Riverview Elementary School

2021-22 Schoolwide Improvement Plan

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Riverview Elementary School

10809 HANNAWAY RD, Riverview, FL 33578

[no web address on file]

Demographics

Principal: Teri Madill

Start Date for this Principal: 6/28/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: B (54%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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10809 HANNAWAY RD, Riverview, FL 33578

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

In a safe, nurturing and inclusive school community ALL students will be empowered to become life-long learners and productive citizens.

Provide the school's vision statement.

Riverview Elementary promotes a high achieving environment for ALL learners.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Madill, Teri	Principal	Manages all aspects of the school
Groves, Kelsy	Assistant Principal	Assists in managing all aspects of the school
Barker, Repersha	School Counselor	Program development for academic, social/emotional and career development
Bailey, Rebecca	Reading Coach	Assists teachers with planning, utilizing strategies, and modeling in the Reading realm of curriculum.

Demographic Information

Principal start date
Monday 6/28/2021, Teri Madill

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
25

Total number of students enrolled at the school

550

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	68	88	79	81	87	72	0	0	0	0	0	0	0	475
Attendance below 90 percent	1	9	17	14	6	13	0	0	0	0	0	0	0	60
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	16	0	0	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	2	9	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	18	28	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	9	0	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	5	18	0	0	0	0	0	0	0	0	23

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	1	0	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	5	2	12	1	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 6/28/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	84	83	90	64	81	0	0	0	0	0	0	0	493
Attendance below 90 percent	4	2	10	7	4	8	0	0	0	0	0	0	0	35
One or more suspensions	0	1	0	0	3	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	5	18	0	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	2	9	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	5	18	28	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide Math assessment	0	0	0	2	9	0	0	0	0	0	0	0	0	11

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	1	4	6	0	0	0	0	0	0	0	12

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	10	27	25	16	9	0	0	0	0	0	0	0	90
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	84	83	90	64	81	0	0	0	0	0	0	0	493
Attendance below 90 percent	4	2	10	7	4	8	0	0	0	0	0	0	0	35
One or more suspensions	0	1	0	0	3	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	5	18	0	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	2	9	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	5	18	28	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide Math assessment	0	0	0	2	9	0	0	0	0	0	0	0	0	11

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	1	4	6	0	0	0	0	0	0	0	12

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	10	27	25	16	9	0	0	0	0	0	0	0	90
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	52%	57%	52%	52%	56%
ELA Learning Gains				46%	55%	58%	53%	52%	55%
ELA Lowest 25th Percentile				38%	50%	53%	40%	46%	48%
Math Achievement				50%	54%	63%	60%	55%	62%
Math Learning Gains				59%	57%	62%	63%	57%	59%
Math Lowest 25th Percentile				50%	46%	51%	50%	44%	47%
Science Achievement				45%	50%	53%	63%	51%	55%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data collected from the HCPS Power Bi Report Server. We looked at iReady Reading and iReady Math. We also used Baseline and Midyear Science scores.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	27	49
	Economically Disadvantaged	23	22	47
	Students With Disabilities	17	25	44
	English Language Learners	18	19	36
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15	28	46
	Economically Disadvantaged	18	23	44
	Students With Disabilities	23	19	44
	English Language Learners	13	16	40

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	53	65
	Economically Disadvantaged	32	53	60
	Students With Disabilities	39	55	71
	English Language Learners	29	33	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	46	68
	Economically Disadvantaged	11	45	62
	Students With Disabilities	18	61	61
	English Language Learners	0	33	33

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	61	64
	Economically Disadvantaged	45	55	59
	Students With Disabilities	25	44	36
	English Language Learners	20	40	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	29	48
	Economically Disadvantaged	13	24	38
	Students With Disabilities	20	26	41
	English Language Learners	20	20	20

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	40	55
	Economically Disadvantaged	35	40	52
	Students With Disabilities	42	37	56
	English Language Learners	11	0	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19	25	49
	Economically Disadvantaged	18	21	48
	Students With Disabilities	19	30	52
	English Language Learners	0	0	13

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	27	37
	Economically Disadvantaged	15	28	35
	Students With Disabilities	10	19	19
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	23	34
	Economically Disadvantaged	15	21	36
	Students With Disabilities	14	10	24
	English Language Learners	0	0	14
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	38	41	
	Economically Disadvantaged	38	39	
	Students With Disabilities	29	23	
	English Language Learners	35	0	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	35	60	24	19	33	39				
ELL	31	36		42	45		46				
BLK	40			28							
HSP	38	40		35	25		40				
MUL	54			46							
WHT	49	28		44	10		32				
FRL	42	37	73	38	12	36	36				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	29	26	30	46	43	13				
ELL	34	33		41	52						
BLK	32	35		33	50	55	36				
HSP	48	45	50	45	57	57	41				
MUL	58	55		53	55						
WHT	51	48	27	57	63		48				
FRL	45	47	35	41	54	44	41				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	42	38	32	50	48	33				
ELL	34	42		34	50		40				
BLK	37	35		40	54		60				
HSP	45	54	46	47	53	45	52				
MUL	47	45		59	64						
WHT	60	60	50	72	72	62	68				
FRL	43	49	38	52	64	53	55				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	317

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	33
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The past 3 years, RES gains in ELA, Math, and Science have been falling. We have seen a trend, especially with our fifth grade students dropping. Our subgroups that we have the most concern with is our Students with Disabilities and our English Language Learners (ELL).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA learning gains have consistently dropped from 53% showing learning gains in 2018 to 46% showing learning gains in 2019. Science has also consistently dropped from 63% showing gains in 2018 to 45% showing gains in 2019.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

For the past three years we did not have a reading coach nor did we have a Science coach. For the 2019-2020 school year we were allocated a .5 Reading coach. and for the 2020 school year we purchased a 1.0 Reading Coach and a .5 Science Coach with our Title 1 Funds.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

RES math bottom quartile gains continued to exceed the district and state with 50% of students making gains as shown on the 2019 assessments.

What were the contributing factors to this improvement? What new actions did your school take in this area?

A contributing factor to this improvement was the continued use of spiraled learning to revisit skills and strategies taught, incorporated backwards design, used performance scales and developed authentic assessments.

What strategies will need to be implemented in order to accelerate learning?

Targeted class rosters to better meet the needs of our SWD students, the use of our District Math Coach, using Math Monthlies with validity, and teacher and student interim data analysis discussed during PLCs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

RES is conducting a faculty book study on Driven by Data 2.0 and will implement strategies learned to help dive deeper into data analysis while also incorporating aggressive monitoring into their daily classroom routines. Use of District Math Coach and Science Coach to provide a higher level of support for teachers which will increase student learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Research shows that teacher training and support to implement new strategies has a higher return on student achievement. We have purchased a 1.0 Reading Coach for the 21 School year to provide this level of support for our teachers and for our students. Our Reading coach will also work with selected small groups of students to increase their achievement in 3rd through 5th grade and we will have a retired Reading Coach working with targeted students in Kindergarten through 2nd grade to increase not only teacher support but student learning gains.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	RES SWD are in the F zone for ESSA. Only 31% of SWD made learning gains in ELA based on the FSA 2018-2019 data.
Measurable Outcome:	RES will increase the percent of SWD making learning gains from 31% to 50% on the ELA section of the FSA in 21-22.
Monitoring:	VE teachers are meeting weekly to identify specific needs of their struggling learners and providing targeted interventions.
Person responsible for monitoring outcome:	Teri Madill (teri.madill@hcps.net)
Evidence-based Strategy:	RES hired a 1.0 Reading Coach and created specifically targeted rosters to allow for tiered instruction based on specific student needs. VE teachers are meeting weekly to monitor the specific needs of their identified struggling students and planning for providing targeted instruction based on these needs.
Rationale for Evidence-based Strategy:	Support for struggling students must be prescriptive. We must start with the skills/strategies that are missing (gaps in learning/unfinished learning) and fix those areas to help students. Their small group instruction of direct explicit instruction using a multisensory approach must happen daily and be consistent.

Action Steps to Implement

VE teachers are utilizing specially designed instruction using multisensory approach to improve phonemic awareness and phonic skills as those are the areas of greatest deficit. They are being monitored through BrainSpring sight word lists every five lessons, Spelling tests, and iReady diagnostics three times a year to progress monitor.

Person Responsible	Kelsy Groves (kelsy.groves@hcps.net)

Specifically targeted small group interventions with a focus on comprehension and vocabulary skills and strategies, taking place 3-5 times a week with teachers and Reading coach. This will be progress monitored through iReady diagnostic and ELA PMAs.

Person Responsible	Kelsy Groves (kelsy.groves@hcps.net)

ESY tutoring services based on student regression from Spring 2021 to Fall 2021 data. Meeting 2x week during lunch to work on coding and decoding sight words. Students are encouraged to use Moby Max computer based program to address ELA and Math skills during this time. This will be progress monitored through the Brain Spring Sight Words Assessment.

Person Responsible	Kelsy Groves (kelsy.groves@hcps.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	For the past three years, RES gains in Reading have been falling. We have seen a trend, especially in Third and Fifth Grade, our our students' learning proficiency has been dropping.
Measurable Outcome:	RES will improve ELA proficiency and will score at least 50% or above on the 2022 FSA ELA.
Monitoring:	Teachers will meet with Reading Coach and Administration team during targeted PLCs to analyze assessment data and to plan next steps. Data chats will be held after each assessment to review data to further guide targeted learning based on needs of the students.
Person responsible for monitoring outcome:	Teri Madill (teri.madill@hcps.net)
Evidence-based Strategy:	For the 2021-2022 School year we have purchased a 1.0 Reading Coach. The Reading coach will plan weekly with teams to ensure lessons are targeted to specific strategies to be taught according to student needs. iReady will be used to improve reading skills based on the needs of the students.
Rationale for Evidence-based Strategy:	Through targeted team planning with Reading coach, RES will be implementing prescriptive instruction that supports specific needs of each student using data from iReady, DRA, teacher generated assessments, interim form assessment data, and ELA Monthly Assessments.

Action Steps to Implement

Research shows that teacher training and support to implement new strategies has a higher return on student achievement. Having a reading coach to provide this high level of support for teachers will increase student learning.

Person Responsible	Rebecca Bailey (rebecca.bailey@hcps.net)

Teachers are planning biweekly with Reading Coach to ensure lessons are aligned to the rigor of the standards being taught.

Person Responsible	Rebecca Bailey (rebecca.bailey@hcps.net)

ELP for targeted tier 2 students in Primary and Intermediate working towards grade level proficiency. ELP occurs 60 minutes per week for Primary students and 90 minutes for Intermediate students. Progress will be monitored through iReady Diagnostics and ELA PMAs.

Person Responsible	Kelsy Groves (kelsy.groves@hcps.net)

Based on the 2021 ELA FSA Scores, 36% in grade 5 scored at proficiency, which is level 3 or higher. This score was due to Elearning teacher readiness, attendance and lack of small group learning due to COVID. By focusing on ELA, the instructional improvements will include intensive small groups focusing on our tier 2 and tier 3 students monitoring class and student data using PMAs, common assessments and iReady diagnostics resulting in an improvement of 65% student proficiency on FSA with a goal of 100% learning gains.

Person Responsible	Teri Madill (teri.madill@hcps.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Science Instruction is tied closely to Reading and RES has seen a significant drop in students scoring a 3 or higher achievement level on the FSA. In 2019 RES dropped Science achievement on the SSA for a second consecutive year.
Measurable Outcome:	RES will increase the number of percent of students scoring a 3 or higher achievement level on the SSA from 45% to 70%.
Monitoring:	Bi-weekly meetings with our District Science DRT to allow for teacher training and understanding along with reflection and analysis of assessments. Data chats to disaggregate assessments and guide further instruction.
Person responsible for monitoring outcome:	Teri Madill (teri.madill@hcps.net)
Evidence-based Strategy:	RES has been given a Science DRT that will meet biweekly with our Science teachers. She will work with teachers to plan, implement and assess the SSS standards and monitor student learning. She will train teachers to understand and teach science in a meaningful and effective way.
Rationale for Evidence-based Strategy:	Networks of teachers working together to understand and implement changes in their instruction can be powerful mechanisms for supporting and properly implementing Science Standards.

Action Steps to Implement

Science Academic Coach to provide Professional Development on Long Term Investigations to ensure teachers have the understanding of the connection with Nature of Science Standards to the LTI process. Science DRT will provide materials needed for teachers to complete their own LTI in class. This will be monitored through consistent walk throughs by administration, Science DRT, along with data from Science PMAs.

Person Responsible	Kelsy Groves (kelsy.groves@hcps.net)

Science Academic Coach will provide training on the effective use and ownership of Science Notebooks to further their knowledge of Nature of Science. This will be monitored through checks of teacher feedback in notebooks.

Person Responsible	Kelsy Groves (kelsy.groves@hcps.net)

Use of multiple robotics programs, i.e. Spike, Botleys, and Coding Mice to continue to connect real world skills with Nature of Science Standards. This will be monitored by targeted walkthroughs by administration, Science DRT, and Science Academic Coach.

Person Responsible	Kelsy Groves (kelsy.groves@hcps.net)

#4. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	RES African American students are in the D zone for ESSA. Only 40% of African American students made learning gains in ELA based on 2019 FSA data.
Measurable Outcome:	RES will increase the percent of African American students making learning gains from 40% to 50% on FSA 2021-2022
Monitoring:	Teachers will meet weekly with their teams to discuss and identify the specific needs of the struggling students. Assessment data will be looked at for trends to guide further learning.
Person responsible for monitoring outcome:	Teri Madill (teri.madill@hcps.net)
Evidence-based Strategy:	RES hired a 1.0 reading coach (purchased with Title 1 funds) and a 1.0 Title 1 aide. Teachers will meet weekly during PLCs to identify the specific needs of their struggling learners and providing targeted intervention.
Rationale for Evidence-based Strategy:	Support for struggling students must be prescriptive. We must start with skills/strategies that are missing (gaps in learning/unfinished learning) and fix those areas to help students. Their small group instruction must happen daily and consistently.

Action Steps to Implement

Implement in person content focus family nights to create the connection between home and school. RES will host a Science Night in December, a Reading Night in February, and a testing strategies Family Night in March to share content area focus with parents.

Person Responsible	Repersha Barker (repersha.barker@hcps.net)

ELP for targeted tier 2 students in Primary and Intermediate working towards grade level proficiency. ELP occurs 60 minutes per week for Primary students and 90 minutes for Intermediate students. Progress will be monitored through iReady Diagnostics and ELA PMAs.

Person Responsible	Kelsy Groves (kelsy.groves@hcps.net)

Teachers are planning biweekly with Reading Coach to ensure lessons are aligned to the rigor of the standards being taught.

Person Responsible	Teri Madill (teri.madill@hcps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

No data on SafeSchoolsforAlex.org for Riverview Elementary

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect, and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholder groups more proximal to the school include the teachers, students, and families of the students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical when building a statement of vision, mission, values, goals, and employing school improvement strategies. Teachers are trained in using CHAMPS for the school, and Character Education and SEL is taught to each grade level by the Guidance Counselor. Students are rewarded for positive gains in ELA and Math based on iReady data.
By working together, we create a safe, nurturing, and inclusive school community that allows for all students to become empowered to be lifelong learners and productive citizens.