2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

St. Tammany Parish

This school-wide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all at-risk student groups as well an examination of student, teacher, and school strengths and weaknesses.*
- *Be sure to include both quantitative and qualitative data in your analyses.*
- **Data Analysis Guiding Questions**

STRENGTHS	WEAKNESSES
2024-25	
STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORK KEYS, IBCS, GRAD RATE, ETC.	
All Students	
DIBELS-Benchmark and above benchmark grew in 1st grade from 22% (BOY) to 56% (EOY). A 34% growth. LEAP 2025-All cohorts grew in math and ELA. 4th grade math grew by 13.2 points. 4th grade ELA grew 4.9 points. 5th grade ELA grew 2.4 points. 5th grade math grew 7.6 points. LEAP 2025-3rd grade ELA assessment index grew by 8.9 points. LEAP 2025-Our highest assessment index is 5th grade ELA with 84.1 points. LEAP 2025- RSE overall assessment index grew by .6 points (72 to 72.6 points). LEAP 2025-3rd grade science went up 10.8% proficient	DIBELS- Benchmark and above benchmark decreased in 3rd grade from 52% (BOY) to 48% (EOY). A 4% decrease. LEAP 2025-All grade levels went down in percent proficient except 3rd grade ELA. LEAP 2025-4th grade ELA went down in percent proficiency by 14.4% from 2023 to 2024. LEAP 2025- 4th grade science went down 13.2% proficient. LEAP 2025-4th and 5th grade cohorts dropped in science
At-Risk Student Groups **(SWE and ESL data must be included as well as any other potential labeled student group)**	
LEAP 2025-SWE assessment index went from 42.8 to 45.4 in ELA and 30 to 30.5 points in math. LEAP 2025-African Americas went up from 57.7 to 74.4 points in math and 72.7 to 78.1points in ELA. n	LEAP 2025-EL students decreased from 25.7 to 23.6 points in ELA and 34.3 to 21.8 points in math. LEAP 2025-
SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	
MRA-Academic Goal Achievement went from 71 to 74 points MRA-	MRA-Supportive Staff environment went from 78 to 72 points. Specifically staff voice went down by 9 points.

	MRA-Family and community engagement went from 72 to 67 points specifically community engagement.
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	
1st grade: 13th out of 23 (27% growth from MOY to EOY) • First Grade improved from 17th to 13th **3rd grade**: 15th out of 23 (6% growth from MOY to EOY) • Third Grade improved from 19th to 15th LEAP 2025 -Overall SPS grew from 43.2 to 45.3 LEAP 2025- % of students growing in ELA who had the lowest 25% of scores in 2024 went from 51.3 to 69.2. LEAP 2025- % of students growing in math who had the lowest 25% of scores in 2024 went from 59.5 to 64.4. LEAP 2025-Percent proficient in science went from 32.1 to 39.2 LEAP 2025-Percent proficient in social studies went from 30.1 to _41_.	**2nd grade:** 20th out of 23 (7% growth from MOY to EOY) • Second Grade dropped from 17th to 20th LEAP 2025-Percent proficient in ELA went from 52.5 to 46.4. LEAP 2025-Percent proficient in math went from 45.3 to 43.1.
At-Risk Student Groups **(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)**	
LEAP 2025-SWE assessment index went from 45.4 TO 67.9 in ELA and 30.5 TO 49.5 points in math. LEAP 2025 EL-% of EL learners making progress went from 16.7 to 22.2	LEAP 2025-African Americas went up from 74.4 TO 60 points in math and 78.1 to 66.5 points in ELA.
SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	
MRA-Academic Goal Achievement went from 74 to 77 points	Family and community engagement is still the lowest at 73%
2026-27	
STUDENT ACHIEVEMENT DATA	
All Students	

At-Risk Student Groups (SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)	
SCHOOL CULTURE DATA - MRA (Discipline data must be included as well as the identified recommendations in the MRA report)	

LEADERSHIP GOAL - PRINCIPAL'S WILDLY IMPORTANT GOAL (WIG)

- *Based on the above needs assessment and the Beginning-of-the-Year conference, what will be the school improvement area of focus that will impact all academic settings?*
- *What is the leadership goal that was established during the Beginning-of-the-Year conference?*

School Improvement Focus Area (Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)	**Leadership Goal** (Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the Year conference)
2024-25	
Our school improvement focus is to use district created checkpoints and curricular assessments to create target tutoring and intervention plans. As a result of this practice, end of unit assessment scores should improve as well as district and state-wide assessment scores. Throughout this process, assessment and district checkpoints will be monitored through PLC.	Develops teachers to utilize systems where teachers analyze formative and summative data to monitor and systematically adjust teaching and learning as needed to meet student achievement goals and increase their proficiency.

2025-26	
Our school improvement focus is to use district created checkpoints and curricular assessments to create target tutoring and intervention plans (target support). As a result of this practice, end of unit assessment scores should improve as well as district and state-wide assessment scores. Throughout this process, assessment and district checkpoints will be monitored through PLC.	Develops teachers to utilize systems where teachers analyze formative and summative data to monitor and systematically adjust teaching and learning as needed to meet student achievement goals and increase their proficiency.
2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

Use the LRP template below throughout the school year to strategically plan out ILT meetings.

Date of ILT	Outcome	Materials	Follow-Up
8/21/24			
9/18/2024	**LEAP Data Review**	**LEAP Data**	
10/23/204	**DIBELs review**	**DIBELs Data**	
11/13/2024	**PLC Prep**		
12/6/25	**LIM**		

1/15/25	**Walk-through review**	**Notes from walk-throughs**		
3/25/25	**LIM coaching day**			
5/13/25	**Pearl River Mini-symposium**			
8/12/25	**School scores/plan PLC dates**	**School Data**		
8/25/25	**HDT/target support plan- how to use data to drive instructional decisions for target support**			
9/10/25	**What PLC agendas should look like and how to incorporate success criteria. Review Data**			
9/22/25	**LIM ideas for community involvement**			
10/13/25	**Discuss criteria for lesson annotations, come up with a plan for teachers. Came up with some target support activities**			
10/27/25	**Checkpoint guidance, develop for looking at checkpoint data plan walk-throughs**			
11/10/25				
12/8/25	**Review MOY Dibels data, action plan for teachers, SLT plans for new year, plan PD for jan 5**			
1/6/26	**How to support community engagement/ Plan for STEAM day to bring to PLC...how can their data support this PFE**			

LONG-TERM SCHOOLWIDE GOAL (LAG MEASURE) - SCHOOL'S ACADEMIC WIG

- ***Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound***
  - ***Is the goal relevant? Does it align with the school needs assessment?***
  - ***Is the goal measurable? How will you progress monitor?***
  - ***Is the goal reasonable and achievable? Can it be met? Do you have a plan to meet it?***
  - ***What new learning and/or support is needed to meet the goal?***

Schoolwide Goal

From Fall 2024 to Fall 2027, Riverside Elementary School will increase the SPS from _86.1_ to _89.1__ through district created checkpoints and curricular assessments to create target tutoring and intervention plans.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
86.1	81.2		
	Met Goal? **Y** **N**	Met Goal? **Y** **N**	Met Goal? **Y** **N**

2024-25 Components of SPS

Assessment Index (AI)

- **What is your current AI in –**
  - **ELA? 78.1**
  - **Math? 74.2**
  - **Science? 65.6**
  - **Social Studies? NA**
  - **Overall? 72.6**
- **Where are there opportunities for growth? Science, ELA, and math**

Progress Index (PI)

- **What is your current PI in –**
  - **Overall? 116.1**
-

Interests and Opportunities (I/O) ● **What is your current I/O? 150** ● **Where are there opportunities for growth? Max score obtained**	●
2025-26 Components of SPS	
Achieve Index (AI) ● **What is your current AI in –** ○ **ELA?76.5** ○ **Math?71.6** ○ **Science?61.9** ○ **Social Studies?65.9** ○ **Overall? 70.6** ● **Where are there opportunities for growth? ELA and math**	**Growth Index (GI)** ● **What is your current GI in –** ○ **ELA?** ○ **Math?** ○ **Lowest 25% in ELA?** ○ **Lowest 25% in Math?** ○ **ELL population?** ○ **Overall?** ● **Where are there opportunities for growth?**
2026-27 Components of SPS	
Achieve Index (AI) ● **What is your current AI in –** ○ **ELA?** ○ **Math?** ○ **Science?** ○ **Social Studies?** ○ **Overall?** ● **Where are there opportunities for growth?**	**Growth Index (GI)** ● **What is your current GI in –** ○ **ELA?** ○ **Math?** ○ **Lowest 25% in ELA?** ○ **Lowest 25% in Math?** ○ **ELL population?** ○ **Overall?** ● **Where are there opportunities for growth?**

PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

In order to grow the SPS, identify 1 culture and 2 academic core areas that will be a priority for the next three years. Create a goal for each priority area that includes an aligned focus area that is connected to the leadership goal. *Note: The focus area can be the same for all three goals or slightly different*.

- **Priority Goal #1 (Culture) -LIM**
- **Priority Goal #2 (Academics) -Math**
- **Priority Goal #3 (Academics) -ELA**

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Riverside Elementary School will increase the MRA sub-measure Family and Community Engagement (67 points) from _67__ to _80__ through a focus on collaborative partnerships with families.

2024 MRA Score	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
67 (sub score)	71	77				
	Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**	

How are we going to get there?

PFES, newsletters, EL translated documents, conferences, student led assemblies

Purchased Resources to Support Priority Goals

Professional Development Offered
Mark McCloud, LIM PD with Mrs. Whitehead,

Short Term Wins (STW) (LEAD measures)

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- **Students will take initiative to lead parent and family engagement activities. Through this, we would like to see increased family and community participation in school activities.**

2024-25

Goal and Data Used	Baseline	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
PFE participation	66 students	120	Increase by 54	77	Increased by 11	110	Increase by 33
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Meet and Greet (PFE) was successful. 300 plus students and parents attended. Parents and students enjoyed getting to meet their teacher and drop off supplies. Literacy Night-120 students came to literacy night. Students enjoyed the different games around the school.

Quarter 2 Reflection –

2nd quarter, Riverside sent an LIM PFE home to have students and their families write/draw about the habits they are doing at home. 77 papers were returned. In person PFEs are more successful, but for an at home PFE, the team agrees that this was a success. Translated documents are being utilized to invite our EL population.

Quarter 3 Reflection –

3rd quarter STEAM project involved students working with family members to create objects out of cardboard. We had over 110 projects sent in. Student and family feedback was that they enjoyed working with their family members and learning about the different parts of STEAM.

End of year Reflection –

This year's PFE attendance was successful. Feedback will be used for future events. Our goal is to continue to get support from our community and keep them involved/updated on educational decisions.

2025-26							
Goal and Data Used	Baseline	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
PFE Participation	75	90	Increase by 15	NA			
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Meet and Greet (PFE) was successful. 300 plus students and parents attended. Parents and students enjoyed getting to meet their teacher and drop off supplies. Literacy Night-90 students came to literacy night. Students enjoyed the different games around the school and the bookfair

Quarter 2 Reflection –

Although there was no formal PFE for the 2nd quarter, Riverside engaged parents in canned food drive, sock drive, Angel Tree, Christmas performances, Christmas parties, Fall Fest, Volunteering for different PTA activities. Monthly LIM newsletters are sent home for activities that the parents can do with each student depending on the habit of the month; however, those activities are not asked to be documented. For the 3rd quarter we will have students document a habit they are doing at home.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Riverside Elementary School will increase the 3rd- 5th grade Math percent proficient from 45.2% to 51.2% (2 percent points a year) through a focus on analysis of student performance on common and district assessments to make instructional decisions on the LEAP 2025 assessment.

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students	45.3%	43.1%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Student Group(s)				
SWE	6/37-16%	10/39-26%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
EL	0/11-0%	3/21=14%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in ELA?	51.3	69.2		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in Math?	59.5%	64.4%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Other?				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**

How are we going to get there? Look at data and analyze assessments in PLC and ILT. Make individual plans for students using interventions, IAIPs, and high dosage tutoring. Teachers will use district provided curriculum.

Use "Purchased Resources to Support Priority Goals" document from above

Professional Development Offered
Eureka Squared Curriculum PD **Planning sessions**

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- **Data gathered from District checkpoints, LEAP 2025 results, LEAP 360 data, BOY assessment**

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
	45.3% LEAP percent proficient	**44.2%-5th 68.8%-4th Mastery BOY assessment**	**BOY assessment results are based on what the students should know. The average of the two is 56.5%, which is higher than baseline.**	**21.8%-5th Mastered 38.5%-4th Mastered Nov. Benchmark assessment**	**Average 30.5% proficient. Students are a little more than half way to meeting their goal of 47.2% for the 24-25 school year.**	**42.6% Mastered-4th 61.9% mastered-5th EOY assessment**	**4th grade students by increased 12% mastery on thew EOY assessment. 5th grade increased by 23% mastery. Both grade levels reached their goal**
			Met Goal? **NA**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Checkpoints will be completed late October to collect 1st quarter data. BOY assessments were given percent mastered is higher in 4th grade than it is 5th. **BOY assessment results are based on what the students should know. The average of the two is 56.5%, which is higher than baseline.**

Quarter 2 Reflection –

According to the benchmark data for the 2nd nine weeks (November), students (4th and 5th) are a little more than half way to meeting their 47.2% proficient for the 24-25 school year.

Quarter 3 Reflection –

Both grade levels reached their goals. 42.6% scored proficient or exceptional in 4th and 61.9% scored proficient or exceptional in 5th.

End of year Reflection –

We hare pleased with the success that our students made. We look forward to seeing the LEAP 2025 math assessment scores.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
	43.1% LEAP percent proficient	**55.4-%5th 75.9%-4th 68.5%-3rd Average: 66.6% Mastery BOY assessment**		**Check 2 TBD**			
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Grade levels will begin unpacking the assessment for the next district checkpoint. The instructional coach will work with ELA teachers during PLC times. The teacher will use the data from formative and summative assessments to monitor student progress and inform instruction, leading to improved outcomes on district and state assessments.

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**

	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Riverside Elementary School will increase the percent proficient on the ELA LEAP 2025 assessment from 52.5% to 58.5% (2 percent points a year) through a focus on literacy.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	52.5%	46.4%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Student Group(s)				
SWE	8/37=24%	14/39=35%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
EL	1/11=.09%	2/21=1%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in ELA?	51.3%	69.2%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in Math?	59.5%	64.4%		

		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Other?				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**

How are we going to get there? Look at data and analyze assessments in PLC and ILT. Make individual plans for students using interventions, IAIPs, and high dosage tutoring. Teachers will use district provided curriculum. In grades 1-3, teachers will progress monitor students to check progress.

Use "Purchased Resources to Support Priority Goals" document from above

Professional Development Offered
Guidebook PD **SPIRE PD** **FIRE PD** **PLC** **Lexia**

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- **Data gathered from District checkpoints, LEAP 2025 results, LEAP 360 data, BOY assessment**

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
	3.7% Proficient for 4th and 5th grade BOY Leap Diagnostic	**25.2% 4th and 5th grade average proficient on District Checkpoint 1**	**Proficiency increased by 21.5**	**25.05% 4th and 5th grade average proficient on District Checkpoint 2**	**%Percent proficient stayed about the same**	**46% of students scored mastery and above on the LEAP2025 assessment**	

	Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

According to district checkpoints, 4th and 5th grade went up 21.5 percent proficient points

Quarter 2 Reflection –

From District Checkpoint 1 (Oct.) and District Checkpoint 2 (Dec.), students stayed about the same for proficiency.

Quarter 3 Reflection –

The EOY Leap scores went up by 20.95 percent points.

End of year Reflection –

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
	0%-3rd 0%-4th and 2.9% 5th scored Proficient BOY Leap Diagnostic	**Checkpoint 1 20.8% proficient -3rd 46.9% proficient -4th 47.4%- proficient- 5th Average: 38.36%**	students significantly increased proficiency scores on their checkpoint 1.	**Check point 2 62.2% proficient -3rd Checkpoint 2 37.3% proficient -4th 62.3%- proficient- 5th Average: 53.93%**	**The average growth went up. However, 4th grade went down by 9.6 points**		
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Based on checkpoint 1, students significantly increased proficiency scores on their checkpoint 1. The school will continue to focus on instructional strategies and a commitment to data-driven decision-making. Teachers consistently utilized diagnostic assessments to identify student needs, implement targeted interventions, and adjust instruction to address skill gaps in reading comprehension, vocabulary, and written expression.

Quarter 2 Reflection –

From District Checkpoint 1 (Oct.) and District Checkpoint 2 (Dec.), the average score increased by 15.57% points. This growth demonstrates the effectiveness of the school's focused instructional strategies and commitment to data-driven decision-making. Teachers consistently utilized diagnostic assessments to identify student needs, implement targeted interventions, and adjust instruction to address skill gaps in reading comprehension, vocabulary, and written expression. During PLCs the instructional coach will do a deep dive with 3rd grade on unpacking the next few assessments in order to grow in proficiency.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

OTHER SUPPORT

When intervention is needed, how will you support students in need related to the above priority areas? What is your intervention plan? Be sure to include the resources needed for at-risk student groups?

Link/Upload your to the district-designated location (Title I schools ONLY).
https://docs.google.com/document/d/1lZFDTNekTt8sgG9_5cmSffeMaocfAwhmol6bxaEiHaA/edit?usp=sharing

Link/Upload your school's literacy plan that includes interventions to the district-designated location (K-3 schools ONLY).
https://docs.google.com/document/d/1jNe4rUi7wR8E_A_9w8xKm_oMWsO386m4/edit?usp=sharing&ouid=111147873873610797037&rtpof=true&sd=true

https://docs.google.com/document/d/1kFAuF7sULQ1EciQdJNKY3iv8RxWTMBhMxadqhPf9k18/edit?usp=sharing

Parent and Family Engagement (PFE) Activities
Note - At least 3 PFE events must be scheduled EACH year, with at least one PFE event per priority goal area.

- ***How will parents be provided opportunities to give feedback and be included in the implementation of the school advancement plan and its priority areas?***

2024-25: After each PFE event, parents will be given an exit ticket to fill out. This will provide the school with the appropriate feedback to tailor future events to better suit the students and family's needs.

2025-26: After each PFE event, parents will be given an exit ticket to fill out. This will provide the school with the appropriate feedback to tailor future events to better suit the students and family's needs.

2026-27:

- ***Identify and describe PFE events (at least 3 per year) and activities to support family engagement.***

Note – There should be a reflection for each PFE event in the "Reflections" section at the end of this document.

2024-25:

Literacy Night-families will be invited to attend RSE literacy night "Let's Glow Read". During this event, parents will be introduced to different literacy strategies, activities and games that they can use at home to help their student. They will have the opportunity to ask literacy questions to our literacy coach, interventionist, and teachers to better understand the different ways RSE assesses literacy.

LIM PFE-families will work with their student to practice one of the 8 habits. Once they have decided on the habit they would focus on, students will fill out a paper with the habit they practiced and how it was helpful at home.

2025-26: Riverside "Fall into Learning" family engagement event was designed to support student reading and language development while strengthening partnerships between the school and families. Here were our goals:

- Promote Literacy Skills: Literacy night introduces families to effective reading strategies, phonics activities, vocabulary games, and comprehension practices that support what students are learning in the classroom.
- Empower Families: Parents and caregivers learn practical ways to support reading at home, such as asking comprehension questions, building fluency, and fostering a love of reading.
- Share Instructional Expectations: Teachers explain grade-level literacy standards, assessment tools, and instructional approaches so families understand how literacy skills progress across grade levels.
- Increase Student Engagement: Interactive activities, read-alouds, book stations, and literacy games motivate students and help them associate reading with enjoyment and success.
- Support Equity and Access: Schools can provide take-home books, resources, and digital tools to ensure all families have access to literacy materials.
- Strengthen School–Community Relationships: Literacy night builds trust and collaboration by creating a welcoming environment where families actively participate in their child's learning.
- Reinforce School Improvement Goals: The event aligns with school improvement efforts by addressing literacy growth, family engagement, and student achievement.

2026-27:

- ***How will you communicate information to parents regarding curriculum, assessments, and student progress?***

2024-25:

- Fliers with reminders of upcoming events
- Posters reminding parents of upcoming events

- School Based Website includes reminders of upcoming events
- Agendas/calendars used in grades 4 and 5 to keep parents updated on curriculum assignment and assessments as well as parent communication
- Robocalls
- Access to the Student Progress Center where parents can have immediate access to student grades from assessments
- Weekly teacher newsletters and teacher websites that communicate curriculum and assessments
- Home connect letter will be sent for 1-3 students taking the DIBELs assessment.
- Parent/teacher conferences

2025-26:

- Fliers with reminders of upcoming events
- Posters reminding parents of upcoming events

- School Based Website includes reminders of upcoming events
- Agendas/calendars used in grades 4 and 5 to keep parents updated on curriculum assignment and assessments as well as parent communication
- Robocalls
- Access to the Student Progress Center where parents can have immediate access to student grades from assessments
- Weekly teacher newsletters and teacher websites that communicate curriculum and assessments
- Home connect letter will be sent for 1-3 students taking the DIBELs assessment.
- Parent/teacher conferences
- Flyers and newsletters will also be translated to Spanish

2026-27:

Transitions for Incoming and Outgoing Students

Identify your plans for transitioning incoming and outgoing students in the school community.

2024-25: Incoming Students - In the spring of each school year, Riverside holds an open house for new prospective first graders from Little Pearl Elementary and local private kindergarten programs. The parents/families and students participate in an informative discussion on the curriculum and then tour the school, are treated to milk and cookies, and visit the first grade classrooms. At the beginning of the school year, Riverside hosts a Meet and Greet evening. Students and parents/families visit the school to meet their new teachers and attend informational meetings with staff members on current educational topics and curriculum. Parent/family invitations/reminders are mailed home, given to students and distributed at registration.

Outgoing students - 5th grade students and parents/families visit Creekside Jr. High to tour the facility and have an orientation. Before the visit, Creekside's counselor and administration visit Riverside to overview the curriculum, scheduling process with the fifth grade class as well as their teachers.

2025-26: Incoming Students - In the spring of each school year, Riverside holds an open house for new prospective first graders from Little Pearl Elementary and local private kindergarten programs. The parents/families and students participate in an informative discussion on the curriculum and then tour the school, are treated to milk and cookies, and visit the first grade classrooms. At the beginning of the school year, Riverside hosts a Meet and Greet evening. Students and parents/families visit the school to meet their new teachers and attend informational meetings with staff members on current educational topics and curriculum. Parent/family invitations/reminders are mailed home, given to students and distributed at registration.

Outgoing students - 5th grade students and parents/families visit Creekside Jr. High to tour the facility and have an orientation. Before the visit, Creekside's counselor and administration visit Riverside to overview the curriculum, scheduling process with the fifth grade class as well as their teachers.

2026-27:

FISCAL PLANNING

Budgets used to support these priority areas

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	SCA	Other

DISTRICT ASSURANCES

☐ I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.

☐ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

☐ I hereby certify that this plan has all of the following components:

- Evidence of the use of a comprehensive needs assessment
- Measurable goals
- Parent and family engagement events aligned with assessed needs
- Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Plans for transitioning incoming and outgoing students in the school community
- Professional development aligned with assessed needs and strategies to attract and keep high-quality teachers
- Coordination and integration of federal, state, and local resources, services, and programs
- Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
- A school-wide action plan with timelines and specific activities for implementing the above criteria

☐ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

_____ _____
Principal Signature Date

_____ _____
Supervisor Signature Date

_____ _____
Superintendent Signature Date

REFLECTIONS

Note - This page should not be posted to your school's website. Prior to posting, please get final approval from Federal Programs department.

Parent and Family Engagement Reflection:

Complete the information below for EACH parent/family engagement event.

Event Name: Meet and Greet

Date/Time: August 6th (4:00-5:30)

Targeted Priority Area: Meet the teacher and drop off school supplies

Number of Participants: 300 students + their parent/guardian

Summary of Parent Feedback/Exit Tickets/Survey: Based on parent feedback, parents and students enjoyed meeting the teacher(s) and getting to drop off supplies. Parents stated they would have liked to have had more time to talk with teacher individually. Based on parent feedback, parent/teacher conferences have been established throughout the year. The parents appreciated the time change to later in the day from the previous year.

Year 1 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*** *Results are reported in the monthly Newsletter.*
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*** *An exit ticket was provided to parents. Parent feedback will be used for next year's event.*

Year 2 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***

Year 3 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***

- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***

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Parent and Family Engagement Reflection:

Complete the information below for EACH parent/family engagement event.

Event Name: Literacy Night

Date/Time: Oct. 8th 2024 (5:00-6:30)

Targeted Priority Area: Literacy

Number of Participants: 120 students + their parent/guardian

Summary of Parent Feedback/Exit Tickets/Survey: Parents and student both enjoyed the different literacy games and take-home activities that they can do with their child based on the exit ticket.

Year 1 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*** *Results are reported in the monthly Newsletter.*
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*** *An exit ticket was given out at the end of the event. Parent feedback will be used for next year's event.*

Year 2 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***

Year 3 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***

- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***

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Parent and Family Engagement Reflection:

Complete the information below for EACH parent/family engagement event.

Event Name: LIM PFE

Date/Time: Jan 7- Jan 17th

Targeted Priority Area: LIM

Number of Participants: Whole school was given opportunity to participate-77 students turned in their LIM activity

Summary of Parent Feedback/Exit Tickets/Survey: based on parent feedback, they have noticed their child(ren) using the LIM verbiage at home. Parents state they like the activities done with the 7 habits.

Year 1 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*** *Results are reported in the monthly Newsletter.*
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*** Based on the amount of students that returned their papers, we consider this event a success and plan to streamline it for next year by doing it more often and a technology component.

Year 2 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***

Year 3 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***

- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***

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Parent and Family Engagement Reflection:

Complete the information below for EACH parent/family engagement event.

Event Name: STEAM PFE

Date/Time: 3/27/25

Targeted Priority Area: math/science

Number of Participants: 110

Summary of Parent Feedback/Exit Tickets/Survey: Students enjoyed working with their family members on their box projects.

Year 1 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*** *Results are reported in the monthly Newsletter and PTA Facebook Page*
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*** *We will use parent and student feedback to better the PFE for next year.*

Year 2 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***

Year 3 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***

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Parent and Family Engagement Reflection:

Complete the information below for EACH parent/family engagement event.

Event Name: Little Pearl Visit

Date/Time: May 12th

Targeted Priority Area: Welcome incoming 1st graders to their new school

Number of Participants: 100 + students and parents

Summary of Parent Feedback/Exit Tickets/Survey: parents and students enjoyed touring the school and getting to meet different staff members. Families of our SWE students enjoyed meeting the specific teacher that their child will have for next school year.

Year 1 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*** *Results are reported in the monthly Newsletter.*
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*** Using parent and student feedback will rate the effectiveness on this event and will provide ways to make it even better next year.

Year 2 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***

Year 3 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***

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Parent and Family Engagement Reflection:

Complete the information below for EACH parent/family engagement event.

Event Name: Creekside visit

Date/Time: May 13th

Targeted Priority Area: LIM

Number of Participants: 86

Summary of Parent Feedback/Exit Tickets/Survey: Students enjoyed getting to see their new school. Parents liked that they had the opportunity to attend

Year 1 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*** *Results are reported in the monthly Newsletter.*
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*** Using parent and student feedback will rate the effectiveness on this event and will provide ways to make it even better next year.

Year 2 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***

Year 3 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***