAR assessment data during grade level PLC meetings. Those students identified as not meeting standard or making adequate progress will receive tier 2 interventions.

Instruction-Specific Goal:

- The “Why” of our goal: According to Hattie’s Research *Self-Reported Grades* comes out at the top of all influences for having the largest effect size on student achievement (1.44). Children are the most accurate when predicting how they will perform. This strategy involves the teacher finding out what the student’s expectations are and pushing them to exceed these expectations. Once a student has performed at a level that is beyond their own expectations, they gain more confidence in their learning ability.
- **Instruction-Specific Goal:** Riverview teachers will increase the practice of engaging students in assessment and monitoring of their own progress with a specific lens on raising their own “student expectations”. Students will write down what they expect to achieve before an assessment or assignment related to the strand in the SIP Math goal (see table below). They will then use this information to engage in a goal setting discussion with the teacher about their own learning so they can continue to grow and improve over time as measured by class assessments and STAR scores. Evidence will be collected following strand related assessments and analyzed during grade level PLCs.

Riverview Elementary

2022-23

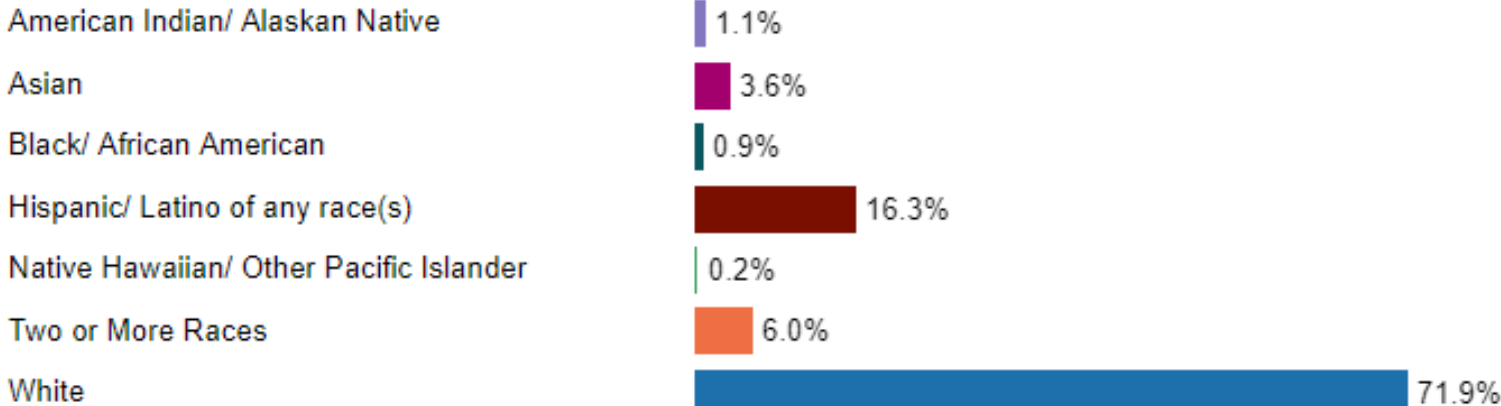
Total Student Enrollment

467

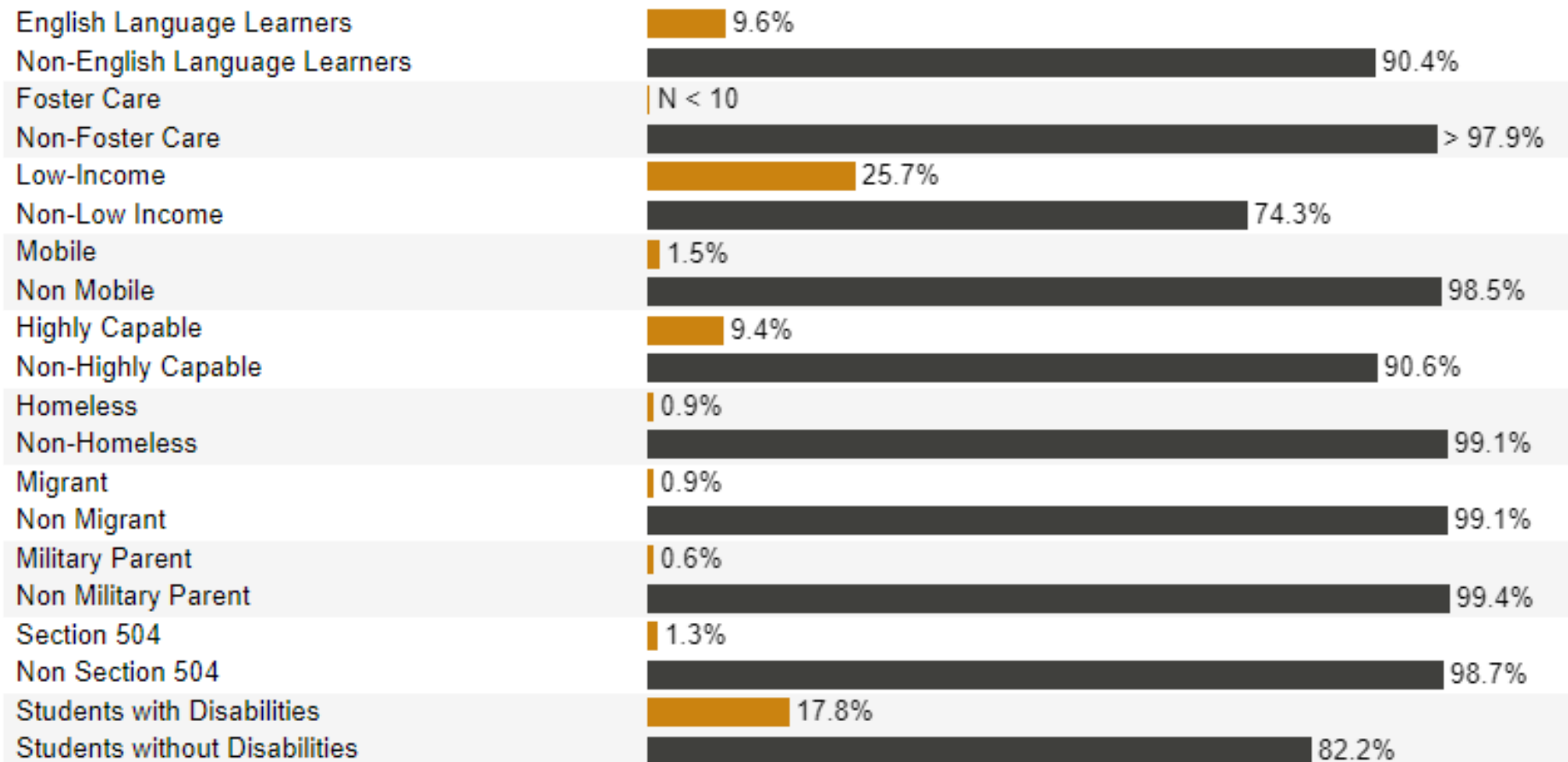
Gender



Race/Ethnicity



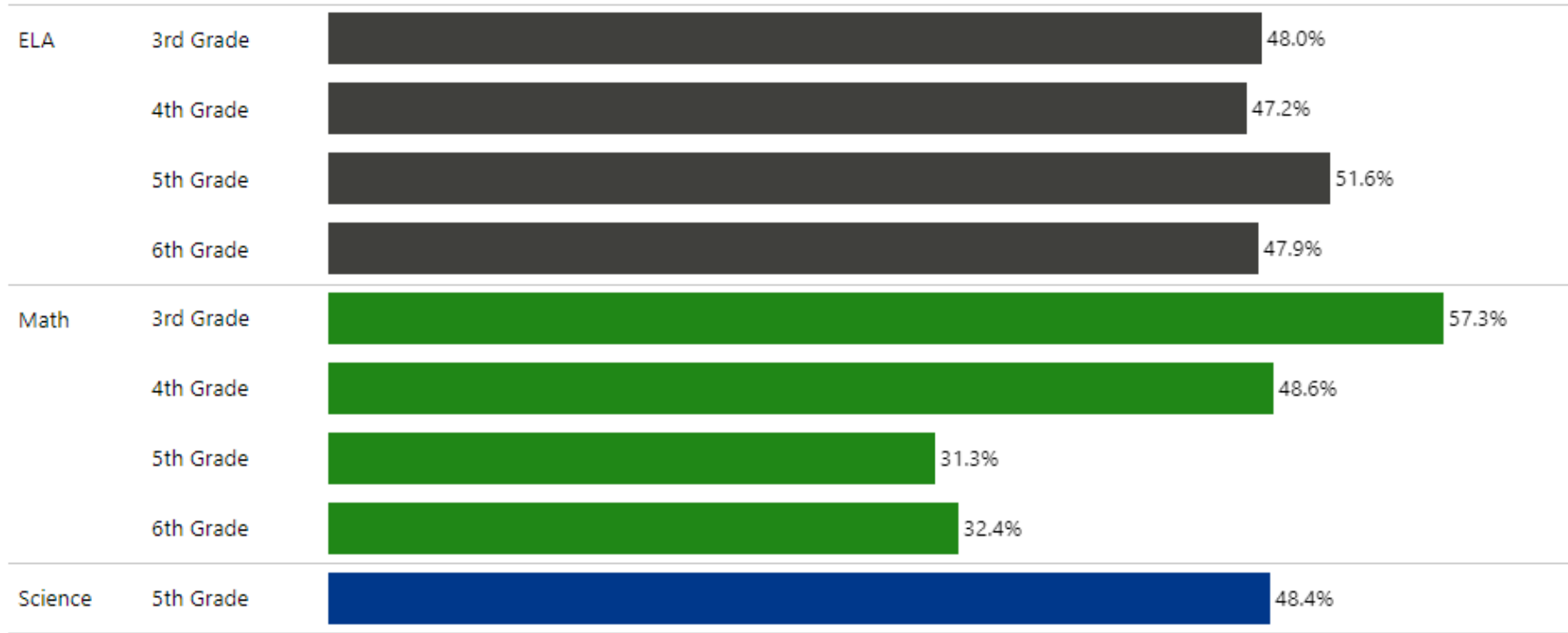
Program and Characteristic



Riverview DATA

Spring 2023

General (SBA and WCAS)



Riverview Elementary 23-24 Goals, Action Steps and Strategies

Academic Literacy Goal: The **SIP Reading Goal** will be to improve spring 2024 STAR scores in each identified strand, in the table below, by an average of at least 20 percentage points. Progress will be monitored by analyzing winter and spring STAR assessment data during grade level PLC meetings. Students identified as not meeting standard or making adequate progress will receive tier 2 interventions.

Activities <i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	Timeframe <i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	Lead <i>Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	Resources <i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	Measures <i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
Small group instruction and intervention with classroom teacher and/or LAP teacher	6 weeks – reviewed after 3 weeks.	K-3 teachers & LAP teachers	Fountas & Pinnell Curriculum, Leveled Literacy Intervention (LLI), Alphabet Games	ESGI, BAS, Informal & formative assessments
CORE/Lexia	October-May, continuous data analysis	1st – 5 th grade Teachers w/ additional para support	Laptops, Professional development in LETRS, LEXIA for students, Certificates for students Short Term: PLC and PGF time (including lunch meetings) Long Term: Completion of LETRS 2 cohort training.	Short Term: students will self-monitor their progress daily and understand what is needed to achieve their goals. Long term: Lexia data will lead intentional and targeted lessons with fluid groups.
Small group Lexia lessons for lowest targeted groups. Small group FPC Guided Reading instruction.	Weekly	4/5 & 5 Teachers w/ added support from MLL, para, and volunteers	Lexia lesson plans with supporting materials and FPC Guided Reading book sets	Short term: risk level within Lexia and Q&A in FPC guide Long term: BAS
Walk to Read w/ differentiated groups.	Daily	2 nd Grade	Common PLC time for 2 nd & LAP	LLI, STAR and BAS scores

Whole/Small Group with 4 th grade students *HFW	6-8 weeks-review (October-December)	Fourth Grade Teachers	Word Study FPC, Targeted HF Word Practice (spelling and reading), Lexia, LETRS	HFW test (form C) FPC, Lexia, FPC BAS, Being A Writer
Whole group/small group instruction/collaboration	Oct-June	4/5/6 teacher	Word study, FPC IRA, Being a Writer, Future Problem Solving	Student self-evaluations, STAR, writing samples
Student Goal Setting	November-June	K-6	Time allocated during lessons for student goal setting, and follow-up conversations/meetings after assessment.	Comparison study between student goal/expectations and assessment scores on strand-based assignment/assessment
Communication w/ Parents	October-June	K-6	Communication of SIP goals via conferences, newsletters, and school communication.	Compare winter and spring STAR strand data with fall data. Informal and formative assessments.
Review STAR strand data with greatest need for growth	Fall/winter/spring	1-6	PLC meetings to review data and adjust accordingly to meet needs through additional practice, intervention, goal setting, etc.	Compare winter and spring STAR strand data with fall data. Informal and formative assessments.
Single point student rubrics in writing	October- May	6 th grade teachers and Resource Staff	Being a Writer and CCSS	Student self-evaluation and goal setting on rubrics, teacher evaluation.
National Conference (National Council Teachers of English)	4-day conference in November.	6 th grade teachers	PD money, substitute coverage	Anecdotal notes w/in Book Club, STAR Reading scores
All School Read, (All K-6)	4 weeks	Specialists, teachers, support staff, and paras	1 book for each family in home language. Lesson time devoted to strand related assignment (3-6)	Anecdotal from families and staff. Compare winter and spring STAR strand data with fall data.

Academic Math Goal: The **SIP Math Goal** will be to improve spring 2024 STAR scores in each identified strand by an average of at least 20 percentage points in the Measurement and Data Domain. Specific strands are listed in the table below. Progress will be monitored by analyzing winter and spring STAR assessment data during grade level PLC meetings. Those students identified as not meeting standard or making adequate progress will receive tier 2 interventions.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
Whole Group/Small Group	September-June	K-5th Grade	Unit pre- and post-assessments. Error Analysis of Unit Assessments. Intervention/enrichment group activities. Formative check points (mid-unit check points and end of unit assessment)	STAR, Bridges Screener Short Term: Student chooses a personal goal based on their pre-assessment. This will be monitored daily during math instruction. Long Term: Data tracking spreadsheet
Small groups	September-June	Grade 3	Formative check points, middle of unit check points, end of unit assessment.	Grouping students to reteach or extend learning throughout third grade rotations.
Small group instruction & review	Throughout the school year; assess	4/5/6, 5 th and 6 th grade teachers	Big Ideas workbook; online platform; Dreambox; pre- and post- tests	STAR, Big Ideas quizzes and tests, Dreambox
Student Goal Setting	October-June	K-6	Time allocated during lessons for student goal setting, and follow-up	Comparison study between student

			conversations/meetings after assessment.	goal/expectations and assessment scores on strand-based assignment/assessment
Communication w/ Parents	October-June	K-6	Communication of SIP goals via conferences, newsletters, and school communication.	Compare winter and spring STAR strand data with fall data. Informal and formative assessments.
Test Correction and identification of errors	4-6 weeks/at the end of each chapter	Classroom teachers	Error identification templates	Data measured by assessment and cumulative math assessments
Small Group Instruction for fact fluency within 20	Feb./check in monthly	2nd grade team	Curriculum, supplemental activities, fluency games	STAR, informal formative assessments
Review STAR Strand data with greatest need for growth	Fall/Winter/Spring	Grade 1-6	PLC meetings to review data and adjust accordingly to meet needs through additional practice, intervention, goal setting, etc.	Compare winter and spring STAR strand data with fall data. Informal and formative assessments.

Instruction Specific Goal: Riverview teachers will increase the practice of engaging students in assessment and monitoring of their own progress with a specific lens on raising their own “student expectations”. Students will write down what they expect to achieve before an assessment or assignment related to the strand in the SIP Math goal (see table below). They will then use this information to engage in a goal setting discussion with the teacher about their own learning so they can continue to grow and improve over time as measured by class assessments and STAR scores. Evidence will be collected following strand related assessments and analyzed during grade level PLCs.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<i>What is the projected length of time of the activity? When or how often will progress be</i>	<i>Who will be responsible for implementing, measuring and adjusting the activity?</i>	<i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>

	<i>monitored or data reviewed?</i>	<i>Who else will be involved?</i>		
Hattie's High leverage practices PGF from Hattie's Meta-analysis research. Additional work around student "self-evaluation" provided during RV staff PGF.	October & December 2023	Principal	Hattie's Meta-analysis of high leverage practices.	Short term: anecdotal notes from PLC and Goal Setting meetings. Data Long term: STAR strand data review.
Teachers will administer student self-evaluation lessons in classrooms.	Throughout 23/24 school year.	K-6 teacher PLCs, support staff, and paras.	Goal setting lessons, meeting/discussions between staff and students.	STAR data, informal, and formative assessments compared to student self-evaluation on expectations.
Review STAR Strand data with greatest need for growth	Fall/Winter/Spring	K-6 PLCs	PLC meetings to review data and adjust accordingly to meet needs through additional practice, intervention, goal setting, etc.	Compare winter and spring STAR strand data with fall data. Informal and formative assessments.
Student/Teacher goal setting meetings	October-June	K-6 Teachers and support staff	Time allocated during lessons for student goal setting, and follow-up conversations/meetings after assessment.	Comparison study between student goal/expectations and assessment scores on strand-based assignment/assessment
Instructional walk-throughs	October-June	Principal & assistant principal	Student self-evaluation/goal setting PD	Anecdotal notes and professional conversations Long term: Student goal setting process will become common practice and STAR math strand scores will improve.

Math Domain Fall 2023 STAR Strand Data with Greatest Need for Growth

1	Measurement and Data	<i>Not available</i>
2	Measurement and Data	Estimate lengths using units of inches, feet, centimeters, and meters.
3	Measurement and Data	Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole number products as rectangular areas in mathematical reasoning
4	Measurement and Data	Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
5	Measurement and Data	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.
6	Geometry	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real world and mathematical problems.

Reading

1	Foundational Skills: Phonological Awareness	Distinguish long from short vowel sounds in spoken single syllable words.
2	Foundational Skills: Phonics and Word Recognition	Know and apply grade level phonics and word analysis skills in decoding words.
3	Informational Text: Craft and Structure	Distinguish their own point of view from that of the author of a text
4	Informational Text: Integration of Knowledge and Ideas	Explain how an author uses reasons and evidence to support particular points in a text.
5	Informational Text: Craft and Structure	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.

5-Strand Selected	Informational Text: Integration of Knowledge and Ideas	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
6	Literature: Key Ideas and Details	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6-Strand Selected	Informational Text: Craft and Structure	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas