

Riverdahl Elementary School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

Riverdahl Elementary School 2017-2018 School Year

Title I Plan Components and Prompts to Meet the ESEA

1. **Comprehensive Needs Assessment – a sample will be emailed. Also, consider the work your school completes as part of the SMART SIP Cycle process.**

Comprehensive Needs Assessment Summary

Data Sources Reviewed			
<ul style="list-style-type: none"> • 2017-2018-MAP results, Teacher Professional Development survey (K-12), Rtl data, Discipline reports, Attendance reports, School Parent Student Compact, and Illinois School Report Card. 			
Areas Reviewed	Summary of Strengths What are the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	523 students enrolled 34.6% Hispanic 30% White 23.7% Black 10.1% Two or more races 1.5% Asian 26% of students are Limited English Proficient 72.5% of students are economically disadvantaged 13% have disabilities 8% are homeless Student mobility is 15.1% 20.6% of student are considered chronically truant 91.2% is the attendance rate. <ol style="list-style-type: none"> 1. Students individual needs are addressed with resources available 	<ol style="list-style-type: none"> 1. Continuous implementation of identifying at risk students and use research to discover interventions/programs that assist with student growth. 2. Research based trainings for staff to increase awareness of student needs and cultural relevance. 	<ol style="list-style-type: none"> 1. Provide ongoing professional development to include purchasing resources to include but not limited to professional texts, chart paper, copy paper, and writing instruments. 2. Provide after-school program to meet academic and social/emotional needs to include but not limited to transportation, nutrition, online learning subscriptions, chart paper, copy paper, and writing instruments. 3. Implementation of Title One Teacher and Parent Liaison to increase the quality and quantity of instruction provided to students and families.
Student Achievement	See attached data Summary PARCC	<ol style="list-style-type: none"> 1. Increase daily student attendance. 2. Vertical alignment of curriculum. 3. Increase student achievement in reading and math proficiency. 	<ol style="list-style-type: none"> 1. Provide after-school program to meet academic and social/emotional needs. 2. Employ two Title One Teachers to increase interventions by spending

	<p>3rd Grade Math - 38.1% achieved level 3 or higher 3rd Grade Reading - 21.6% achieved level 3 or higher</p> <p>4th Grade Math - 25.2% achieved level 3 or higher 4th Grade Reading - 36% achieved level 3 or higher</p> <p>MAP Mathematics from Fall 2017 to Spring 2018</p> <ul style="list-style-type: none"> ● Kindergarten and 3rd grade had a positive school growth index. Kindergarten = 1.24 and 3rd grade = 0.93. ● Subgroup =School Growth Index <ul style="list-style-type: none"> ○ Kinder - ELL = 2.36 ○ 3rd - IEP = 1.28 ○ 5th - IEP = 1.65 & ELL = 0.40 <p>Reading from Fall 2017 to Spring 2018</p> <ul style="list-style-type: none"> ● 5th grade and 3rd grade had a positive school growth index. 5th grade = 0.98 and 3rd grade = 0.86. ● Subgroup =School Growth Index <ul style="list-style-type: none"> ○ 3rd - ELL = 0.17 ○ 4th - ELL = 1.30 ○ 5th - ELL - 4.31 & IEP = 1.57 	<ol style="list-style-type: none"> 4. Decrease the number of major referrals. 5. Increase Bilingual Department staff training in bi-literacy planning and strategies. 6. Increase parental involvement. 7. Employ Title I tutors for 34 weeks. 8. Employ a parent liaison and 2 title one teachers. 9. According to MAP, we have a larger standard deviation. This means our students have a broad span of abilities within our classes. 	<p>at least 60% of time in classrooms. These positions will aid in meeting the needs of all students within our broad span of abilities.</p> <ol style="list-style-type: none"> 3. Utilizing flexible grouping to help reduce the broad span of abilities. Providing opportunities to have a more targeted approach of teaching. 4. Encourage building committee to approve additional PLC time each month. 5. Provides stipend for certified teachers to tutor students after school. 6. Title 1 tutor's will work with students from Sept. - May, 3-4 times a week. 7. Create a committee to assess attendance trends and develop an action plan to motivate students and parents. 8. Employ a parent liaison that will assist with the home school contact 9. Purchase programs/resources that will help close the learning gap with in math and reading - Fountas and Pinnel, Thinking Maps, Math in Practice, Number Talks, Razz Kids, Lego Education, Two Sisters Daily 5, Moby Maxx, Moving with Math. 10. Lease technology (Ipad/Chromebook) to provide students with an option to access computer based programs.
<p>School Culture and Climate</p>	<ol style="list-style-type: none"> 1. Positive Behavior Incentive System (PBIS) is implemented school wide 2. Behavior Intervention Specialist (BIS) works with challenging students on a daily basis 3. Second Step curriculum implemented weekly 4. Riverdahl's student and teacher handbooks established clear 	<ol style="list-style-type: none"> 1. Continue the complete training of Connected Schools curriculum, Love & Logic, Second Step and other researched programs that increase climate/culture of an urban school. 2. Implement the district student code of conduct consistently to enforce expectations of a first choice school. 	<ol style="list-style-type: none"> 1. Provide additional afterschool activities for students social and emotional growth 2. Provide ongoing teacher support with the Connected Schools curriculum 3. Review discipline procedures and teacher expectations to identify

	<p>expectations for academic and social behaviors</p> <ol style="list-style-type: none"> Riverdahl has been trained in the Connected Schools curriculum Students recite the pledge of allegiance, school creed, review character themes as well as emerging behavior by utilizing ACS language each morning during the All School Morning Meeting. Student participated in extracurricular activities such as Student Patrols, Soccer, Basketball, Cheerleading, Art Club, Book Club and Student Ambassadors. We plan on adding to the list such as Chess Club and others. Employee Engagement Survey (K-12) provided results where most staff strongly agreed or agreed questions. 	<ol style="list-style-type: none"> PBIS expectations reviewed with students continually throughout the school year Establish and maintain a positive trusting culture as well as an interactive environment among staff. Utilize student data to match student needs with teacher strength. According to Employee Engagement Survey - 2 areas that scored lowest - feeling appreciated (about 20% answered disagree, 0% answered disagree) and My PLC is a valuable use of time (23% answered disagree/strongly disagree). 	<p>solutions that can be address through best practice.</p> <ol style="list-style-type: none"> Review student discipline and attendance data to develop a plan for improvement in both areas. PLC's will have purpose/direction by providing resources/ELO/and opportunity for feedback on future needs. Create a system where staff appreciation is the norm. This includes customer service training, where staff treat each other as well as all stakeholders with respect. Also, look at ways staff can be appreciated throughout the year (hand written notes, providing lunch/snacks, increase participation of committees, opportunities to give voice)
Staff Quality and Professional Development	<ol style="list-style-type: none"> Administrative support focused on student academic and social emotional successes. 100% of the staff was highly qualified with several teachers providing on campus professional development during biweekly Professional Learning Communities (PLC). 13/25 classroom teachers are licensed Reading Specialist. 100% of the teachers participate in grade level weekly planning. Leadership team desegregated teacher K-12 survey data to identify teachers' professional development needs. 	<ol style="list-style-type: none"> Schedule consistent ongoing professional development based on the professional development survey given at the beginning of the 2017/18 school year. Utilize student data to drive instruction using the MAP assessment and embedded reports. Use in-house specialist to provide target professional development for individual teachers needs Use PLC and grade level planning to design effective lessons based on the needs identified by data Utilize Instructional Coach/Title Teacher to systematically support teachers using coaching cycles and short cycle process. These systems will implement district assigned curriculum supplemental programs provided by building.. 	<ol style="list-style-type: none"> Provide ongoing support for integrated literacy which includes Reading Horizons, Guided Reading and Writer's Workshop during their 120+ minute literacy block. Provide ongoing support/PD for district math curriculum by implementing "Math in Practice" and "Math Talks." Support teachers in their grade level planning and provide the necessary resources required to meet the student's needs. Provide teacher release time for classroom visits during the school day to observe master teachers.
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> Teachers followed the district provided curriculum which includes Reading 	<ol style="list-style-type: none"> Provide PD on new district integrated literacy which will include Guided Reading, Reading Horizons, Writer's 	<ol style="list-style-type: none"> Continue using Academic achievement specialist and

	<p>Horizons, Science, Social Studies and District Math Curriculum.</p> <ol style="list-style-type: none"> 2. Instructional Coach work with grade level teachers through a coach cycle with resulted in higher engagement in those classes. 3. Teachers used the Balanced Literacy Approach model to teach reading and writing to address individual student skill levels. 4. Multi Tiered Systems of Support (MTSS), Title 1 tutors, and ESL provided small group instruction to students who have been identified as at-risk. 5. Title 1 tutors provided a second dose of reading instruction to students who have been identified as at-risk. 6. Concentrated additional intervention support for students in the primary grades resulted in fewer students needing additional support in upper elementary 7. 98% of students referred to the special education team received services. 8. The assessment calendar provided teachers with notice of when state and district testing occurred throughout the school year. 9. Teachers implemented Thinking Maps as a way for students to organize their thoughts or processes in all content areas. Three staff members were trained to be trainers, so we would have in house experts. 10. At the end of the year, teachers were trained on the short cycle process (PDSA). All teachers shared out at a PLC their results of short cycle implementation. 	<p>Workshop, Science, Social Studies, and Health. There may be other pieces that are implemented throughout the year.</p> <ol style="list-style-type: none"> 2. Utilize instructional coach to systematically support all teachers in aligning curriculum, instruction, and assessment 3. Use PLC and grade level planning to design effective lessons based on student needs identified by data 4. Students identified as at-risk by data receive small group instruction 5. Teachers continue to monitor student progress through formal and informal assessment; MAP, running records, Writers Workshop, and F & P. 6. Providing ongoing Thinking Map training by inhouse trainers. 7. Provide district level Short Cycle training, as there is a 3 year implementation process. 	<p>Title 1 tutors for small group target interventions.</p> <ol style="list-style-type: none"> 2. Provide support for teachers Implementing Reading Horizons for K-2 3. Disaggregate data and design differentiated lessons to maximize student growth potential. 4. Provide ongoing PD on Thinking Maps and Short Cycle (PDSA).
<p>Family and Community Involvement</p>	<ol style="list-style-type: none"> 1. Parents and community members participate in Open House, Parent/teacher conferences, Morning 5 Minutes Community School-wide daily meetings, field day, Parent/Student 	<ol style="list-style-type: none"> 1. Create programs which allow for Increased parental participation in school based activities 2. Increase teacher and parent participation in the PTO 	<ol style="list-style-type: none"> 1. Cultivate a school culture of communication between home and school that supports parental involvement and awareness as it relates to student success

	<p>after school activities 4 times during the school year, Living Museum, Parent Teacher Committee and volunteer in classrooms.</p> <ol style="list-style-type: none"> 2. Parents and guardians attend scheduled conferences 2 times a year and many informal conferences throughout the year. 3. Community Partner Landstar employees had students read to them during their lunch breaks. 4. Landstar provided back to school for students including backpack, folders, pencils, pens, paper, crayons, and markers. 5. Landstar provided a book for each student to take home over the winter holidays. 6. Community Partner Steiner Electric provided back to school supplies for students including backpack, folders, pencils, pens, paper, crayons, and markers. 7. Steiner provided sock and underwear for student use. 8. Rockford Reads organization had students read to them during the school day. 9. Partially established PTC 10. Monthly newsletters on-line kept parents informed of academic and social events occurring in the school. 11. Let's talk-an online message system allowed parents to provide feedback to academic and social events occurring in the school. 12. Increased number of volunteers 13. Assisted parents who are participating in the Families in Transition Program 	<ol style="list-style-type: none"> 3. Strengthen and increase collaboration with community partners 4. Reach out to parents with specific needs such as ELL, homelessness, and home student discipline with services available on campus and in the community. 5. Parent Liaison providing opportunities for parents in need of resources (educational/SEL/professional). 6. Define the role of the title teacher and parent liaison which will include support, communication, and professional development for teacher and families. . 	<ol style="list-style-type: none"> 2. Employ a parent liaison and BIS to cultivate relationships with students and parents for student whose behaviors pose a challenge for learning success. 3. Publicly acknowledge community partners contributions to student success and include members in more of stakeholders role. 4. Search for projects and activities where parents can become involved in their students' learning experiences throughout the school year. 5. Parent Liaison holding classes/meeting for families during and after school to increase their success in school/life. Some of these trainings will include Love & Logic for Parents, School Discipline Code, Restorative Justice, and others needs that may come up throughout the year. 6. Purchase program
School Context and Organization	<ol style="list-style-type: none"> 1. Grade level teams met weekly 2. 100% of the teachers participated in Bi-weekly PLC's 	<ol style="list-style-type: none"> 1. Strengthen staff cohesiveness of building policies and procedures to secure campus environment. 	<ol style="list-style-type: none"> 1. Add professional text to the staff library to include but not limited to literature that addresses working

	<ol style="list-style-type: none"> 3. Teachers' building committee provided feedback and addressed building procedure and policy issues 4. Leadership team met on a biweekly basis and provided information and feedback to staff on academic and building needs. This committee helped to contribute to the harmonious and efficient operation of the school. 5. Extensive professional library available for staff use with multiple copies of texts which allow for small group book study. 6. On campus knowledgeable and experienced co-workers and specialist available for classroom support and professional development. 7. A variety of building level committees support teachers in all aspect of their professional and personal life. 	<ol style="list-style-type: none"> 2. Encourage all teachers to participate in at least one coaching cycle with instructional coach. 3. Add new text to the professional development library to continue providing current resources on best practices in education. 	<p>with students whose social emotional behaviors impede student learning.</p> <ol style="list-style-type: none"> 2. Give opportunity for teachers to take on leadership roles within their grade level and in the building. 3. Leadership team will take on a collaborative role with the administrator. 4. Purchase professional books or registration to provide teacher the opportunity to growth their knowledge base. 5. Provide teacher the opportunity to develop projects/programs/pieces of work that can be shared with other teachers/parents/community.
Technology	<ol style="list-style-type: none"> 1. Desktop computers, a SmartBoard and an Elmo's available in every classroom. 2. Six iPads carts, three Yoga carts, and 15 chromebook cart available for student classroom use. 3. 100% of the teacher's utilize a laptop computer. 4. Technology is utilized during instruction to engage students. 5. Students have the opportunity to use multiple technology devices during the school day. 	<ol style="list-style-type: none"> 1. Utilizing the technology master teachers in the building to support technology integrations in all classroom. 2. Explore new and innovative technology programs to increase opportunities for student technology use. 3. Professional development needs to be provided on all existing technology to increase use and effectiveness in the classroom. 	<ol style="list-style-type: none"> 1. Train teachers to use technology for instructional purposes to increase student engagement and progress. 2. Identify the teachers in the building who are master with instructional technology and allow them release time to provide assistance to others 3. Creating 21st century classrooms such as "Google Classroom." 4. Lease technology (Ipad/Chromebook) to provide students with an option to access computer based programs.

2. List other special or support programs offered at your school.

Programs included but not limited to those listed below:

- Community partner, Landstar, provided reading partners during the middle of the day, school supplies in the beginning of the year, and a new book for every child at Christmas.
- Steiner Electric provided sock and underwear along with school supplies at the beginning of the school year.
- Rockford Reads – community members read to our students weekly
- Athletic Activities through the district - 4th & 5th grade Soccer, Basketball and Cheerleading
- Art Club
- Student Patrol Services
- Jump Rope for Heart
- Book Buddies with upper elementary reading to primary grades
- District Pen Pals with a partnering district elementary concluded by a class visit.
- Complete bookroom with leveled readers
- Positive Behavior Incentive System (PBIS)-with student extrinsic rewards
- Behavior Intervention Specialist (BIS)-works with challenging students on a daily basis
- Check-in, check-out system used with children who need extra support.
- Multi Tiered Systems of Support (MTSS), provided by classroom teacher, resource teacher, ESL teacher and Title One Tutors, serving over 75 students in a small group setting throughout the school year.
- Four part-time Title 1 reading teachers serving 210 students during the 2017-2018 school year
- Full double dose of reading intervention for students who are at risk provided by the Title 1 tutors
- Reading Recovery
- Bingo for Books
- Student created a Living Museum based on the history/culture of countries from around the world
- Police are activity involved with student issues
- NED Yo Yo show – character development
- Morning Meetings-character awareness and in-school community building (classroom and as a whole building daily)
- Connected Schools curriculum implemented at the beginning of the school year
- Love & Logic strategies to supplement ACS curriculum
- Full implementation of Second Step
- Individualized and whole class behavior documentation for data analysis
- Extensive professional library for teacher professional development
- Introduction of Short Cycle Process (PDSA)
- Implementation of Thinking Maps in all content area including specials
- Co-workers and specialist available for classroom support

- Weekly grade level planning
- Bi-weekly professional learning communities
- Online resources to increase student proficiency - Moby Max, Razzkids, Edgenuity, BrainPop

3. Describe schoolwide improvement or reform strategies in narrative forms, to include (but not limited to):

- A. Opportunities for all students, including each of the subgroups
 - Implementation of flexible grouping within Math and Reading instruction. Groups will be created using MAP data and district curriculum pre/post assessments. The groups will parallel teachers' short cycle (3 to 6 weeks), then adjust according to next cycle.
 - All students receive 120+ minutes of Tier 1 instruction of reading within the classroom.
 - Implementation of Integrated Literacy - where reading, writing, science, social studies and health will be integrated together.
 - The building prescribes to a Balanced Literacy approach to instruction during integrated literacy, outside of the flexible groups.
 - Teachers implement the Daily 5 as an instructional and organizational approach to their literacy program.
 - All students receive 60+ minute math block of tier 1 instruction from their classroom teacher.
 - All students receive 45+ minute writing block through Writer's Workshop from their classroom teacher.
- B. Methods and strategies to strengthen and enrich the program
 - Flexible grouping will allow teachers to stretch their students thinking of higher. Groups will be created using MAP data and district curriculum pre/post assessments. The groups will parallel teachers' short cycle (3 to 6 weeks), then adjust according to next cycle.
 - Staff participates in common planning, PLC time and common grading/scoring opportunities which provide opportunities for grade level teams to strengthen the content of their program.
 - Materials are provided which align to Common Core standards, balanced literacy, and best practices which give teacher support to insure the excellence of their implementation.
 - The integrity of the Multi Tiered Systems of Support (MTSS) program remains valid due to the ongoing progress monitoring and fluidity of the skill level groupings.

- MAP assessment data is used for progress monitoring data (informal running records) and BAS efforts are coordinated between classroom teachers, Title Teachers, Reading Tutors, ESL Teachers and the SPED staff members to provide comprehensive “best fit” services.
- C. Ways to address students’ needs, especially those at risk of failing
 - Implementation of flexible grouping within Math and Reading instruction. Utilizing the title teacher and resource teacher, more intensive support will be provided to students below grade level. Flexible grouping will be used to hit skill and then students will go back to heterogeneous groups. Groups will be created using MAP data and district curriculum pre/post assessments. The groups will parallel teachers’ short cycle (3 to 6 weeks), then adjust according to next cycle. Flexible groups are homogeneous at each grade level.
 - Math interventions services are provided for those students who are in the process of being evaluated for SPED services.
 - Multi Tiered Systems of Support (MTSS) services are provided for children who are identified as reading below grade level.
 - Students participate in off grade level groups if the skill level is matched.
 - Available service options (5 days per week, 4 days per week, or 3 days per week) are assigned according to a predetermined Riverdahl tutor Intervention Model.
 - Tutors are assigned 7 groups per day – group sizes are between 3-4 students (whenever possible) for 30 minutes per session.
 - After school tutoring will be encouraged for students that are below grade level - where intensive supports will be provided in reading and math.
 - Intervention services are routinely evaluated and groups are fluid. This flexibility allows for new students to enter, students to exit and for students to continually participate in an appropriate groups according to their assessed needs.
 - Fountas and Pinnell Leveled Literacy Intervention materials are used for intervention services.
 - Reading Recovery services are available on a limited scale. Additionally children have received services using Moby Max, Razz kids, Reading A-Z materials, Phonics for Reading, The Next Step in Guided Reading, Café, and the Guided Reading Plus model.
 - Adjustments have been made in the number of children being served at one time for individuals who have problems functioning within a group and for those children who need more individualized instruction, although not always possible efforts are made to allow children every opportunity to be successful.

- Parent liaison will provide classes for parents to increase their knowledge of how to help their students.
- Using local norms, Title Teachers will identify Tie 2 and Tier 3 students to receive MTSS services and progress monitor using “Easy CBM.”

4. Describe your school’s mental health, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside of the academic subject areas. (Listed below but not limited to those listed).

- Health services are triaged based on student need. Students in immediate crisis (tier 1,2, 3) are supported by either the School Social Worker, Behavior Interventionist or administration as well as SASS (Rosecrance Specialized Quick Response)
- SASS provides in school mental health evaluations and can assign caseworkers. The case worker comes to school and provides additional counseling services.
- School Social Worker, Behavior Interventionist or administration support staff contact parents to discuss behavioral or social/emotional concerns. Depending on the case, some families are referred for community counseling support, like EPIC, which provides counseling outside of school. Some students have received short term, in school support (Tier 2).
- The problem solving team meets weekly to discuss concerns that parents and teachers have raised about students and either wellness checks or referrals are made when the situation warrants.
- Students with disabilities (Tier 3) whose social/emotional functioning has also negatively impacting their academic progress and have been evaluated by the SpEd team receive ongoing social emotional support in the form of one-on-one or small-group counseling sessions as part of their IEP.
- Universal social/emotional interventions are provided by teachers in the classroom through the use of the Second Step Program and integration of the Social Emotional Learning standards throughout the day.
- Paraprofessionals help students with ADHD and other issues stay on task and help them with classroom work.
- Additional mental health support, nurse administers medication at school and has communication with parents and doctors through medication effectiveness sheets.
- 504 plans as well and BIP/FBA’s are put in place for mental health to help keep student’s learning in the classroom environment and keep them at school instead of being sent home or suspended.
- Breakfast club helps students that cannot always hold it together in the lunchroom, eat breakfast in a smaller setting so they can still eat and socialize appropriately.
- Check-in-check out allows student to check in with an adult numerous times a day to help them reach their behavioral goal.
- Staff have received trauma training to proactively observe triggers for students that have ongoing struggles/obstacles.

5. Describe any activities regarding the preparation for and awareness of postsecondary education and career. This area may include Advanced Placement, IB, and other like programs, but not limited to those listed.

- Students fill-out an interest inventory regarding education plans and future job plans which help plan for community members to share their job duties.
- Teachers conduct class discussions of jobs that require a college education and how to get accepted into college/university.
- Teachers engage children in continual conversations regarding college and 'when I grow up'.
- Community members have discussions of job opportunities and content field.
- Riverdahl children and staff are encouraged to wear college gear throughout the year on different occasions.
- Teachers read thematic books on various careers and watch short, concise videos explaining and showing students about those careers.
- Classrooms have had visits from various community members. They have worn their uniforms and discussed/shared about their job in an interactive format with students.
- In class, teachers frequently compare learning and behavior expectations to what students will see someday in high school, and beyond. They discuss about making a plan for achieving their goals.
- Teachers do Virtual College Tour presentations.
- During the Living Museum, we studied history, jobs, geography, etc. and presented it to students and parents for an entire day.
- Fireman and farmer visit classroom frequently and speak to the children about what the jobs entails.
- Water reclamation presentation to all second grade students.
- During Landstar visits, they building connections with students through talking about their career.
- Parent Liaison will provide classes as such as resume writing, interview skills and possible GED courses.

6. Describe any activities regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services. (Listed below but not limited to those listed).

- We currently have a behavior intervention specialist in the building. She is available to assist with children having difficulties functioning in the regular education classroom. Her main goal is to de-escalate and return the child to their classroom, as soon as possible, for learning to take place.
- We use technology based applications, like Class DoJo, that communicate with parents on a daily basis, and keep track of child's behavior throughout the day. Remind APP, that allows teachers and parents, to communicate back and forth, without

exchanging personal phone numbers or personal information. It can be used as an assignment notebook feature, and a reminder of upcoming school events.

- Whole class incentives with incremental prizes for positive behaviors are provided by staff.
- Teachers meet one-on-one time with students, during lunch, to help them sort out their feelings/behaviors during difficult times.
- Staff use check-in and check-out on a daily basis to help students get 'grounded' before the day begins, and help them work through and issues that have been brought into the schools from home or the bus. At day's end, meet again with the student, to discuss the day's actions and how we might change them to make it a better day.
- Second Step Instruction provides weekly research based program designed to teach children, PreK-4, social skills using pictures and different scenarios to help children build coping skills.
- Positive Behavioral Intervention Strategies (PBIS) is used to teach children what is expected behaviorally throughout the school and in different settings in the school.
- Staff Mentoring program where staff mentor students from another grade level. This allows students to building a trusting positive connection with an adult that is not their teacher. There is a daily/weekly check in with this staff member on how things are going.
- There are continued documentation of preventative steps taken and behavioral interventions used/implemented with individual students. Interventions are documented through the district eSchool program. All staff members, including administration and BIS use this program to document all interventions/disciplinary issues.
- Teachers use daily behavioral charts that are filled out and sent home daily for communication with parents.
- Students meet one-on-one, at lunch, with a teacher to reward appropriate behavior and give the student good, positive feedback for doing a great job.
- Police officer visit and talk to classroom about behaviors.
- Self-Assessment Reflection sheets (PBIS) that allow student to assess their on-task/off-task behaviors.
- Additional small-group instruction is provided in classroom, in addition to core whole-group instruction, and tutor instruction, which is small-group pull-out. This is done in the academic areas of math and reading.
- Frequent conferences and meetings with parents are held when necessary to discuss child's academics and/or behavioral needs and concerns.
- Overnight suspensions have been activated this year. These allow the student to return to school the next day with a mandatory parent/student/administration conference. During these conferences, behavior and academics are discussed along with a plan for future success.
- Classrooms are using a 'chill-zone' or 'time-away' from your classroom, to a neighboring teacher's classroom. This helps child de-escalate themselves and move from an emotional to thinking mindset.

- Teachers use research-based interventions within the classroom, by the classroom teacher.
- Behavior coach will be in building 3 days a week to work with staff/students on restorative practice/trauma training implementation.
- Using local norms, Title Teachers will identify Tie 2 and Tier 3 students to receive MTSS services and progress monitor using “Easy CBM.”

7. Describe any activities regarding professional development to improve instruction and use of data. (Listed below but not limited to those listed).

- Biweekly PLC’s were used to look at formal and informal testing data reports to better drive instruction
- Teacher survey was used to identify teachers greatest areas of needs to develop and provide professional development workshops based on those needs
- Teachers collaborated weekly to discuss instructional strategies that were effective in improving student growth.
- ROE paired with district MTSS department will provide PD on trauma in the classroom and restorative justice practices.
- District will provide PD on new curriculum, which include district math curriculum and integrated literacy.
- District curriculum paired with instructional coach will provide PD on “Math in Practice” and “Math Talks.”
- Inhouse trainers will provide PD on Thinking Maps and their implementation.
- Continuous Improvement department staff paired with instructional coach will provide PD on smart cycle (PDSA).
- BIS paired with district staff will provide PD on Connected Schools.
- Administration with staff will provide PD on Love & Logic in the classroom.
- Inhouse trainers will provide PD on implementation of technological programs.
- Reading Horizons PD will be provided by instructional coach, curriculum dean, and outside trainers.
- Edgenuity PD will be provided by instructional coach, curriculum dean, and outside trainers.
- MAP PD will be provided by instructional coach, curriculum dean, and outside trainers.
- Danielson Model will be provided by administration and district personnel.
- F & P along with their intervention program PD will be provided by instructional coach, curriculum dean, and outside trainers.
- Book studies will be offered throughout the year and presented by administration or staff.
- Staff will participate in peer observations where increasing student engagement/teaching strategies will be the focus.

8. Describe any activities regarding strategies for assisting preschool student’s transition from EC programming to the elementary school program. (Listed below but not limited to those listed).

- Riverdahl holds an Open House prior to the first day of school. This allows Kindergarten students and parent's time to meet the teacher and see the building under an unstructured environment.
- Teachers conduct Home visits-We have a teacher who goes to each child's home in the week before school starts to meet the child and their parent's in a positive contact. It helps the parent's and child feel at ease about starting the school year.
- Special Education Linking Meetings are provided to assist teachers who will have a special needs child from Pre-K to discuss the incoming children re: needs, strength's and overall functioning.
- Positive Behavior Intervention and Supports- The school staff teaches/demonstrate 8 different stations around the school, café, gym, hallway etc., We re-teach this to the children, on many occasions, about expected behavior and what is acceptable in the elementary school setting.
- Pre-K visits from Orton Keyes-Students- walk with teachers and parents, from Orton Keyes, to tour our building and meet the kindergarten teachers in the spring of the school year. They children spent an hour in the classroom with this year's kindergarteners, also.
- Kindergarten teachers read "Miss Bindergarten", by Joseph Slate, series of books about going to kindergarten and experiencing kindergarten.

9. Describe any activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching. (Listed below but not limited to those listed).

- All teachers are 100% highly qualified
 - Staff participates in yearlong book studies on content specific methods to include teaching at-risk students
 - Teachers participates in weekly grade-level team meetings for content area unit planning and data analysis
 - Teachers participate in Grade-level team scoring of Units of Study On Demand writing samples. This helps standardize scoring and increase teacher understanding of the Units of Study Rubric and elements of quality writing.
 - Teachers participate in PLCs 2x/month designed to support student growth in literacy
 - Teachers are provided with opportunities for lesson study and teacher/peer observations.
 - MTSS, Instructional Coach, and Title teachers model a variety of lessons within classrooms
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- Teachers are provided opportunities to extend their learning by purchasing of books, attending webinars, conference, or trainings.

10. Describe any activities and/or approaches to support homeless children and youth. (Listed below but not limited to those listed).

- School supplies including backpacks are provided in the beginning and throughout the school year
- Community partners provide a socks and underwear drive.
- National Honor students from local high schools conduct fundraisers to provide the homeless student with snow boots
- There is a Washer and Dryer available on campus to wash clothing
- Student and parents participate in Bingo for books which provide books to all students who attend the event.
- Parent Liaison will hold classes/meetings where resources will be provided for families in need. These meetings may also be presented at home visits.

11. Describe any activities and/or approaches to engage parents in their child's education and school. (Listed below but not limited to those listed).

- Parents were engaged in assisting their students with the Living museum from doing research on their topic, assisting in the making of the props, and writing the students' informational script
- There are regularly scheduled parent/ teacher conferences throughout the year, and available opportunities to meet more frequently as necessary to accommodate parent's schedules.
- Parent/family fun and learning activities scheduled four times per year, after school to encourage family involvement. Snacks and juice are provided at each event along with a take home project.
- Take home books are provided for each student from our community partner before winter break to add to the students 'at-home' library and encourage parents/family to read with the student.
- In school 'book swap' available. If a student brings a book from home that they no longer use, they can trade that book in, for a book of their choice, from book swap to read and keep as long as they would like. Parents are encouraged to do the same. Encourages reading outside of school.
- Implementation of a more active Parent-Teacher-Committee.
- At registration, open house and parent/teacher conferences there will be resources presented to families on how they can be involved in their student's education.

12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title I Plan. (Listed below but not limited to those listed).

- PTC was engaged in the discussion on the school wide plan during 2 scheduled meetings in the fall.
- Riverdahl's newsletter informs parents of the school academic focus
- MAP and Benchmark Data results are discussed and analyzed at multiple PLC's as a large school group and also in grade levels teams.
- The assessment data was triangulated with teacher formative and summative data and used to form Intervention group which are discussed during Team Planning and used for qualifying students for SPED services or MTSS services..
- Classroom teachers have individual discussions with students and parents to discuss their students personal goals related to MAP testing and discussions are held in relation to progress on the Benchmark Assessment for Fountas and Pinnell. Student formal and informal progress is shared with parents in report cards and during both parent teacher conferences as well.
- Intervention services are NOT split in a per-propionate manner among all grade levels. Riverdahl has strategically placed Intervention services most heavily at the lower grades (1st, Kdg. after Jan., and 2nd grade) to make a long lasting effect on the overall Riverdahl population).