

School Improvement Plan 2022-2023

Updated 11-1-2022



SCHOOL NAME: Riverside School

SIP Membership	
Name	Role in School
Christopher Weiss	Principal
Stephanie Rizzi, Meaghan Theile	Kindergarten
Kiesha Neitzell, Lisa Muscat	First Grade
Audrey Barrette Jen Prieto	Second Grade
Stacy Mozer Nickie Mann	Third Grade
Bill Ronk Michelle Crawford	Fourth Grade

Alex Popp	Fifth Grade
Catherine Gunthrope	Math Interventionist
Lynn Sterner	Literacy Specialist
Carrie Hancock	ALP

<p>Introduction to your SIP/ School Profile</p> <p>(approximately 100 words)</p>	<p>As a district we are focused on high level achievement for all students. The district goals for all fourth graders to be on grade level in reading and all 8th graders to be on target for algebra helps us focus on the steps necessary to provide our students the foundation they need throughout elementary school, in order for them to successfully meet these targets.</p> <p>Riverside School is historically a high-performing school. However, like most schools, we felt the impact of learning loss from the pandemic. Many of our most successful instructional strategies were not able to be fully implemented due to mitigation strategies. We are very optimistic that as we are now returning to full strategies we know are successful, and as we redouble our efforts to implement research-based, successful instructional practices, we will see even stronger results. We will focus on data-driven, small group, targeted instruction. We will also focus on collaboration and teamwork; with students working on differentiated assignments. Additionally, our new MTSS process will also provide a systematic roadmap for ensuring all students are on target to meet their goals or receive interventions if they are not.</p> <p>The Big Ideas math program has already helped us to make gains and it provides the scope and sequence for excellence in math. In addition, the newly created Math Progressions document will also be extremely helpful in targeting instruction for students lacking prerequisite skills.</p> <p>We believe by focusing on our students' and staff's social and emotional well being, including continuing to develop mindfulness and personal connections to others, they will strengthen the skills necessary to respond to failures and successes with reflection and resilience.</p>
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	<p>We also strongly believe in a strong home school connection where parents are truly our partners in learning. Families As Partners In Learning is a program to build and strengthen family engagement that all eleven GPS elementary schools will be implementing this year. At the core of family engagement is the ability of teachers and families to share important information that will support the student's learning and achievement. The first strategy in this program is the Welcome Calls that general classroom, Special Education, English Language Learner, Specialists, and Advanced Learning program teachers are making to their students' families over the first 6 weeks of school. Teachers learning about the student through the lens of parents is important at any time during the school year, but can provide a headstart on being able to serve a student well at the beginning of the year. We look forward to adding more tools for teachers and families during the year, to strengthen family engagement and build the kind of partnerships that support student success.</p>
<p>Equity Vision Statement (approximately 50 words)</p>	<p>As a school community, we believe that building a positive learning environment, where all members are valued and respected for their unique strengths and differences, is fundamental to student success. By fostering a sense of curiosity and a love of learning in our students, we help them become responsible, self-motivated learners. Our focus is on building social emotional capacities while also increasing the level of cognitive engagement for our students. By providing rigorous tasks, opportunities to work together collaboratively, and developing student agency, we are helping all of our students to be successful.</p>

Strategic Plan Goals - Vision of the Graduate Capacities: (Right-click on the box and select the ✓ to identify the capacities that apply)

The Vision of the Graduate provides an aspirational goal linked to community values and expectations for academic, interpersonal, and social skills.

Academic Capacities

- X Master a Core body of knowledge
- Pose and pursue substantive questions
- X Critically interpret, evaluate, and synthesize information
- Explore, define, and solve complex problems
- Generate innovative, creative ideas and products

Personal Capacities

- Be responsible for their own mental and physical health
- X Conduct themselves in an ethical and responsible manner
- Recognize and respect other cultural contexts and points of view
- Pursue their unique interests, passions, and curiosities
- X Respond to failures and successes with reflection and resilience

Interpersonal Capacities

- X Communicate effectively for a given purpose
- Advocate for ideas, causes, and actions
- Collaborate with others to produce a unified work and/or heightened understanding
- X Contribute to the community through dialogue, service, and/or leadership

GOALS:

<p>Goals: (Written in SMART language)</p>		<p>Goal Rationale: (Explain why your building chose each of these goals in approximately 100 words per goal.)</p>
<p>Academic</p>	<p>We will increase the percentage of grade 3-5 students making proficiency or higher on the SBA math assessment from 87% to 90% by the Spring of 2023.</p> <p>We will work to have at least 88% of students in grade 2 meet expectations on the Spring 2023 Math benchmark LinkIt! assessment.</p>	<p>Based on the school's year over year SBA results, as well as our students' performance in the classroom, we will continue to focus on our instructional practices in the area of math. We are making strong progress in this area and want to continue this direction. Additionally we will focus on the Multi Tiered System of Supports (MTSS) process and procedures to ensure students are making adequate progress and/or receiving appropriate intervention as needed.</p> <p>VOG alignment: Master a Core body of knowledge. Critically interpret, evaluate, and synthesize information</p>
<p>Student SEL Goal</p>	<p>By Spring of 2023, the percent of students responding favorably to the section- School Belonging on the GPS Survey will increase from 77% to 80%.</p>	<p>School climate and fostering a sense of belonging for our students continues to be an area of needed improvement based on our GPS Survey Results. We also recognize that a positive school climate, where students feel a sense of belonging, has a direct impact on student performance. We believe by focusing on our students' emotional well being and helping them to feel part of a school community will help them to respond to failures and successes with reflection and resilience.</p> <p>VOG: Alignment Conduct themselves in an ethical and responsible manner. Respond to failures and successes with reflection and resilience.</p>

		Communicate effectively for a given purpose, Contribute to the community through dialogue, service, and/or leadership
FaCE Goal	By Spring 2023, the percent of parents responding favorably to the section Home School Connection on the GPS Survey will increase to 84% (Average of Home School Connection part 1 and part 2) from 81% in 2022.	Parent Engagement is a critical component of school and student success. This is an area of focus of the District Strategic Plan and an area of needed improvement in the school according to the GPS Survey Results.
Teacher/Staff School Climate	By Spring 2023, the percent of teachers responding favorably to the section School Climate on the GPS Survey will increase to 75% (from 70% in 2022).	School climate is a critical element of a school's level of success. This is an area of focus for the District Strategic Plan.

ACTION PLAN:

Strategy:	Timeline	Person(s) Responsible:	Impact on Learning	Any Revisions	Date Complete
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(For each strategy, list the steps that will be implemented to accomplish the strategy.)					
<p><u>Academic Goal- Math</u></p> <p><u>STRATEGY– Implementation of the MTSS process with fidelity focused on targeted core instruction and tier one Interventions.</u></p> <p>Actions-</p> <p>1. Teachers will use Benchmark Assessments in LinkIt!, as well as curriculum based unit assessments, to create small groups based on specific skills for targeted instruction for both reteaching and enrichment.</p> <p>2. Teachers will use the IXL Diagnostics to create specific pathways for students for practice with skills using the IXL platform and to support targeted, small group instruction</p> <p>3. Teachers will use all available assessment data to determine areas of need and create targeted tier one Interventions using the <i>BIM Math</i></p>	<p>October, and January for Linkit and after each unit assessment</p> <p>Beginning in September and then ongoing through the year</p> <p>Beginning end of September and Ongoing</p>	<p>Administrators All staff who teach math, SDT, Math interventionist</p> <p>Administrators All staff who teach math, math interventionist</p> <p>Administrators All staff who teach</p>	<p>Student understanding and performance in math will be improved. Reteaching and Enrichment will be provided to meet the needs of all students.</p> <p>Student performance in math will improve as they focus on targeted instruction</p> <p>Students in need of support will be identified and interventions put in place.</p>		

<p><i>Cohesive Progressions</i> for specific students</p> <p>4. Students who are continuing to struggle even after a six-eight week tier one intervention will be discussed by the MTSS team and a tier two or three intervention proposed</p> <p>5. Teachers will utilize and analyze Unit assessment data and IXL data for the development of small group instruction</p>	<p>Beginning end of October and ongoing</p> <p>Beginning in September and then ongoing through the year</p>	<p>math, math interventionist</p> <p>Administrators All staff who teach math</p> <p>Administrators All staff who teach math and the Interventionist</p>	<p>Student performance in math will be improved as students in need of support are identified and more intense interventions are put in place.</p> <p>Student understanding and performance in math will be improved. Reteaching and Enrichment will be provided to meet the needs of all students.</p>		
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<p>Staff and Student SEL Strategy -The SEL/Safe School Climate Committee will focus on increasing positive school climate and school belonging.</p>					
<p>Actions- 1. Celebrations as a school. The SSCC will suggest and plan for a few key special activities and recognitions to support and promote positive behavior.</p>	<p>Monthly</p>	<p>Safe School Climate Coordinator, and SSC Committee</p>	<p>More time will be focused on learning as less time is spent on behavioral incidents and reminders.</p>		
<p>2. Student Council and Riverside Rangers, to help building community, leadership, and increase positive school climate</p>	<p>All year</p>	<p>Administration and the Social Worker\</p>	<p>The level of behavioral incidents in fourth and fifth grade will decrease and more time will be spent on learning.</p>		
<p>3. Continue to work on the implementation of Second Step and Mindfulness practices.</p>	<p>All year</p>	<p>Student Council and Rangers Coordinators, 4th and 5th grade students, and staff</p>	<p>More time will be focused on learning and less time spent on behavioral incidents and reminders.</p>		

<p>4. Use Ropes Slips (for major positive actions) and positive behavioral recognition stickers (Redhawk stickers) (for everyday positive actions) to notice and celebrate positive behavior</p>	<p>All year</p>	<p>SSCC, all staff, social worker</p>	<p>Focusing on recognition for positive behavior and celebrating will enhance our overall climate and encourage students to follow the norms.</p>		
<p>5. The social worker will connect with students having difficulties with social situations, school anxiety or other worries</p>	<p>All year</p>	<p>Administration, the Social Worker, the SSC/SEL Committee and all staff</p>	<p>Students will demonstrate less signs of anxious behavior and will attend school regularly.</p>		
<p>6. The SSCC, Social Worker, and admin team will focus on gathering information and creating activities designed to increase the students' sense of belonging at school.</p>	<p>All year</p>	<p>School Administration and SSC/SEL Committee, Social Worker</p>	<p>Students will feel a greater sense of belonging and school connection</p>		

<p><u>FACE- STRATEGY-</u></p> <p><u>Provide Parents with Frequent and Timely Communication to build capacity and make them partners in learning.</u></p> <p><u>Actions-</u></p> <p>1. The district Parent Engagement consultant will provide professional development to teachers in the form of workshops and specialized newsletters.</p> <p>2. Teachers will make welcome calls to all parents of students in their classrooms the first few weeks of school. Calls will follow the guidelines in the Welcome Call Guide.</p> <p>3. Principal to speak and present academic and general updates at PTA meetings.</p> <p>4. Weekly parent <i>Leading and Learning</i> Smore newsletter</p>	<p>August, November and ongoing</p> <p>By mid-October</p> <p>All PTA meetings</p> <p>Every Tuesday</p>	<p>All Certified Staff Building Admin</p> <p>Classroom Teachers, ALP Teachers, ELL teachers, Special Education Teachers and Interventionists</p> <p>Principal</p> <p>Principal & Assistant Principal</p>	<p>Teachers will be better prepared to hold positive and productive conversations with their students' parents</p> <p>All families will have received a phone call by Mid- October</p> <p>Parents will be knowledgeable about what is happening in school and feel connected and updated.</p> <p>Parents will be knowledgeable about what is happening in school and feel connected and updated.</p>		
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<p>5. Grade level academic updates</p>	<p>As part of the curriculum materials - sent on a regular basis throughout the year</p>	<p>Grade Level teams</p>	<p>Parents will be knowledgeable about the grade level curriculum and prepared to support their child. Teachers will utilize the parent communication tools in Big Ideas Math as well as other GPS elementary programs. Based on the structure of the programs, there will be a higher frequency of parent letters which will provide additional feedback to parents.</p>		
<p>6. Specialists will send home at least one newsletter per marking period.</p>	<p>Trimester</p>	<p>Art, Music, PE, FLES, Library Media</p>	<p>Parents will be knowledgeable about the Specials curriculum and prepared to support their child.</p>		
<p>7. Provide opportunities for parent involvement through PTA Volunteer opportunities</p>	<p>Ongoing</p>	<p>PTA, Principal</p>	<p>Parents will feel included and connected to the Riverside Community at large.</p>		