Riverside Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Riverside Elementary School

3400 E REDSTONE AVE, Crestview, FL 32539

[no web address on file]

Demographics

Principal: Allyson Lavicto IR E

Start Date for this Principal: 7/26/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2021-22 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	2021-22: C (49%) 2018-19: A (65%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Okaloosa 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	58%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		A	A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Placing students on a pathway to success by providing high quality instruction, a wide array of marketable experiences, and unparalleled extracurricular opportunities while developing relationships that meet both their academic and emotional needs.

Provide the school's vision statement.

Preparing students for success within and beyond the classroom.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
LaVictoire, Allyson	Principal	Running school operations

Demographic Information

Principal start date
Tuesday 7/26/2022, Allyson Lavicto IR E

Number of teachers with a 2022 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.*
3

Number of teachers with a 2022 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.*
11

Total number of teacher positions allocated to the school
65

Total number of students enrolled at the school
959

Identify the number of instructional staff who left the school during the 2021-22 school year.
20

Identify the number of instructional staff who joined the school during the 2022-23 school year.
18

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	166	150	173	150	146	143	0	0	0	0	0	0	0	928
Attendance below 90 percent	25	22	21	19	16	20	0	0	0	0	0	0	0	123
One or more suspensions	11	5	8	1	3	6	0	0	0	0	0	0	0	34
Course failure in ELA	3	15	13	20	1	10	0	0	0	0	0	0	0	62
Course failure in Math	3	11	6	12	1	10	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	24	33	32	0	0	0	0	0	0	0	89
Level 1 on 2022 statewide FSA Math assessment	0	0	0	25	41	37	0	0	0	0	0	0	0	103
Number of students with a substantial reading deficiency	0	4	11	24	33	32	0	0	0	0	0	0	0	104

Using the table above, complete the table below with the number of students by current grade level who have 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	6	14	15	26	32	33	0	0	0	0	0	0	0	126

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	2	3	5	4	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Friday 9/2/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of sutdents with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of sutdents with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	61%	56%				64%	67%	57%
ELA Learning Gains	51%						62%	64%	58%
ELA Lowest 25th Percentile	41%						61%	57%	53%
Math Achievement	60%	47%	50%				78%	73%	63%
Math Learning Gains	50%						71%	70%	62%
Math Lowest 25th Percentile	41%						55%	60%	51%
Science Achievement	48%	63%	59%				63%	62%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	66%	-4%	58%	4%
Cohort Comparison		0%				
04	2022					
	2019	60%	67%	-7%	58%	2%
Cohort Comparison		-62%				
05	2022					
	2019	65%	67%	-2%	56%	9%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	73%	5%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	80%	74%	6%	64%	16%
Cohort Comparison		-78%				
05	2022					
	2019	71%	71%	0%	60%	11%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	63%	-1%	53%	9%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	28	31	37	31	31	31	25				
ELL	13	27		36	40						
BLK	34	30	19	33	28	29	24				
HSP	52	48		62	45		57				
MUL	50	59		52	49		52				
WHT	65	60	50	72	62	48	54				
FRL	50	49	37	53	47	42	40				
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	27	38	35	38	21	31	33				
ELL	31			38							
BLK	48	48		38	24	20	29				
HSP	58			59			57				
MUL	58	57		59	43		54				

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
WHT	63	61	50	64	38	36	61				
FRL	52	50	47	51	32	32	46				
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	43	53	53	58	56	51	41				
ELL	39	64		78	71						
BLK	47	49	45	63	57	39	42				
HSP	76	79		85	84		55				
MUL	66	56		78	68		75				
WHT	69	66	68	83	76	64	73				
FRL	56	58	59	72	65	49	52				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	82
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Across grade levels we are seeing that student data drops from the end of third grade to the end of fourth grade according to the state assessment results. Scores that were trending up and above the 50% proficieny mark are significantly below that mark at the end of 4th grade.
Also, the subgroup of African American students, in ELA and math, in both proficiency and learning gains is below the expected growth and proficiency.
The strand of standards for Langauge in ELA are all at or above the 50% mark. All but one teacher, however, are below the 50% mark in writing, specifically evidence and elaboration. Science proficiency assessment scores have declined ten percentage points since 2017- 57% proficient to 47% proficient in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and state assessment data, the greatest areas in need for improvement are Evidence and Elaboration in writing; Purpose, Focus and Organization in writing; Science (all areas); and Operations and Algebraic Thinking in 5th grade.
Evidence and Elaboration in Writing for 4th and 5th grades was very low across the board. The highest percentage class was 50% and only one group reached that mark. Purpose, Focus, and Organization was also an area of concern. 8 of the 11 teachers in 4th and 5th grades were not able to get to 50% proficient in this area of the writing rubric.

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

During the 2019-2020 school year, schools shut down the entire 4th quarter due to the COVID pandemic. The next fall, schools reopened, but many of the students shoce to remain online for another year. As a result of this event, mamny students were deprived of the rigor that brick and mortar instruction delivers. Higher order thinking was not emphasized; scaffolding by teachers to higher depths of knoweldge and questioning was not able to occur; and foundational knowledge was rushed or skipped. This resulted in students that were not as prepared as previous years to take the state assessments and progress monitoring assessments.
These needs for improvement can be addressed with actions such as professional development for teachers through whole district and school level sessions, materials provided to fill foundational academic gaps, and tutoring sessions for students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components that showed the most improvement was within the Phase 3 Stanards Integration of Knowledge and Ideas. Data shows that our students are improving their proficieny with their interaction regarding those types of questions. According the the state assessment data from years past to the data from the lastest FSA testing, we went from having more than half of our classes below the 50% mark for proficiency to all classes above the 50% mark in Integration of Knowledge and Ideas.

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

The contributing factors to this imporvement is likely the information that iReady provides. With the strategic and targeted information that iReady provides for standards and the rigorous resources through the Toolbox teachers have a better understanding of where their students are, the rigor of the standards, what types of skills students need to be successful with that standard, and how to teach those standards more effectively.

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

To accelerate learning, Plan of Care tutoring during the school day is one strategy to implement. During this time of tutoring, students in kindergarten through 3rd grade will utilize a multisenory phonics intervention that will help to fill foundational gaps that are apparent due to the COVID shut down. Also, district focused professional development for teachers regarding the new BEST standards and the implmentation new adopted textbooks will occur in three rounds. This is a practice that we did not implement as strategically and purposefully in the past two years. The skills that teachers learn in these PD sessions will accelerate learning and improve student achievement.

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.

Professional Development Opportunities
1. District Central Message Professional Development- ELA and Math; 3 sessions of each in small grade level groups; focused on use of the new adopted curriculum (enVision and Benchmark Advance) and best practices for instructing the new BEST standards through these resources
2. Tuesday Tib Bits- once a month, before school mini professional development sessions, teacher leaders for topics to include but not limited to- formative assessment types and uses; self contained teachers get mini sessions of the central message pd they were ot able to attend; Tyner small group procedures; high yield routines for math, Fact Fluency; etc.
3. Ongoing coaching cylces with instructional coaches and teachers- administration will identify and lead coaches and teachers to praticipate in partnership agreements with a focus on data analysis and improvement.

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

Additional Steps implemented to ensure sustainability:
-weekly adminstistrative meetings to review the effectiveness of initiatives
- Literacy Leadership Meetings monthly to reveiw literacy data, monitor PLCs, and boost family engagement with literacy
- Book Study with Grade Chair meetings to improve positivity and collective efficacy of school personnel.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on progress monitoring and state assessment data, students in the subgroup Black/African American are struggling in both ELA and Mathematics proficieny and learning gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	After targeted intervention with foundation skills in both ELA and Mathematics BEST benchmarks, students in the subgroup black/african american will increase proficiency and learning gains as a whole school by 8 percentage points as evidenced by reporting after the final iReady and FAST administration.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress will be monitored formally through PM2 testing data and infomally through monthly data chats with teachers and iReady Learning Path montoring by administration
Person responsible for monitoring outcome:	Allyson LaVictoire (lavictoirea@okaloosaschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	ELA- Phonics intervention (Benchmark Phonics Intervention and Curriculum Associates Phonics for Reading) Math- use of models and manipulatives to make abstract concepts more concrete
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	ELA- according to current progress monitoring data, phonics is a need in all gradfe levles including the intermediate (3rd, 4th, and 5th) grades. We suppose that this is a deficit due to the COVID shut down and the lack of brick and mortar instruction during primary grades for foundational skills. Phonics and phonemic awareness are a foundational skills needed for success in reading. Math- mathematical concepts are abstract when only using standard alogorithms. When manipulatives and models are used for instruction by the teacher, the skills are made more concrete. Once the models and manipulatives give the students the understanding of the skills, the standard algorithm can be more widely accessed.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implementation during the day plan of care tutoring for identified students

Person Responsible	Allyson LaVictoire (lavictoirea@okaloosaschools.com)

Progress monitoring of ELA and Math proficiency for subgroups of students

Person Responsible	Allyson LaVictoire (lavictoirea@okaloosaschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Riverside is working diligently toward building a more positive school culture and environment. With roughly 50% of our faculty being new to the school due to an mass exodus of teachers at the end of the 2021-2022 school year, one of the main initiatives here at RIverside is to increase teacher collective efficacy and buy in. In addition to many new teachers, I am a new principal. I am in my first year at Riverside and my first year as a principal. With this in mind, a lot of change is being forced to occur. For the few returning staff members, this can be uncomfortable and sometimes scary. Many efforts are being put into action to ease that discomfort and encourage a positive mindset among teams and students.

To ensure that the change and initiatives that are occuring are productive, our administrative team (principal, assistant principal, and dean of students) is asking for lots of teacher feedback through surveys and face to face meetings. Through this, we have learned that teachers were craving more infomation and communication from leadership. A daily faculty and staff email is sent to teachers with information highlighting upcoming events, setting purposeful SPP goals, informing about what we are seeing in walkthroughs, and giving kudos to specific teachers and students. Teachers use this as a daily resource to be in the know and be aware of what we are expecting to see in classrooms, per our School Performace Plan.

Additionally, an email is sent to parents and other stakeholders each weekend for the upcoming week. This email is in the form of a digital newsletter. Parents can access this at anytime as we are also including past newsletters on the school's website. Parents are also receiving weekly newsletter from teachers, accessing school information online from our new and improved school website, getting call outs from administration on reminders and events, and being able to attend family engagement nights hosted by out Title I team at Riverside Elementary School.

The learning conditions are always being evaluated through our weekly adminstration meetings, monthly Literacy meetings, monthly grade chair meetings, monthly mentor and mentee meeings, PTO/SAC meetings, and many other gatherings of minds and ideas here on campus. When a need is expressed through one of these avenues, solutions are brainstormed and acted upon. Often times the need is in the form of support for teachers to help better serve a student or students. An example of this is when teachers have expressed a need for planning time to support students that are on a modified curriculum in general education classes (inclusion). We, as an administrative team, decided to support this request by allowing one day per quarter, with an instructional coach and the inclusion teachers, to meet, plan, and create plans for these students and their success. This is just one example of many times that the learning conditions and school environment are positively impacted by the problem solving approach.

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

All stakeholders play an important role in promoting a positive school culture and environement.
Our teachers' role is to provide empowering learning experiences for students in their classrooms. These people are curriculum creators, behavior managers, and on the spot thinkers in their classrooms. Their job

is critcal to the success of our school and the students within.

The stupport staff at Riverside Elementary School's role is to assist in the education of all students. These individuals are tasked with a number of responsibilites to ensure that the day to day opperations of the campus go on smoothly. Our classroom assistants help intevene when a student needs remediation (with the plans of the teacher), custodains keep the school clean and sanitized for our day to day learning, bus drivers transport our students safely to and from the school building, cafeteria workers prepare and deliver meals to out students (breakfast and lunch), and out front office staff greet parents and visitors as they come to the school with various needs. Withourt each of these supportive staff members, the school culture would be lacking.

The administrative team work closely together, along with other stakeholders, to make operational and instructinoal decisions at the whole school level. The impact of these decisions can be felt heavily on the culture of the school. These decisions are made carefully and with intentionality.

Parents of Riverside students are vital to the culture and environment that we are trying to build. The more home to school partnerships that we can foster, the more success we will see with student achievement. When parents, teachers, and administrators are all working together to implement school improvement and student achievment strategies, more success will be had.

Finally, our community partnerships help to fund and supprt many of the initiatives that we are working toward. Our school's School Advisory Council is made up of parents, staff members, and commuinity members that have stake in the success of Riverside. Fostering these relationships is impactful. It is a goal of mine, as the school principal to attend Chamber of Commerce gatherings, promote Riverside on social media platforms, and show the community of Crestview that Riverside is a school striving for student acheivement and growth.