

RIVERVIEW ELEMENTARY SCHOOL RENEWAL/IMPROVEMENT PLAN 2022-2027

GOAL AREA:	X	Teacher/Administrator Quality	District Goal 1: Leadership and Teacher Quality	Cognia Domain: Leadership			
		Student Achievement	District Goal 2: Equitable Teaching and Learning	Cognia Domain: Learning			
		School Climate	District Goal 3: School Climate and Equitable Resources	Cognia Domain: Resources			
		District Priority	District Goal 4: Equity Building	Cognia Domain: Equity			
Strategy 1.1:	Leadership for Continuous Improvement: Effectively use data to inform decisions and evaluate systems and programs						
Performance Goal 1.1a: (Statement of desired progress or result over 5 years)	By 2026, 80% of responses on the Data Integration Survey, completed by designated school leaders, will be at the highest indicator of implementation.						
Interim Performance Goal: <small>(One year goal)</small>	Meet annual targets below.						
Data Source(s): <small>(List types of data that will be collected or examined to measure progress)</small>	Data Integration Survey						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Data Integration Survey Responses	30.0%	Projected	40.0%	50% 65%	60% 70%	70% 75%	80.0%
		Actual	60%				
*Anticipated baseline. Survey will be given in spring of 2022							

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Strategy 1.1:	Leadership for Continuous Improvement: Effectively use data to inform decisions and evaluate systems and programs						
Performance Goal 1.1b: (Statement of desired progress or result over 5 years)	By 2026, 80% of school leaders will use Schoolzilla to inform decisions and evaluate systems and programs.						
Interim Performance Goal: <small>(One year goal)</small>	Meet annual targets below.						
Data Source(s): <small>(List types of data that will be collected or examined to measure progress)</small>	Schoolzilla usage data						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Schoolzilla Usage Data	30.0%	Projected	40.0%	50.0%	60.0%	70.0%	80.0%
		Actual	42.1%				
*2020-21 data used for Baseline							

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Strategy 1.2:	Effective Communication: Strengthen Stakeholder Involvement in ONGOING Internal and External Communication						
Performance Goal 1.2: (Statement of desired progress or result over 5 years)	By 2026, 100% of parents indicate they are satisfied with timely communication from their child's school (#23). By 2026, 95% of parents indicate they agree that the their child's school considers changes based on what parents say (#11).						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SCDE Parent Survey						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Parent Survey (#23)	95.6%	Projected	95.6%	96% 97%	96.5% 98%	97% 99%	97.5% 100%
		Actual	94.9%				
Source: Parent Survey (#11)	46.2%	Projected	49.0%	52% 80%	55.% 85%	58.% 90%	61% 95%
		Actual	76.4				
*2020-21 data used for Baseline							

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Strategy 1.3:	Educator Quality: Develop and monitor a comprehensive plan for Recruitment, Retention, and Evaluation						
Performance Goal 1.3: (Statement of desired progress or result over 5 years)	By 2026, 100% of teachers will be satisfied with working conditions.(#70)						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SCDE Teacher Survey						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Teacher Survey (#70)	90.70%	Projected	90.7%	91% 98.5%	91.3% 99%	91.6% 99.5%	91.9% 100%
		Actual	98.1%				
*2020-21 data used for Baseline							

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Strategy 2.1:	Equitable and Effective Curriculum, Instruction and Assessment: Develop sustainable Professional Learning Communities to promote student growth and success by focusing on consistent grading and instructional practices.						
Performance Goal 2.1a: (Statement of desired progress or result over 5 years)	By 2026, 87.7% of grade K-1 students will meet district proficiency benchmarks on STAR Early Literacy testing By 2026, 86.6% of grade 2 students will meet district proficiency benchmarks on STAR Reading testing.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	STAR Early Literacy and Reading District Benchmark Data from Schoolzilla - Spring Testing						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: STAR Early Literacy	77.7%	Projected	79.7%	81.7%	83.7%	85.7%	87.7%
Grade K-1		Actual	81.5%				
Source: STAR Reading	79.2%	Projected	80.7%	82.1%	83.6%	85.1%	86.6%
Grade 2		Actual	73.4%				
*2020-21 data used for Baseline							

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	<input checked="" type="checkbox"/>	Student Achievement	District Goal 2: Equitable Teaching and Learning	Cognia Domain: Learning			
	<input type="checkbox"/>	School Climate	District Goal 3: School Climate and Equitable Resources	Cognia Domain: Resources			
	<input type="checkbox"/>	District Priority	District Goal 4: Equity Building	Cognia Domain: Equity			
Strategy 2.1:	Equitable and Effective Curriculum, Instruction and Assessment: Develop sustainable Professional Learning Communities to promote student growth and success by focusing on consistent grading and instructional practices.						
Performance Goal 2.1b: (Statement of desired progress or result over 5 years)	By 2026, 91% of grade 1-2 students will meet district proficiency benchmarks on STAR math testing.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	STAR Math District Benchmark Data from Schoolzilla - Spring Testing						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: STAR Math	75.3%	Projected	78.3%	79.8% 85%	81.3% 87%	82.8% 89%	84.3% 91%
Grade 1-2		Actual	83.0%				
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Strategy 2.1:	Equitable and Effective Curriculum, Instruction and Assessment: Develop sustainable Professional Learning Communities to promote student growth and success by focusing on consistent grading and instructional practices.						
Performance Goal 2.1c: (Statement of desired progress or result over 5 years)	By 2026, 76% of students in grades 3-5 will demonstrate proficiency on the SC Ready Assessment for ELA. By 2026, 65% of students in grades 3-5 will demonstrate proficiency on the SC Ready Assessment for Math.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SC Ready ELA, Math Data from Schoolzilla						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: ELA	60.2%	Projected	62.2%	64.2% 70%	66.2% 72%	68.2% 74%	70.2% 76%
Grade 3-5		Actual	68.3%				
Source: Math	51.3%	Projected	53.3%	55.3% 57.5%	57.3% 60%	59.3% 62.5%	61.3% 65%
Grade 3-5		Actual	53.9%				
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Strategy 2.1: Equitable and Effective Curriculum, Instruction and Assessment:
Develop sustainable Professional Learning Communities to promote student growth and success by focusing on consistent grading and instructional practices.

Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Participate in the development of the district grading guidelines.	2022	2027	Administration in conjunction with district grading committee	\$0	N/A	Continued	Grading Policy/guidelines
Identify and send a team to the PLC at Work conference in Charlotte (summer 2022)	2022	2023	Administration	\$3,000	Title I Grant	Continued	Artifacts of professional development presentations to school level staff
Follow the FMSD Balanced Literacy requirements and provide professional development opportunities and resources	2022	2027	Administration/Literacy Coach	Off-Campus PD, Literacy Consultant, Books, Materials \$1000 per year	Title I Grant and school resources	Continued	Lesson Plans, PLC meetings, professional development (Literacy consultant and/or ELA conference), Coaching Cycles provided by the Literacy Coach
Analyze common grade level benchmark assessments of RVES math priority standards to inform instructional decisions, modify long range plans and plan professional development during monthly grade level PLCs.	2022	2027	Administration/Numeracy Coach	\$0	N/A	Continued	Lesson Plans, Long Range Plans, Benchmark Data checklists, PLC agendas

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Strategy 2.2:	Engaging and Rigorous Curriculum and Instruction: Implement a curriculum and professional learning model to support, sustain and build capacity for our innovative learning culture.						
Performance Goal 2.2: (Statement of desired progress or result over 5 years)	By 2026, the percent of student responses indicating satisfaction with their learning environment will be 100% (#18).						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SCDE Student Survey						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Student Survey (#18)	89.7%	Projected	90.0%	90.3% 95.5%	90.6% 97%	90.9% 98%	91.2% 100%
		Actual	94.3%				
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Strategy 2.2:	Engaging and Rigorous Curriculum and Instruction: Implement a curriculum and professional learning model to support, sustain and build capacity for our innovative learning culture.						
Action Steps		End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Create and implement a brief satisfaction survey for students	2022	2027	Administration	\$0	NA	Continued	Survey results collected in the Fall
Discuss survey results and receive input from Student Council	2022	2027	Administration	\$0	NA	Continued	Input and meeting notes from Student Council
Develop and implement a behavior expectation matrix with stakeholder input	2022	2027	Administration/SE L Committee	\$0	NA	Continued	Behavior Expectation Matrix

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Strategy 2.3:	Personalized, Responsive Academic Support/Recovery: Develop and implement a systematic process to collect and analyze formative assessment data in order to provide tiered intervention and supplemental programs for students in need of support with academic achievement and SEL.						
Performance Goal 2.3: (Statement of desired progress or result over 5 years)	By 2026-27 school year, fully implement a multi-tiered system of prevention using a consistent framework across all schools to support the academic, behavioral and social competencies of all students by maintaining 80% or higher treatment integrity.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Ci3T Treatment Integrity Measures to include Teacher Self-Report, Direct Observations, and Tiered Fidelity Inventory.						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source:	To be collected in 22-23	Projected	N/A	Baseline TBD	70.0%	75.0%	80.0%
Ci3T Treatment Integrity (Elementary)		Actual	N/A	76.3%			

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Strategy 2.3:	Personalized, Responsive Academic Support/Recovery: Develop and implement a systematic process to collect and analyze formative assessment data in order to provide tiered intervention and supplemental programs for students in need of support with academic achievement and SEL.						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Develop a comprehensive framework to include all stakeholders that establishes a process for utilizing existing data systems to target students needs K-5.	2022	2023	Amber Smith	\$0	N/A	Continued	Schoolzilla data usage (see Perf. Goal 1.1a)
Engage in an annual cycle of data review, analysis, and interpretation with developmental, reciprocal, and accountable steps at grade/content, school, grade band, and district levels.	2023	2027	Amber Smith	\$0	N/A	Continued	Schoolzilla data usage (see Perf. Goal 1.1a)
Develop a 3-tiered structured framework of prevention to address all students academic, behavioral, and social needs to include staffing to implement K-5. (Elementary Implementation)	2022	2024	Amber Smith	\$0	N/A	Continued	Ci3T Implementation Data
Use data to a) determine specific areas in need of academic growth for targeted supplemental programs such as after school and summer programs and b) measure academic growth of participants.	2022	2027	Amber Smith	TBD (varies by year)	General Fund, Grants, ESSER Funds, Title Funds	Continued	Student achievement data (see Perf. Goal 2.1a-f)

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Strategy 3.1:	Safe, Clean and Healthy School Environments: Develop and implement a systems' approach to improving a safe, clean, and healthy learning environments.						
Performance Goal 3.1: (Statement of desired progress or result over 5 years)	By 2026, the percent of teacher responses indicating satisfaction with the social and physical environment in their school will be 100% (#47) By 2026, the percent of parent responses indicating satisfaction with the social and physical environment in their school will be 100% (#19) By 2026, the percent of student responses indicating satisfaction with broken things being fixed at school will be at 93.4%. (#22 - impact on learning environment)						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SCDE Teacher, Parent, Student Survey						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Teacher Survey (#47)	93.1%	Projected	93.1%	93.4% 100%	93.7% 100%	94% 100%	94.3% 100%
		Actual	100.0%				
Source: Parent Survey (#19)	85.8%	Projected	85.8%	86.4% 95%	87% 97%	87.6% 98%	88.2% 100%
		Actual	93.7%				
Source: Student Survey (#22)	92.2%	Projected	92.2%	92.5%	92.8%	93.1%	93.4%
		Actual	89.6%				
*2020-21 data used for Baseline							

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	<input type="checkbox"/>	District Priority	District Goal 4: Equity Building	Cognia Domain: Equity			
Strategy 3.1:	Safe, Clean and Healthy School Environments: Develop and implement a systems' approach to improving a safe, clean, and healthy learning environment.						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Training for school staff and implementation on School Dude	2022	2027	Jay Taylor	\$0	None	Continued	Monitor work orders and their completion
Meetings with Defender Cleaning staff	2022	2027	Custodial AP	\$0	None	Continued	Meeting notes
Review Google Sheet for custodial assigned tasks	2022	2027	Custodial AP	\$0	None	Continued	Custodial AP Sheet Reviews
Input from Student Council and SIC	2022	2027	SIC Chair/Administrati on	\$0	None	Continued	Agenda and notes from meetings
Revising and implementing a Reunificaiton Plan for evacuation of school property	2022	2027	Rich Todd and Safety AP	\$0	None	Continued	Reunification Plan

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Strategy 3.2:	Effective Social Emotional Learning and Support Services						
Performance Goal 3.2: (Statement of desired progress or result over 5 years)	By 2026, the percent of student responses indicating satisfaction with their social and physical environment will be 98% (#36) By 2026, the percent of SRSS-IE Screener ratings that fall in the typical or strength range will be maintained at 84% or higher.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SCDE Student Survey, SRSS-IE Screener						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Student Survey (#36)	89.7%	Projected	89.7%	90% 92%	90.3% 94%	90.6% 96%	90.9% 98%
		Actual	90.6%				
Source: SRSS-IE Screener	TBD**	Projected	84.0%	84.0%	84.0%	84.0%	84.0%
		Actual	N/A				
*2020-21 data used for Baseline							
** Will use Spring 2022-23 SRSS-IE Data as Baseline							

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Strategy 3.3:	Technology Resources: Provide equitable student learning opportunities with current technology resources.						
Performance Goal 3.3: (Statement of desired progress or result over 5 years)	By 2026, increase the average launches per user in ClassLink to 190						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	ClassLink App Usage Report						
Overall Measures	Average Baseline		2021-22	2022-23	2023-24	2024-25	2025-26
Source: ClassLink Usage Data	136	Projected	136	445 175	455 180	465 185	475 190
		Actual	171				

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Strategy 3.3:	Technology Resources: Provide equitable student learning opportunities with current technology resources.						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Regularly analyze ClassLink statistics	2022	2027	Rachel Holloway	\$0	N/A	Continued	Report analysis of ClassLink usage
Training for staff on using ClassLink	2022	2027	Geoffrey Wagner	\$0	N/A	Continued	Agenda/sign in sheets from trainings
Training for students on using ClassLink	2022	2027	Geoffrey Wagner, Heather Morris, Technology/Social media team	\$0	N/A	Continued	Artifacts from lessons/training for students
Create an incentive for ClassLink Usage	2022	2027	Rachel Holloway/ Administration	\$0	N/A	Continued	"Shout out" from administration in staff communications as well as incentives such as jeans and leave early passes, etc.

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	X	District Priority	District Goal 4: Equity Building	Cognia Domain: Equity			
Strategy 4.1:	Equity Building: In order to empower all learners to achieve their greatest success, implement the district's equity action plan.						
Performance Goal 4.1a: (Statement of desired progress or result over 5 years)	By 2026, 60% of Pupils in Poverty students in grades 3-5 will demonstrate proficiency on the SC Ready Assessment for ELA. By 2026, 40% of Pupils in Poverty students in grades 3-5 will demonstrate proficiency on the SC Ready Assessment for Math. By 2026, 38.3% of Disabled students in grades 3-5 will demonstrate proficiency on the SC Ready Assessment for ELA. By 2026, 38.3% of Disabled students in grades 3-5 will demonstrate proficiency on the SC Ready Assessment for Math.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SC Ready ELA, Math Data from Schoolzilla for Pupils in Poverty SC REady ELA, Math Data from DRC Data file for Disabled Students						
Overall Measures	Average Baseline		2021-22	2022-23	2023-24	2024-25	2025-26
Source: ELA	38.1%*	Projected	39.1%	40.1% 54%	41.1% 56%	42.1% 58%	43.1% 60%
Pupils in Poverty		Actual	52.0%				
Source: Math	26.7%*	Projected	27.7%	28.7% 34%	29.7% 36%	30.7% 38%	31.7% 40%
Pupils in Poverty		Actual	32.7%				
Source: ELA	14.3%**	Projected	N/A	20.3%	26.3%	32.3%	38.3%
Disabled		Actual	14.3%				
Source: Math	14.3%**	Projected	N/A	20.3%	26.3%	32.3%	38.3%
Disabled		Actual	14.3%				
*2020-21 data used for Baseline							
**2021-22 data used for Baseline							

