

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
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Riverview Elementary
25-26 School Improvement Plan

Riverview Elementary

2024-25

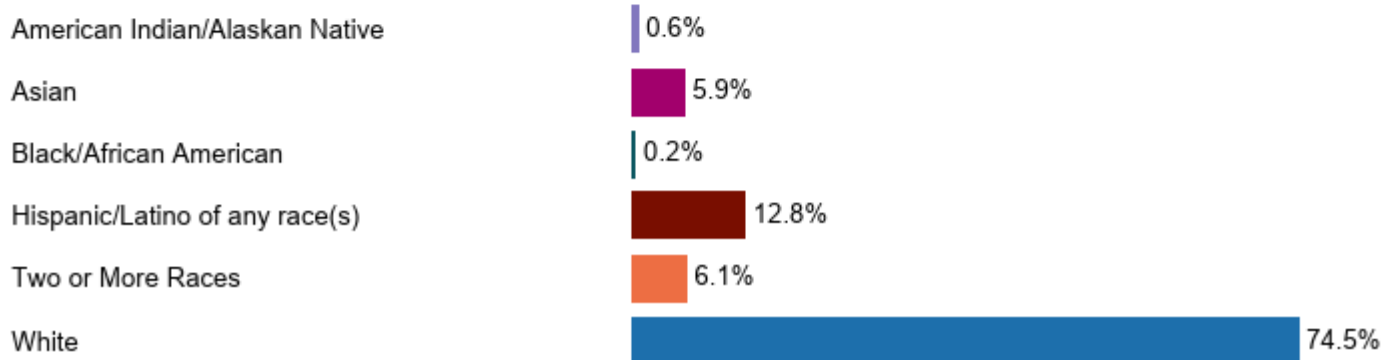
Total Student Enrollment

494

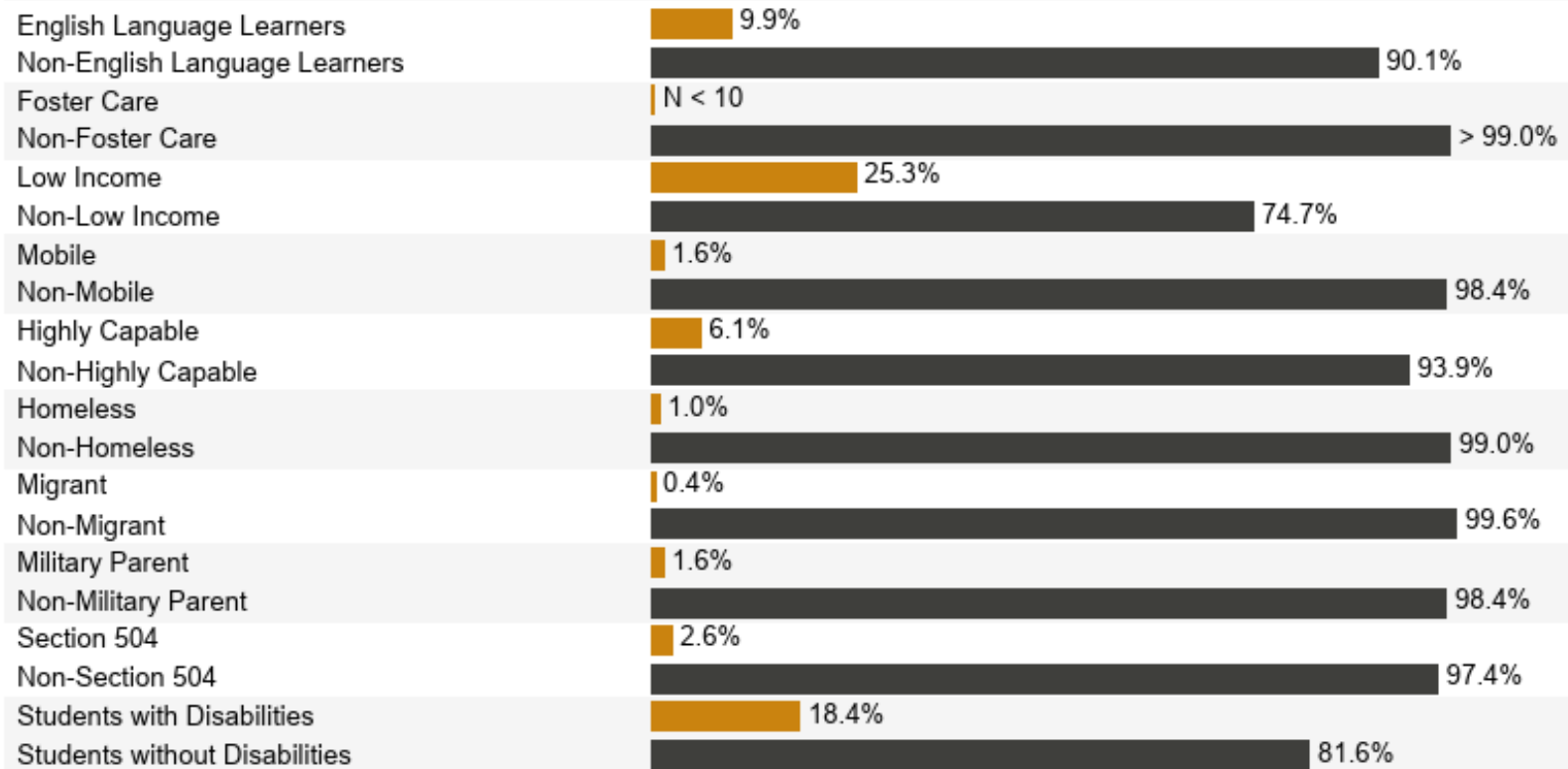
Gender



Race/Ethnicity



Program and Characteristic



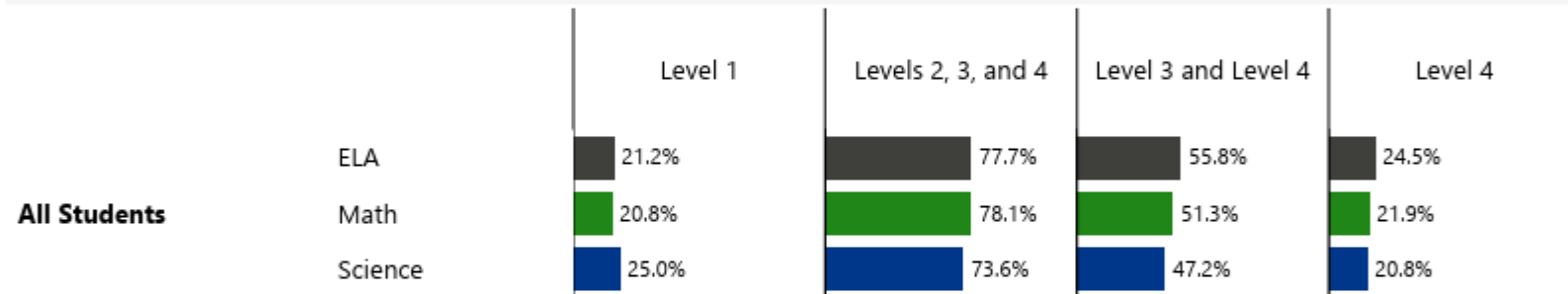
Riverview Elementary

2024-25

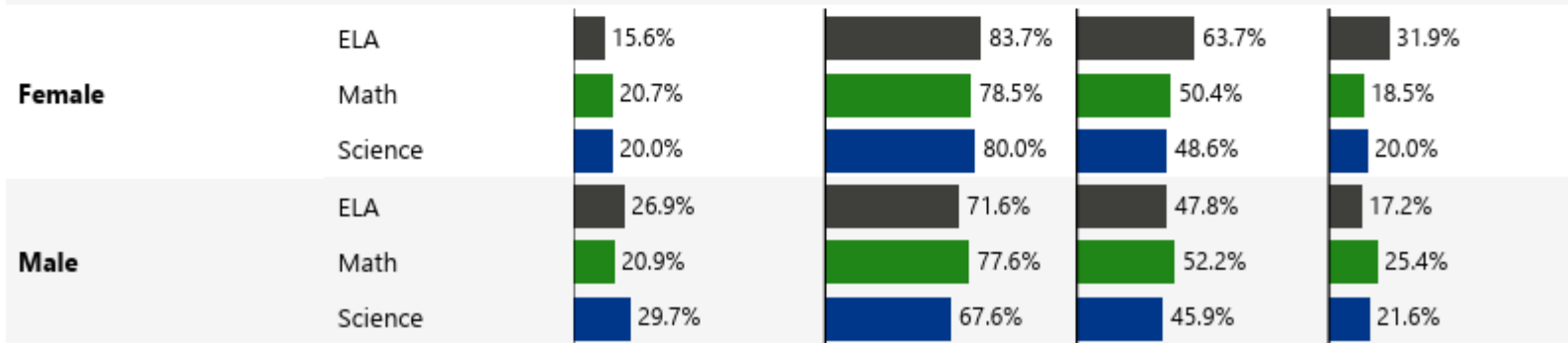
Smarter Balanced Assessments (**SBA**): English Language Arts (ELA) and Math state assessment for grades 3–8 and 10.

Washington Comprehensive Assessment of Science (**WCAS**): Science state assessment for grades 5, 8, and 11.

Achievement Levels



Gender



What is our building vision and mission statement?

Vision Statement

A caring, connected community where every child is known, valued, and inspired to achieve their best through meaningful relationships, academic supports, and purposeful learning.

Mission Statement

We build strong relationships, uphold high academic expectations, and use the Five Pillars to ensure every student thrives—academically, socially, and emotionally.

Review the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
<p>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</p> <p>What student groups will benefit and why?</p>	<p><i>What short-and long-term data will be collected to measure the extent to which this evidence-based practice (intervention, activity, or strategy) was implemented as intended?</i></p> <p><i>What short-and long-term data will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

Goal #1 - Literacy

By the end of the 2025-26 school year, at least 65 percent of all students will meet or exceed proficiency on the SBA Reading (ELA) assessment, and subgroup gap (MLL and SpEd) will be reduced by at least 10 percentage points from the 2024-2025 levels.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Improve tier I instruction and least restrictive environment by providing professional development focused on high leverage activities focused on student engagement, discourse, and scaffolding. Embedded in the professional development is understanding and knowledge of least restrictive environment.	Implementation: Walkthrough, observations, and teacher reflection forms. Impact: STAR Reading growth, Lexia progress, SBA proficiency trends, and improved student engagement indicators (academic growth, improved attendance, teacher observation, and increased engagement)	Ongoing throughout 2025–2026, Friday Building PGFs, walkthroughs conducted, and feedback shared in a timely manner.	Principal & Assistant Principal, and teachers	District PD and instructional resources; observation notes, Effective feedback cycles, collaboration time for reflection
Conduct regular classroom walkthroughs followed by timely, actionable feedback to teachers that focus on Tier I Instruction.	Implementation: Walkthrough observations and teacher reflection forms. Impact: STAR Reading growth, Lexia progress, SBA proficiency trends, and improved student engagement indicators.	Ongoing throughout 2025–2026; walkthroughs conducted, and feedback shared in a timely manner	Principal & Assistant Principal	Observation notes, data or observable evident directly related to feedback cycles

Facilitate reflective conversations during PLCs using data to identify common strengths and areas for growth.	Implementation: PLC minutes Impact: Improved instructional consistency and student engagement metrics.	Ongoing throughout 2025–2026	Principal & Assistant Principal	PLC schedule, K-6, and collaboration time for reflection
Implement Total Participation Techniques (TPTs) to promote active student engagement and equitable participation during reading, writing, and discussion (The Snohomish Classroom). Teachers will apply strategies such as Chalkboard Splash, Hold Ups, and Think-Pair-Share. Regular classroom walkthroughs will monitor implementation, followed by timely, actionable feedback.	Implementation: Walkthroughs focused on student engagement and PLC discussion notes. Impact: STAR Reading growth, Lexia Core5 usage, SBA ELA proficiency, and student engagement evidence.	Ongoing throughout 2025–2026; Friday Building PGFs, walkthroughs weekly with timely feedback.	Principal & Assistant Principal	Total Participation Techniques, Lexia Core5, STAR Reading, PD on engagement strategies, PLC collaboration time, release time for peer observation.
Daily structured literacy instruction that follows the district developed Comprehensive Literacy Maps	Implementation: Walkthroughs focused on student engagement and PLC discussion notes. Impact: STAR Reading growth, Lexia Core5 usage, SBA ELA proficiency, and student engagement evidence.	Continuous – Following “At a glance” schedule for each month. Student performance data reviewed during weekly PLCs, PGFs, and Guiding Coalition meetings	Principal & Assistant Principal, grade level teachers, resource teachers, and support staff	FPC, Comprehensive Literacy Maps, Lexia, Heggerty, UFLI

<p>Small group differentiated instruction with scaffolding for ML, LAP, and those not at standard</p>	<p>Implementation: Walkthroughs focused on student engagement and PLC discussion notes. Impact: STAR Reading growth, Lexia Core5 usage, SBA ELA proficiency, and student engagement evidence.</p>	<p>Continuous during 2025/26 school year. Student performance data reviewed during weekly PLCs</p>	<p>Classroom teacher, Principal & Assistant Principal, support staff</p>	<p>FPC and Lexia Core5</p>
<p>Teachers in grades 3–5 will participate in professional development focused on understanding and effectively administering Interim Assessment Blocks (IABs) and using resulting data to inform instruction. The IABs will be integrated into the annual assessment calendar to provide students with standards-aligned practice and to help teachers identify gaps in learning tied to priority Common Core State Standards assessed on the SBA.</p>	<p>Implementation: BAC led IAB training during October PGF. Test tickets prepared early November by AP. Impact: Early implementation of IAB in the classrooms facilitate collaborative PLCs and scoring sessions. Student readiness and confidence is improved for the SBA's.</p>	<p>October 2025 – May 2026</p>	<p>Principal, Assistant Principal, Building Assessment Coordinator, and 3-6 teachers</p>	<p>Test tickets, BAC training, student accommodations and modifications entered into TIDE. Weekly PLC time and collaboration</p>
<p>Funding: List and describe funding source(s) associated with the activities described above.</p>				
<p>1. District and building budget for resources, PD, and intervention resources.</p>				
<p>2. All school read and author visit is funded with PTO funds.</p>				

Goal #2 - Math

By the end of the 2025-26 school year, at least 60 percent of all students will meet or exceed proficiency on the SBA Math assessment, and subgroup gap (ML and Sped) will be reduced by at least 10 percentage points from 2024-25 levels.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Improve tier I instruction and least restrictive environment by providing professional development focused on high leverage activities focused on student engagement, discourse, and scaffolding. Embedded in the professional development is understanding and knowledge of least restrictive environment.	Implementation: Walkthrough, observations, and teacher reflection forms. Impact: STAR Math growth, Happy Numbers progress, SBA proficiency trends, and improved student engagement indicators (academic growth, improved attendance, teacher observation, and increased engagement)	Ongoing throughout 2025–2026, Friday Building PGFs, walkthroughs conducted, and feedback shared in a timely manner.	Principal & Assistant Principal and teachers.	District PD and instructional resources; observation rubrics, Effective feedback cycles, PLC collaboration time for reflection.
Facilitate reflective conversations during PLCs using data to identify common strengths and areas for growth.	Implementation: PLC minutes Impact: Improved monitoring of student engagement metrics and student performance	Ongoing throughout 2025–2026; During weekly grade level PLCs.	Classroom teacher, Principal & Assistant Principal	PD on effective feedback cycles, PLC collaboration time for reflection.

<p>Teachers in grades 3–5 will participate in professional development focused on understanding and effectively administering Interim Assessment Blocks (IABs) and using resulting data to inform instruction. The IABs will be integrated into the annual assessment calendar to provide students with standards-aligned practice and to help teachers identify gaps in learning tied to priority Common Core State Standards assessed on the SBA.</p>	<p>Implementation: BAC led IAB training during October PGF. Test tickets prepared early November by AP. Impact: Early implementation of IAB in the classrooms facilitate collaborative PLCs and scoring sessions. Student readiness and confidence is improved for the SBA's.</p>	<p>October 2025 – May 2026</p>	<p>Principal, Assistant Principal, Building Assessment Coordinator, and 3-6 teachers</p>	<p>Test tickets, BAC training, student accommodations and modifications entered into TIDE. Weekly PLC time and collaboration</p>
<p>Small group differentiated instruction with scaffolding for those not at standard</p>	<p>Students performing below standard which often includes ML, Sped and low income. Impact: Improved instructional consistency, student engagement, and academic growth</p>	<p>Continuous during 2025/26 school year. Student performance data reviewed during weekly PLCs</p>	<p>Classroom teacher and support staff</p>	<p>Bridges w/ Number Corner, Moffatt Math, and Happy Numbers</p>
<p>Explicit instruction to whole class in math foundational skills (number sense, operations, and fluency)</p>	<p>Students performing below standard which often includes ML, Sped and low income. Impact: Improved instructional consistency, student engagement, and academic growth</p>	<p>Continuous during 2025/26 school year. Student performance data reviewed during weekly PLCs</p>	<p>Classroom teachers, resource teachers, and support staff</p>	<p>Bridges w/ Number Corner, Moffatt Math, and Happy Numbers</p>

Training in <i>Building Thinking Classrooms in Mathematics</i> written by Peter Liljedahl.	Assistant Principal and 4 th grade team lead are attending a 5-week training and will train staff at future PGFs in 2026. The intent is to shift classroom learning from passive learning environments, to active learning spaces where students truly think, reason, and problem-solve.	Training for Assistant Principal and 4 th grade lead teacher ends in December. Staff training will take place in winter & early spring 2026.	Shareene Mossburg (Assistant Principal) and Lauren Williamson (4 th grade lead)	The book, <i>Building Thinking Classrooms in Mathematics</i> and other materials given that are shared by author.
Book study and implementation of student engagement strategies derived from <i>Building Thinking Classrooms in Mathematics</i> .	January 2026 – June 2026	January 2026 – June 2026	Principal & Assistant Principal, and teachers	The book <i>Building Thinking Classrooms in Mathematics</i> , building PGFs, and PLC meetings.

Funding: List and describe funding source(s) associated with the activities described above.

1. District and building funds to cover curriculum.
2. Building and PTO funds for Happy Numbers online math program.
3. Professional development money for individual staff members.

Goal #3:

Social/Emotional Goal: By June 2026, Riverview Elementary will increase the percentage of students attending school 90% or more of the time from 80% to 95%, resulting in improved average daily attendance and stronger student engagement and connection to school as represented by attendance results and Student Voice surveys conducted in the late fall and spring.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
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Conduct weekly attendance meetings with administration, attendance secretary, and counselor	Weekly beginning in September 2025. Impact: increased attendance school-wide	Continuous during 2025/26 school year	Principals, Attendance secretary, and counselor	Attendance reports, Qmlativ access, Homeroom data, district-wide attendance letters
Conduct bi-monthly PBIS meetings with PBIS team: administration, teachers, support staff	Bi-monthly beginning in September 2025. Impact: Improved student behavior and staff comfort with PBIS interventions.	Continuous during 2025/26 school year	Principals and classroom teacher	Teacher report, attendance, incident report, academic data
Continuing to use PBIS system reinforcers with visual expectations, class meetings/circles, explicit teaching of expectations, MVP awards, Pillar Family Groups and assemblies	Continuing to build PBIS capacity and practice. Impact: Improved student behavior and staff comfort with PBIS interventions	November 2025 and February 2026	Principal & Assistant Principal, Tony Smith	District TOSA, Tech resources, Friday PGFs in November and February
Reframing Behaviors pd w/ district TOSA, Tony Smith	Continuing to build PBIS capacity and practice. Impact: Improved student behavior and staff comfort with PBIS interventions	November 2025 and February 2026	Principal & Assistant Principal, Tony Smith	District TOSA, Tech resources
Homeroom Training	October 23, 2025, Homeroom Training	Continuous during 2025/26 school year. Staff have available access at all times	Admin, teachers, support staff	Laptops, Homeroom PD and access

Funding: List and describe funding source(s) associated with the activities described above.

1. District and building funds to support district-wide and building-wide efforts to improve attendance and reduce student absenteeism.