

**School Improvement Plan Report
Riverview Elementary School
2016-2017**

Name of School: Riverview Elementary School

**Address: 4303 Troy Street
Wausau, WI 54403**

Phone: 715.261.0030

Fax: 715.261.3905

Internet: www.wausau.k12.wi.us/riverview

District-School: 6223-0300

Principal: Andrew Place

**School Improvement Plan, Based on National Study of
School Evaluation (NSSE) 2009, Prepared by Andrew Place,
Principal**

Table of Contents

Introduction

Part 1: Vision

- Key Actions:*
- 1. Examine research-based factors related to student performance.*
 - 2. Determine Beliefs*
 - 3. Develop a shared vision to focus school improvement*
 - 4. Determine expectations for student learning*

Part 2: Profile

- Key Actions:*
- 5. Describe students and their performance*
 - 6. Describe school effectiveness*
 - 7. Describe the school and community contexts*
 - 8. Determine target areas for improvement*

Part 3: Plan and Implementation

- Key Actions:*
- 9. Identify gaps between current and expected student performance.*
 - 10. Set improvement goals*
 - 11. Determine interventions*
 - 12. Develop action plans*
 - 13. Implement, monitor, and adjust interventions*

Part 4: Results

- Key Actions:*
- 14. Identify measures to determine results*
 - 15. Analyze and document student performance results*
 - 16. Evaluate the success of interventions*
 - 17. Communicate and use results for further improvement*

Introduction

Riverview School, the largest elementary school in the Wausau School District, with an enrollment of 455 students in pre-kindergarten through fifth grade, is located on Wausau's northeast side. The student make-up shows that the composition of our enrollment is 72% White, 19% Asian, 2% Black, 3% Hispanic, and 1% Native American.

During the 2015-2016 school year, unique programs were a highlight for our students. In the area of behavioral management, Riverview School continued implementation of PBIS - Positive Behavioral Interventions and Supports. For the eighth year, Riverview was home to four pre-kindergarten classes. Our after-school activities had the Riverview Spinners Jump Rope Club showing unprecedented growth since its inception during the 1998-99 school year. This year, over one hundred twenty-five students participated in the program. At the end of the season, we traveled to schools in the Wausau School District and to other cities in Wisconsin to perform. We have now presented our program to over twenty thousand students.

In terms of implementation of the school improvement plan, the Riverview School faculty spent time analyzing data to improve learning. The focus of our meetings and staff development opportunities found us defining desired results for student learning and developing ways via action plans to meet our needs. A great deal of data was reviewed, hypotheses formed and action taken to improve the achievement levels of our students. We viewed data from the District level assessments, PALS testing, The Forward Exam, as well as Aims Web testing.

Part 1: Vision

1. Examine Research-based Factors Related to Student Performance

The Riverview staff regularly examines research-based practices that impact student performance. Below is a summary of the research-based practices implemented during the 2015-2016 school year:

- Weekly PLC Meetings
- Common Grade Level Planning Time
- Active PTO
- Positive Behavior Interventions and Supports (PBIS)
- Happily Ever After Curriculum
- 4K Developmental Check List
- Intervention and Enrichment Block
- Direct Instruction
 - Reading Mastery
 - Barton
- AIMSweb Testing (Reading & Math)
- Progress Monitoring (Reading & Math)
- Differentiated Literacy Groups
- Superkids and Wonder Works Intervention Program
- SMART Goal Development
- Daily Five
- Consistent Homework Expectations
- Development of School Wide Vision
- Development of Grounded Beliefs
- Building/District Professional Growth and Development
- Development of Consistent Learning Targets (Posted Daily)
- Technology Integration (Smartboards, Nook Readers, I Pads)
- Consistent Block Schedule
- Out -of -School Enrichment
- Utilization of Data to inform Decision Making About Teaching and Learning
- Support a student community that includes student involvement beyond the classroom
 - Safety Patrol
 - Student Council
 - Art Cluster
 - Volleyball, Football, Basketball, Track, Spinners
- Parent Communication/Involvement (bi-weekly newsletters, email, phone calls, web site, evening activities)
- Disciplinary Literacy (Science)
- Monthly gains chart for students receiving interventions.
- RTI Academic & RTI Behavioral assistance problem solving teams
- Curriculum Based Word Walls (music, art, physical education)

2. Determine Beliefs

In early fall of 2013 the Riverview staff, in conjunction with parents and other stakeholders, came to a consensus through an activity which allowed each person to share their personal grounded school-wide beliefs. This activity provided participants with an understanding based on the principles that drive our everyday actions. The four beliefs that were identified are as follows:

- Students learn best when they are actively engaged in the learning experience.
- Students learn best when our staff maintains high expectations for learning.
- All students in our school need to have an equal opportunity to learn.
- Teachers, administrators, parents, and the community share the responsibility for helping students learn.

3. Develop a shared Vision to Focus School Improvement

Wausau School District Mission: To advance student learning, achievement, and success.

Wausau School District Vision: Eight Key Interests

- Advance student learning, achievement, and success by keeping it at the heart and as the filter for our decision making.
- Utilize research-based curricula that reflects 21st Century themes and applications and are responsive to the needs and potential of all students, preparing them for a global society.
- Provide real-life, diverse learning opportunities with practical applications in the classroom and beyond.
- Inform and engage the community in shaping educational strategy and formulating responses to change.
- Attract, retain, and develop a high quality, diverse, creative, and innovative workforce of leaders.
- Provide safe, secure, flexible, inviting, and well-maintained environments that nurture student well-being and enhance teaching and learning.
- Identify, integrate, and expand technology to foster adaptability and maximize learning for all.
- Foster mutually beneficial partnerships and collaborations that expand learning opportunities and resources.

Riverview Elementary School:

As previously mentioned, in early October, 2013, parents and staff participated in a survey to assist Riverview Elementary School in determining our grounded school-wide beliefs. The four beliefs that were established are as follows:

- Students learn best when they are actively engaged in the learning experience.
- Students learn best when our staff maintains high expectations for learning.
- All students in our school need to have an equal opportunity to learn.
- Teachers, administrators, parents, and the community share the responsibility for helping students learn.

The next step was to use these beliefs to develop a shared vision for our school. At our October in-service, I charged the teaching staff with the development of vision statements that were strongly supported by our school's grounded beliefs. In all, eight vision statements were developed. Then, I had the teaching staff vote on which statements they thought best represented Riverview Elementary School. The teachers overwhelmingly selected 3 statements as finalists. The final three statements were sent out to parents so they could vote on which single vision statement best represents Riverview Elementary School.

Bolded below is the vision statement that parents and teachers feel best represents Riverview Elementary School:

Riverview Elementary School fosters educational excellence where all students can achieve their full potential in a challenging and engaging environment. We help students develop social/emotional skills that will promote success throughout their lives. Our professional, committed, and nurturing staff, in partnership with parents and the community, maintains high expectations and encourages students in becoming life-long learners.

* Each year, our beliefs and vision are reviewed with parents and staff at our annual Title I Parent Meeting.

4. Determine Expectations for Student Learning

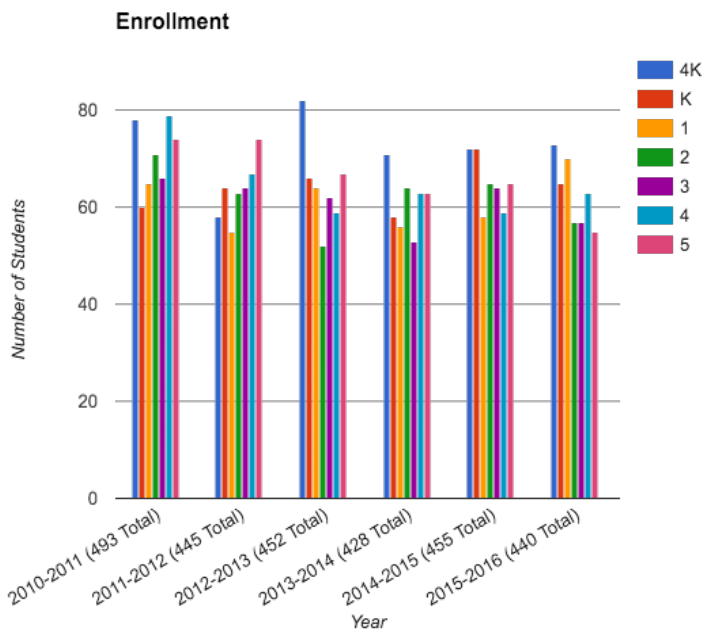
Expectations for student learning, in the areas of Math and English Language Arts, for students at Riverview Elementary School are based on the Common Core State Standards adopted by the State of Wisconsin in June of 2010.

Part 2: Profile

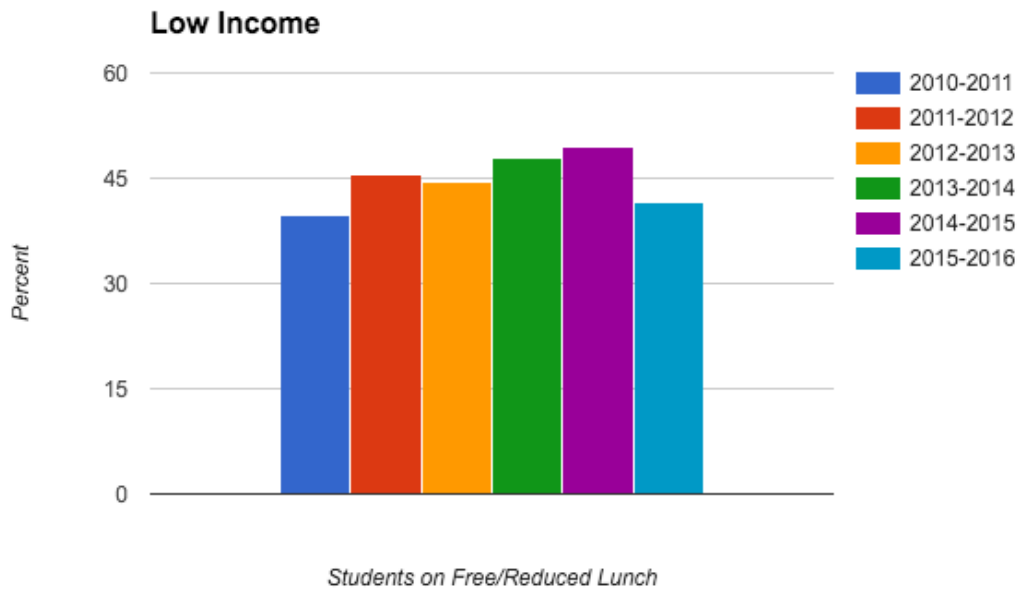
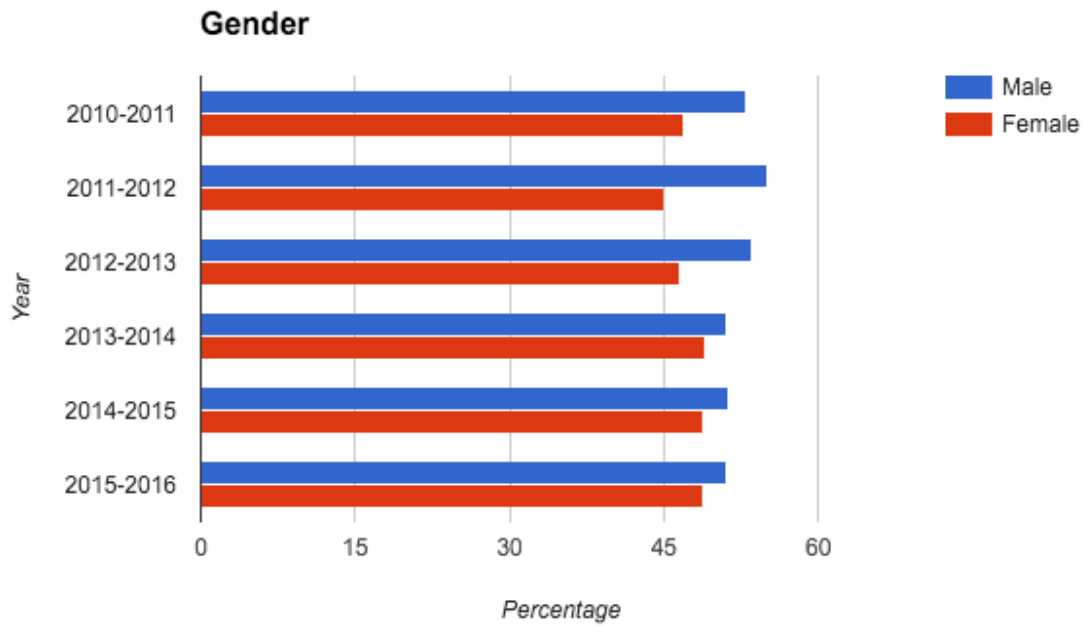
5. Describe Students and Their Performance

Student Characteristics

School Enrollment Overall and by Grade Level – Below is a summary of enrollment data collected over time from Riverview Elementary School.



Ethnicity	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
White	77.5%	80%	74.6%	76.4%	73.8%	72%
Black	3.2%	2.2%	2.7%	2.6%	3.7%	2%
Hispanic	2.2%	1.3%	2.7%	2.1%	3.1%	3%
Asian Pacific	13.4%	13.5%	15.9%	14.5%	15.8%	19%
Native American	0.2%	0.4%	0.9%	0.9%	0.9%	1%



The average overall enrollment at Riverview Elementary School has somewhat plateaued over the last six years. The ethnic distribution has remained relatively consistent. Over time, the number of male versus female students is becoming more equal. Percentages of participation in the free and reduced lunch program have been increasing over the previous five years and dropped significantly this past year.

Student Participation in Special Programs

The special programs offered at Riverview Elementary School include the English Language Learners (ELL) program, Special Education program, and the Gifted and Talented program.

Riverview Elementary School Enrollment in Special Programs

Special Program	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
ELL	15.60%	16.40%	17.7%	13.3%	14.4%	14.7
Special Education	9.50%	10.5%	13%	11.2%	12.7%	13.8%
Gifted & Talented	.6%	.4%	.7%	1.4%	2.6%	2.9%

Overall, the percentage of students participating in ELL has decreased over the last six years while the percentage of students participating in Special Education and Gifted and Talented has increased.

Student Performance: Overall Performance

State Assessment – During the 2015-2016 school year, the Forward Exam was given to all students in grades 3, 4 and 5 in April. The assessment measured student achievement in math and reading for all three grades. Scores were reported for individual students as performance levels: advanced, proficient, basic and minimal.

14-15 MATH 3rd Grade

Cohort Comparisons: Forward Exam to Badger Exam to WSAS

	WSAS Math	WSAS Math	WSAS Math	Badger Math	Forward Math
Year of Data	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
% of Students at Proficient & Advanced Levels	69.4%	41%	57.4%	73%	75.5%

14-15 ELA 3rd Grade

Cohort Comparisons: Forward Exam to Badger Exam to WSAS

	WSAS ELA	WSAS ELA	WSAS ELA	Badger ELA	Forward ELA
Year of Data	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
% of Students at Proficient & Advanced Levels	33.9%	49.2%	42.6%	73%	71.7%

14-15 MATH 4th Grade

Cohort Comparisons: Forward Exam to Badger Exam to WSAS

	WSAS Math	WSAS Math	WSAS Math	Badger Math	Forward Math
Year of Data	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
% of Students at Proficient & Advanced Levels	57.6%	57.6%	58.4%	28%	34.4%

14-15 ELA 4th Grade

Cohort Comparisons: Forward Exam to Badger Exam to WSAS

	WSAS ELA	WSAS ELA	WSAS ELA	Badger ELA	Forward ELA
Year of Data	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
% of Students at Proficient & Advanced Levels	37.9%	47.5%	47.7%	43%	52.5%

14-15 MATH 5th Grade

Cohort Comparisons: Forward Exam to Badger Exam to WSAS

	WSAS Math	WSAS Math	WSAS Math	Badger Math	Forward Math
Year of Data	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
% of Students at Proficient & Advanced Levels	59.2%	54.5%	67.2%	32%	37.3%

14-15 ELA 5th Grade

Cohort Comparisons: Forward Exam to Badger Exam to WSAS

	WSAS ELA	WSAS ELA	WSAS ELA	Badger ELA	Forward ELA
Year of Data	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
% of Students at Proficient & Advanced Levels	40.8%	37.9%	39.1%	55%	41.2%

Access Testing – In December and January of each school year, all ELL students in the state are administered the ACCESS Test. An overall level of English Language Proficiency (EP) is obtained from the information provided from this assessment. The Overall Score reflects 35% Reading, 35% Writing, 15% Listening and 15% Speaking. The EP levels range from 1 to 6. These are 1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching.

2015-2016 ACCESS Summary

<p>Kindergarten 12 students tested EP 1-50% (6 students) EP 2-33% (4 students) EP 3-8% (1 student) EP 5-8% (1 students)</p>	<p>1st Grade 14 students tested EP 1-7% (1 student) EP 2-43% (6 students) EP 3-7% (1 student) EP 4-29% (4 students) EP 5-7% (1 student)</p>	<p>2nd Grade 11 students tested EP 2-18% (2 students) EP 3-18% (2 students) EP 4-45% (5 students) EP 5-18% (2 students)</p>
<p>3rd Grade 10 students tested EP 4-20% (2 students) EP 5-50% (5 students) EP 6-30% (3 students)</p>	<p>4th Grade 12 students tested EP 2-8% (1 student) EP 4-17% (2 students) EP 5-58% (7 students) EP 6-17% (2 students)</p>	<p>5th Grade 2 students tested EP 2-50% (1 student) EP 3-50% (1 student)</p>

AIMSweb Testing - Each Fall, Winter and Spring, every child in the Wausau School District is administered the AIMSweb assessment for the areas of reading and math. This assessment measures overall performance of key foundational skills at each grade level in both reading and math.

For Reading, the following specific assessments are given:

Students in kindergarten are given the Test of Early Literacy (TEL). Measures are used to identify students at risk for reading difficulties and monitor the progress of all students in Kindergarten as they move on the pathway to good reading. The four measures are:

- Letter Naming Fluency (LNF) – identified frequently as the best single indicator of risk for reading failure
- Letter Sound Fluency (LSF) – with equal or better predictive ability to later general reading skills
- Phoneme Segmentation Fluency (PSF) – the ability to hear critical sounds in the spoken word
- Nonsense Word Fluency (NWF)– the ability to link the written code with the most common sounds

Students in first grade participate in the PSF as well as the NWF measures in addition to Reading Curriculum-Based Measurement (R-CBM). R-CBM measures a students' general reading proficiency.

Students in second grade only participate in the R-CBM.

For students in third through fifth grade, R-CBM is utilized in conjunction with MAZE. Maze is a multiple-choice task that students complete while reading silently. The first sentence of a 150-400 word passage is left intact. Thereafter, every 7th word is replaced with three words inside parenthesis. One of the words is the exact one from the original passage. Students need to select which word they feel fits best.

For Math, the following specific assessments are given:

Students in Kindergarten will participate in the Test of Early Numeracy (TEN) assessments. Students orally count, identify numbers, identify the bigger number from a pair, and identify the missing number from a number line. Each task is one minute and designed to represent a critical early numeracy skill for kindergarten and first grade students. The four TEN assessments are used to identify students at risk as they move on the pathway to good math skills.

First grade students will participate in the Math Computation (M-COMP) assessment only. This assessment simply measures a student's ability to solve rote math problems.

Students in grades second through fifth will participate in the M-COMP as well as the Mathematics Concepts and Applications (M-CAP) assessment. The M-CAP is a test of short duration (8-10 minutes) that assesses the general mathematics problem-solving skills expected in Grades 2-5.

Riverview Elementary School
AIMsweb Data
Spring 2016 (2015/16 school year)

Grade	Reading	Math
K	<ul style="list-style-type: none"> • 65 students total <u>*T.E.L measures</u> • 3 students were some-risk (yellow) = 4.6% • 2 students were at-risk (red)= 3 % • Total % below average (yellow & red): 7.69 % 	<ul style="list-style-type: none"> • 65 students total <u>*T.E.N measures</u> • 5 students were some-risk= 7.69% • 4 students were at-risk= 6.15 % • Total % below average = 13.8%
1st	<ul style="list-style-type: none"> • 66 students total <u>*PSF/NWF & RCBM</u> • 4 students were some-risk (yellow)= 6% • 4 students were at-risk (red)= 6% • Total % below average (yellow & red): 12% 	<ul style="list-style-type: none"> • 66 students total <u>*MCOMP Only</u> • 2 students were some-risk= 3% • 4 students were at-risk= 6% • Total % below average = 9%
2nd	<ul style="list-style-type: none"> • 61 students total <u>*RCBM ONLY</u> • 9 students were some-risk (yellow)=14.7% • 7 students were at-risk (red) = 11.5% • Total % below average (yellow & red)= 26.2% 	<ul style="list-style-type: none"> • 61 students total <u>*MCOMP Only</u> • 18 students were some-risk= 29.5% • 15 students were at-risk= 24.6% • Total % below average = 54.1%
3rd	<ul style="list-style-type: none"> • 52 students total took <u>RCBM</u> • 2 students were some-risk (yellow) = 4% • 1 student was at-risk (red) = 2% • Total % of below average (yellow & red) = 6% 	<ul style="list-style-type: none"> • 52 students total <u>*MCOMP</u> • 10 students were some-risk (yellow) = 19% • 0 students were at-risk (red) = 0% • Total % of below average (yellow & red) = 19%
4th	<ul style="list-style-type: none"> • 67 students total took <u>RCBM</u> • 3 students were some-risk (yellow) = 4% • 4 students were at-risk (red) = 6% • Total % below average (yellow & red): = 10% 	<ul style="list-style-type: none"> • 67 students total took the <u>M-Comp</u> • 9 students were some-risk (yellow)= 13% • 4 student was at-risk (red)= 6% • Total % below average (yellow & red): = 19%
5th	<ul style="list-style-type: none"> • 55 students total took <u>RCBM</u> • 2 students were some-risk (yellow) = 3.6% • 5 students were at-risk (red) = 9.1% • Total % below average (yellow & red): = 12.7% 	<ul style="list-style-type: none"> • 55 students total took the <u>M-Comp</u> • 2 students were some-risk (yellow)= 3.6% • 4 student was at-risk (red)= 7.3% • Total % below average (yellow & red): = 10.9%

AIMSWEB-READING (R-CBM)2016/2017
FALL

Grade	Average/Above/Well Above	Below/Well Below
K (NWF)	%	%
1 (NWF)	90%	10%
2	88%	12%
3	71%	29%
4	84%	16%
5	88%	12%

2nd-5th Grade (R-CBM)- 254 STUDENTS TOTAL WERE ASSESSED-83% OR 212 STUDENTS WERE AT OR ABOVE PROFICIENT (25%ile), 17% OR 42 STUDENTS WERE BELOW PROFICIENT

1st Grade (NWF)- 65 STUDENTS TOTAL WERE ASSESSED-90% OR 59 STUDENTS WERE AT OR ABOVE PROFICIENT (25%ile), 10% OR 6 STUDENTS WERE BELOW PROFICIENT

AIMSWEB INSTRUCTIONAL RECOMMENDATIONS-Math 2016/2017
FALL

Grade	Average/Above/Well Above	Below/Well Below
K	84%	16%
1	83%	17%
2	71%	29%
3	42%	58%
4	62%	38%
5	59%	41%

394 STUDENTS TOTAL WERE ASSESSED-68% OR 267 STUDENTS WERE AT OR ABOVE BENCHMARK, 32% OR 127 STUDENTS WERE BELOW or WELL BELOW

Phonological Awareness Literacy Screening – PALS is a research based screening, diagnostic, and progress monitoring tool. Wisconsin teachers use PALS to identify students at risk of developing reading difficulties, diagnose students' knowledge of literacy fundamentals, monitor progress, and plan instruction that targets students' needs. Student data collected from PALS provides a direct means of matching literacy instruction to specific literacy needs. PALS is administered in grades 4K, K, First and Second.

**PALS Data
2015-2016**

Date	Grade	# Assessed	# Identified in need of Additional Support	% ID'D
Fall 2012	K	63	2	3%
Spring 2013	K	62	1	2%
Fall 2013	4K	69	55	80%
	K	60	5	8%
	1 st Grade	58	1	2%
Spring 2014	4K	70	19	27%
	K	60	3	5%
	1 st Grade	62	3	5%
Fall 2014	4K	70	58	83%
	K	72	4	5%
	1 st Grade	51	3	6%
	2 nd grade	66	6	9%
Spring 2015	4K	71	16	23%
	K	72	8	11%
	1 st Grade	55	6	11%
	2 nd Grade	58	7	12%
Fall 2015	4K	72	63	87.5%
	K	66	5	7.5%
	1 st Grade	66	7	11%
	2 nd Grade	60	11	18.3%
Spring 2016	4K	73	27	37%
	K	66	5	7.5%
	1 st Grade	66	7	11%
	2 nd Grade	61	14	23%

Six Traits Writing – Six Traits Writing is a systematic approach for looking at writing one part at a time. Since writing is such a complicated activity, this approach helps many people break down the task and understand it better. By focusing on and scoring only one trait at a time, a writer/reader can break down a complex activity like writing and make it more manageable. With practice, writers can then learn to be more critical of their own work and can make improvements in the quality of their writing. Students are scored on the following six traits: ideas, organization, voice, word choice, sentence fluency and conventions.

	Riverview Fall 2015 to Spring 2016								
	Ideas	Voice	Organization	Wd. Choice	Sent. Fluency	Conventions	TOTAL	Mean	
Fall Riverview mean scores	2.74	2.37	2.14	2.72	2.57	2.47	15.01	2.5	
Spring Riverview mean scores	3.25	3.56	3.39	2.99	3.15	3.10	19.45	3.24	
Rate of Improvement	19%	50%	58%	1%	23%	26%	30%	30%	

	District Fall 2015 to Spring 2016								
	Ideas	Voice	Organization	Wd. Choice	Sent. Fluency	Conventions	TOTAL	Mean	
Fall District mean scores	2.66	2.5	2.14	2.64	2.49	2.43	14.87	2.47	
Spring District mean scores	3.18	3.01	2.84	2.95	2.88	2.92	17.78	2.96	
Rate of Improvement	20%	20%	33%	12%	16%	20%	20%	20%	

Proficiency Levels
 0 = Minimal
 2 = Basic
 4 = Proficient
 5.5 = Advanced

Interventions – Riverview Elementary School has a forty-minute intervention block each day. During the intervention block, the following interventions are available as needed: Reading Mastery, Superkids and Wonderworks. Data below includes students receiving pull out intervention services during the intervention block.

		Achievement on Spring 2016 AIMSweb Assessment				
Grade	# Participated	# Well Above Average	# Above Average	# Average	# Below Average	# Well Below Average
Kindergarten	18	0	3	14	1	0
1 st Grade	10	0	0	6	1	3
2 nd Grade	10	0	0	3	6	1
3 rd Grade	9	0	0	7	1	1
4 th Grade	10	0	0	6	2	2
5 th Grade	6	0	0	4	2	0

Special Education: Data includes students in special education receiving pull out intervention services in literacy. Pull out services include: Superkids, Wonder Works and individualized programs such as: Reading Mastery, Corrective Reading: Decoding B1 & B2. This data does not include Speech Language Only students, or students receiving math or writing.

		Achievement on Spring 2016 AIMSweb Assessment				
Grade	# Participated	# Well Above Average	# Above Average	# Average	# Below Average	# Well Below Average
Kindergarten	0	0	0	0	0	0
1 st Grade	4	0	0	0	2	2
2 nd Grade	6	0	0	0	0	6
3 rd Grade	5	0	0	2	2	1
4 th Grade	3	0	0	0	1	2
5 th Grade	3	0	0	0	0	3

Behavioral Data – At Riverview Elementary student behavior is documented using Behavior Tracking Forms (BTF). The data documented on these forms is then entered into the School-Wide Information System (SWIS). By collecting this data, we are able to identify specific behaviors and locations that need improvement. Below is the 2015-2016 SWIS Data:

Multi-year SWIS DATA
BTFs by Location

Location	2015-2016 School Year	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year
Classroom	392	340	519	894
Hallway	57	52	41	89
Playground	132	103	93	169
Cafeteria	14	11	8	4
Bus	1	3	4	1
Gym	19	4	3	2
Office	1	0	1	1
Restroom	25	24	29	39
Common Area	2	1	1	2
Library	30	39	34	21
Music Room	61	31	10	2
Art Room	67	23	21	0
Bus Loading Zone	3	4	0	3
Computer Lab	15	2	9	15
Special Event/Assembly/Field Trip	3	2	3	8
Vocational	0	0	1	0
Other/Unknown	1	5	3	29
Total	823	644	780	1279

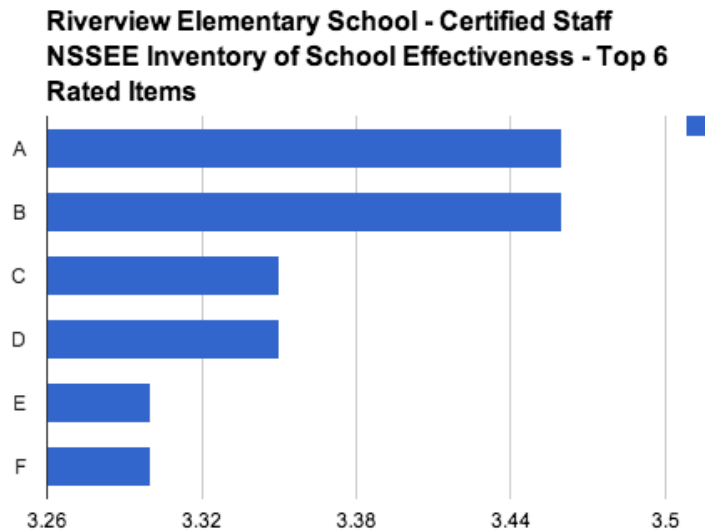
Multi-year SWIS DATA
BTFs by Problem Behavior

Problem Behavior	2015-2016 School Year	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year
Defiance/Insubordination	170	130	160	404
Disrespect	148	138	84	0
Physical Aggression	180	176	184	405
Disruption	153	86	190	170
Abusive/Inappropriate Language	49	27	27	88
Harassment	11	0	1	20
Bullying	4	5	9	0
Fighting	10	3	11	22
Inappropriate Location	3	2	0	67
Forgery/Theft/Plagiarism	15	14	9	7
Technology Violation	2	4	2	3
Property Damage	14	34	46	47
Lying/Cheating	5	3	2	5
Tardy	9	1	0	1
Dress Code Violation	0	0	0	1
Other	50	17	55	39
Total	823	644	780	1279

6. Describe School Effectiveness

Riverview Elementary School administered the Inventory of School Effectiveness with an online survey in June 2014 to 35 certified staff. The data was analyzed by ranking the top 6 items by average. The numbers represent the following performance levels:

- 1 – Absent
- 2 – Emerging
- 3 – Operational
- 4 – Exemplary



A = Maintaining high expectations for student achievement

B = Maximize the use of time for instruction

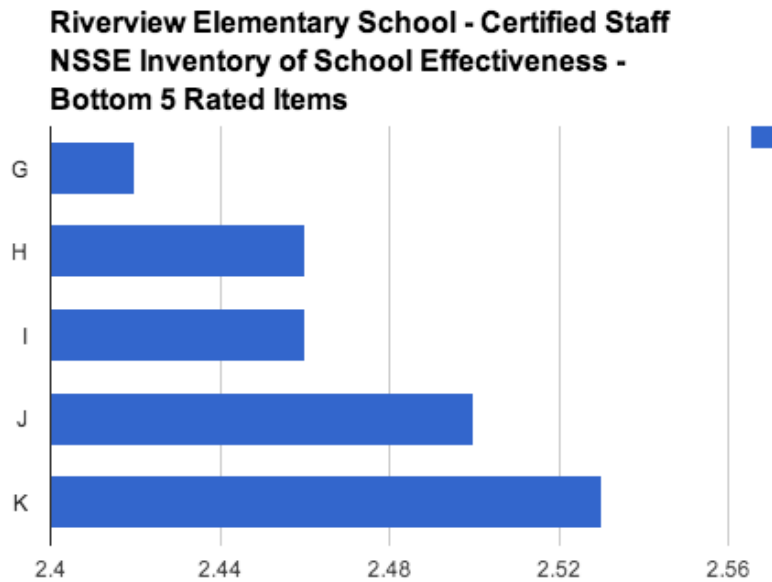
C = Ensuring that leadership supports the school vision for student learning

D = Ensuring that leadership practices and assistance support the school's vision for student learning

E = Share a common vision and goals that have student learning as the focus

F = Enhance continuously individual effectiveness through inquiry, practice and peer reflection

The data was also analyzed by ranking the bottom – 5 rated items by average.



G = Optimize technology and multimedia as learning tools

H = Allocating technology resources to target areas for improvement

I = Allocating time to improvement efforts

J = Align an assessment system with curriculum that is enacted in the classroom through Instruction

K = Utilizing a systematic recruitment program for highly qualified teachers

In April of 2016, School Perceptions conducted a survey in order to gain insight on the perceptions that Riverview parents and staff have relative to their experience at Riverview Elementary School. The results from the 95 parents and 30 staff that completed the survey are as follows:



Wausau School District 2016 Parent Survey Results Summary Riverview Elementary

Question: Please respond to each statement for Riverview Elementary:

(items are sorted by average highest to lowest)

Item	Response	Count	%	
My child has a positive relationship with at least one adult at school. <i>percentages based on n=73</i>	Strongly agree	53	72.6	
	Agree	18	24.65	
	Disagree	1	1.36	
	Strongly disagree	1	1.36	
	Don't know/doesn't apply	0	0.0	




Average Response: 4.65 s= 0.69

School facilities are clean and well-kept. <i>percentages based on n=74</i>	Strongly agree	42	56.75	
	Agree	31	41.89	
	Disagree	0	0.0	
	Strongly disagree	1	1.35	
	Don't know/doesn't apply	0	0.0	





Average Response: 4.52 s= 0.65

My child has a good friendship with at least one child at school. <i>percentages based on n=74</i>	Strongly agree	46	62.16	
	Agree	24	32.43	
	Disagree	2	2.7	
	Strongly disagree	2	2.7	
	Don't know/doesn't apply	0	0.0	





Average Response: 4.48 s= 0.86

Parent/teacher conferences provide productive communication. percentages based on n=74	Strongly agree	34	45.94	
	Agree	35	47.29	
	Disagree	5	6.75	
	Strongly disagree	0	0.0	
	Don't know/doesn't apply	0	0.0	





Average Response: 4.32 s= 0.8

My child enjoys going to school. percentages based on n=74	Strongly agree	41	55.4	
	Agree	22	29.72	
	Disagree	10	13.51	
	Strongly disagree	1	1.35	
	Don't know/doesn't apply	0	0.0	

Average Response: 4.24 s= 1.08

I feel welcomed at my child's school. percentages based on n=74	Strongly agree	37	50.0	
	Agree	28	37.83	
	Disagree	5	6.75	
	Strongly disagree	4	5.4	
	Don't know/doesn't apply	0	0.0	

Average Response: 4.2 s= 1.11

I receive enough information to understand my child's progress. percentages based on n=74	Strongly agree	32	43.24	
	Agree	33	44.59	
	Disagree	8	10.81	
	Strongly disagree	1	1.35	
	Don't know/doesn't apply	0	0.0	

Average Response: 4.17 s= 0.98

Rules and standards of student conduct are clearly communicated.	Strongly agree	28	37.83	
--	----------------	----	-------	--

percentages based on n=74	Agree	38	51.35	
	Disagree	6	8.1	
	Strongly disagree	1	1.35	
	Don't know/doesn't apply	1	1.35	

Average Response: 4.17 s= 0.9

There are sufficient opportunities for me to be involved in my child's school. percentages based on n=74	Strongly agree	30	40.54	
	Agree	33	44.59	
	Disagree	6	8.1	
	Strongly disagree	3	4.05	
	Don't know/doesn't apply	2	2.7	

Average Response: 4.12 s= 1.05

Our school treats students with courtesy and respect. percentages based on n=73	Strongly agree	28	38.35	
	Agree	36	49.31	
	Disagree	5	6.84	
	Strongly disagree	3	4.1	
	Don't know/doesn't apply	1	1.36	

Average Response: 4.12 s= 1.01

My child is being adequately prepared for the next grade level or post-secondary pursuit. percentages based on n=72	Strongly agree	27	37.5	
	Agree	35	48.61	
	Disagree	9	12.5	
	Strongly disagree	1	1.38	
	Don't know/doesn't apply	0	0.0	

Average Response: 4.08 s= 1.0

When my child has a problem at school, he/she knows how to get help. percentages based on n=74	Strongly agree	27	36.48	
	Agree	34	45.94	
	Disagree	9	12.16	
	Strongly disagree	1	1.35	

	Don't know/doesn't apply	3	4.05	
Average Response: 4.08 s= 0.99				

Technology is used effectively to support teaching and learning. percentages based on n=74	Strongly agree	22	29.72	
	Agree	41	55.4	
	Disagree	7	9.45	
	Strongly disagree	1	1.35	
	Don't know/doesn't apply	3	4.05	
Average Response: 4.07 s= 0.9				

Our school addresses problems in a timely manner. percentages based on n=74	Strongly agree	25	33.78	
	Agree	33	44.59	
	Disagree	9	12.16	
	Strongly disagree	1	1.35	
	Don't know/doesn't apply	6	8.1	
Average Response: 4.05 s= 0.98				

A climate of openness and trust exists between school administration and parents. percentages based on n=72	Strongly agree	23	31.94	
	Agree	38	52.77	
	Disagree	6	8.33	
	Strongly disagree	3	4.16	
	Don't know/doesn't apply	2	2.77	
Average Response: 4.02 s= 1.02				

I believe school staff inspire my child's best efforts. percentages based on n=73	Strongly agree	24	32.87	
	Agree	39	53.42	
	Disagree	6	8.21	
	Strongly disagree	4	5.47	
	Don't know/doesn't apply	0	0.0	
Average Response: 4.0 s= 1.08				

I am satisfied with the communication that comes from the school. percentages based on n=74	Strongly agree	27	36.48	
	Agree	34	45.94	
	Disagree	10	13.51	
	Strongly disagree	3	4.05	
	Don't know/doesn't apply	0	0.0	

Average Response: 3.97 s= 1.13

Our school values diversity and treats all stakeholders equitably. percentages based on n=70	Strongly agree	23	32.85	
	Agree	32	45.71	
	Disagree	8	11.42	
	Strongly disagree	3	4.28	
	Don't know/doesn't apply	4	5.71	

Average Response: 3.96 s= 1.09

Rules and standards of student conduct are enforced. percentages based on n=74	Strongly agree	23	31.08	
	Agree	33	44.59	
	Disagree	11	14.86	
	Strongly disagree	2	2.7	
	Don't know/doesn't apply	5	6.75	

Average Response: 3.92 s= 1.08

I feel comfortable sharing ideas for school improvement with staff. percentages based on n=74	Strongly agree	23	31.08	
	Agree	31	41.89	
	Disagree	11	14.86	
	Strongly disagree	5	6.75	
	Don't know/doesn't apply	4	5.4	

Average Response: 3.8 s= 1.22

I am satisfied with our school's efforts to prevent bullying. percentages based on n=74	Strongly agree	16	21.62	
	Agree	34	45.94	
	Disagree	12	16.21	

	Strongly disagree	3	4.05	
	Don't know/doesn't apply	9	12.16	

Average Response: 3.73 s= 1.09

I feel my opinions are taken into consideration when it comes to school policy decisions. percentages based on n=74	Strongly agree	8	10.81	
	Agree	28	37.83	
	Disagree	14	18.91	
	Strongly disagree	4	5.4	
	Don't know/doesn't apply	20	27.02	

Average Response: 3.4 s= 1.05

I am satisfied with the food options provided for lunch. percentages based on n=74	Strongly agree	10	13.51	
	Agree	33	44.59	
	Disagree	15	20.27	
	Strongly disagree	7	9.45	
	Don't know/doesn't apply	9	12.16	

Question: Academic expectations in this school are:











	count	percentage n = 71	
Too high	3	4.22	
Just right	57	80.28	
Too low	11	15.49	
	Total: 71		Average Response: 2.11 s= 0.43



Wausau School District 2016 Staff Survey Results Summary Work Environment

Question: Please indicate your level of agreement for each item.

(items are sorted by average highest to lowest)

Item	Response	Count	%	
Based on my interactions with other adults, I feel safe at work. percentages based on n=30	Strongly agree	18	60.0	
	Agree	10	33.33	
	Disagree	2	6.66	
	Strongly disagree	0	0.0	
	Don't know/doesn't apply	0	0.0	
Average Response: 4.46 s= 0.82				
Based on my interactions with students, I feel safe at work. percentages based on n=30	Strongly agree	13	43.33	
	Agree	16	53.33	
	Disagree	1	3.33	
	Strongly disagree	0	0.0	
	Don't know/doesn't apply	0	0.0	
Average Response: 4.36 s= 0.67				
I have good friends at work. percentages based on n=29	Strongly agree	10	34.48	
	Agree	19	65.51	
	Disagree	0	0.0	
	Strongly disagree	0	0.0	
	Don't know/doesn't apply	0	0.0	
Average Response: 4.34 s= 0.48				
Our classrooms, buildings and grounds are well maintained.	Strongly agree	8	27.58	
	Agree	20	68.96	

percentages based on n=29	Disagree	0	0.0	
	Strongly disagree	1	3.44	
	Don't know/doesn't apply	0	0.0	

Average Response: 4.17 s= 0.76

I have the materials and supplies I need to do my job effectively. percentages based on n=30	Strongly agree	3	10.0	
	Agree	22	73.33	
	Disagree	5	16.66	
	Strongly disagree	0	0.0	
	Don't know/doesn't apply	0	0.0	

Average Response: 3.76 s= 0.86

I feel comfortable sharing my opinions/suggestions regarding the work environment with administration. percentages based on n=30	Strongly agree	6	20.0	
	Agree	16	53.33	
	Disagree	5	16.66	
	Strongly disagree	2	6.66	
	Don't know/doesn't apply	1	3.33	

Average Response: 3.65 s= 1.18


I am satisfied with the technology available to me. percentages based on n=29	Strongly agree	1	3.44	
	Agree	19	65.51	
	Disagree	8	27.58	
	Strongly disagree	1	3.44	
	Don't know/doesn't apply	0	0.0	

Average Response: 3.37 s= 1.05






I am satisfied with the technology support available to me. percentages based on n=29	Strongly agree	2	6.89	
	Agree	15	51.72	
	Disagree	8	27.58	
	Strongly disagree	4	13.79	
	Don't know/doesn't apply	0	0.0	

Average Response: 3.1 s= 1.29

I receive the training I need to do my job effectively. percentages based on n=29	Strongly agree	2	6.89	
	Agree	12	41.37	
	Disagree	14	48.27	

	Strongly disagree	1	3.44	
	Don't know/doesn't apply	0	0.0	

Average Response: 3.0 s= 1.16

Student discipline is handled in a consistent manner by all staff. percentages based on n=30	Strongly agree	3	10.0	
	Agree	11	36.66	
	Disagree	13	43.33	
	Strongly disagree	2	6.66	
	Don't know/doesn't apply	1	3.33	

Average Response: 3.0 s= 1.23

7. Describe the School and Community Contexts

Riverview Elementary School is a public PK-5 school located on the northeast side of Wausau, Wisconsin. It is located at 4303 Troy Street in the city of Wausau. Many of the residences are owned by families or leased to families with school-age children.

Riverview Elementary School was built in 1964 and has had one addition since then. The addition included classrooms, a gymnasium, and office space for student services staff.

The Riverview Staff is a professional, nurturing, and caring group that provide innovative and differentiated instruction. There are 20 classroom teachers for grades PK-5. All of these teachers are full-time teachers at their grade level with the exception of one classroom at first grade, which has a short-term job-share taking place. Four teachers in the areas of Specific Learning Disabilities, Emotional/Behavioral Disabilities and Speech and Language offer Special Education Services. We also have one ELL teacher, two Title 1 teachers and one itinerant teacher for Gifted and Talented students. Part-time personnel in our building include the following positions: School Psychologist, School Social Worker, Guidance Counselor, Librarian, Music Teacher, Physical education Teacher, Art Teacher, and Science Teacher.

Paraprofessional staff members include: six special education aides, one half-time Title I aide, two bi-lingual aides, two ELL aides, three building aides, one building level technology aide, a building secretary, one custodian, two evening custodians and three food service staff members.

Riverview Elementary School serves students in grades PK-5. Prior to the 2006-2007 school year, students in grades K-3 were part of the SAGE program, which was designed to keep class size at 15:1. This program was removed from Riverview as part of a budget reduction measure. Even with the loss of SAGE, we find that we are able to meet student needs from resources available in our district. Students receive services in the areas of LD, EBD, Cognitive Disabilities, Autism, Other Health Impairments, Speech and Language, ELL, OT, PT, Title 1 Reading, Adaptive Physical Education and Gifted and Talented. Riverview Elementary School students are afforded the opportunity to participate in the elementary sports programs within the Wausau School District. Volleyball, Flag Football, and Track and Field are available to students in grades four and five. Students in grade kindergarten through 5th grade have the opportunity to participate in Riverview's own Spinners Jump Rope Club.

The English Language Learners Program (ELL) at Riverview Elementary School monitors student performance, assists in classroom instruction and provides direct instruction in an alternate classroom to students in grades K-5. One hundred percent of our regular education classroom teachers either possess ELL certification or are working on it. There were 60 ELL students at Riverview Elementary School during the 2015-2016 school year.

Riverview's Title 1 Reading Program provides Literacy support to students in grades K-5. Aides work in kindergarten classrooms during literacy instruction and Intervention/Enrichment periods. Aides are also assigned to work with students at other grade levels depending on individual student needs and prescribed interventions. During the 15-16 school year, our Title 1 teachers utilized the following interventions to meet the needs of our struggling readers: Superkids, Wonderworks, and Reading Mastery.

The Response to Intervention Academic/Behavior Team consists of the following members: Principal, School Psychologist, ELL Resource Teacher, Title 1 Teacher, Special Education Staff and the student's Regular Classroom Teacher.

Teachers collaborate with community agencies to jointly instruct programs during the school day. These include HOPE instruction, which is taught by a Wausau Police Officer to fifth grade students, and Fire Safety, coordinated with the Wausau Fire Department.

Riverview Elementary School receives technical assistance from the WSD as well as Wisconsin Department of Public Instruction (DPI). The Wisconsin DPI licenses all of the teachers at Riverview Elementary School. Their teaching assignments are commensurate with their certification. All paraprofessionals have either completed two years at an institution of higher education or have passed the Wausau School District's paraprofessional required training. The Human Resources Department of the Wausau School District works with building principals to hire and assign staff that best enhances each buildings school wide plan.

The principal at Riverview Elementary School works with the Directors of Education for the Wausau School District to plan district professional development opportunities. During the 2015-2016 school year, all teachers were involved in ongoing professional growth opportunities, which focused on our new literacy materials (Super Kids for k-2 & Wonders for 3-5) as well as capacity building in the area of Educator Effectiveness. Professional growth and development opportunities for the 2016-2017 school year will focus on the implementation of a one-to-one technology-learning environment. This focus on technology integration for professional development is also supported by the data acquired when our teaching staff completed the BrightBytes Survey this past spring. Through this survey, we found that only 43% of teachers reported having their students use a technology device on a daily basis.

Riverview Elementary School has extensive opportunities for parent involvement. PTO Meetings are held bi-monthly. PTO activities include fund raising, All School Play Dates, Talent Show, Fall Dance, Bingo, Yoga and Zumba. In addition to these PTO sponsored events, Riverview also holds an Open House, Family Literacy Night and a Winter Music Concert. A volunteer coordinator from the PTO recruits parent volunteers to help facilitate all of these events. There is a literacy component at the fall dance and family literacy night. Participation at each of these events is as follows:

- Open House = 900 participants
- All School Play Dates = 100-150 participants
- Fall Dance = 400 participants
- Winter Music Program = 1000 participants
- Family Literacy Night = 20 participants
- Talent Show = 350 participants
- Yoga = 15 participants
- Bingo = 120 participants
- Zumba = 50 participants

In addition to the above opportunities, an average of 7 parents visit Riverview School per day.

Starting during the 2013-2014 school year, Riverview Elementary School became a School Wide Title I program. This means every student, parent and classroom teacher had to sign a Student/Parent/Teacher Compact. This represents the school and family working together to strengthen and encourage student achievement. A summary of the compact is posted on the following page:

Wausau School District
Title I
Kindergarten – Grade 5
Parent/Teacher/Student Compact

Parent involvement in student learning, both at home and at school, is recognized as a key to student success. School/Parent compacts represent the school and parent working together to strengthen and encourage student achievement. Thank you for your commitment.

FAMILY PARENT

I will carry out these responsibilities to the best of my ability:

- *Read to my child and encourage my child to look at books every day.
- *Provide a quiet time and place for home activities and daily reading.
- *Ensure that my child attends school every day, gets enough sleep, regular medical attention and proper nutrition.
- *Regularly monitor my child's learning and attend conferences at least twice each year.
- *Participate in school events, volunteer to support school activities, and help in decision making by attending PTO meetings.

STUDENT

- *Come to school ready to learn and work hard.
- *Bring necessary materials and home activities each day.
- *Know and follow school and class rules
- *Play and read every day at home and limit television to one hour or less each day.
- *Communicate regularly with my parents and teachers about school experiences so they can help me be successful.
- *Respect my school, teachers and classmates.

TEACHER

- *Provide a safe, inviting and stimulating learning environment.
- *Have high expectations and help every child develop to their potential
- *Communicate regularly with families about student progress.
- *Participate in professional development opportunities that improve teaching and learning.
- *Collaborate with colleagues and parents to make school welcoming and accessible, and help each student achieve high academic standards.

8. Determine Target Areas For Improvement

During the fall of the 2016-2017 school year, the Riverview Elementary staff participated in a data retreat. At this time, current data from the Forward Exam, AimsWeb and SWIS were reviewed and compared in an attempt to target specific areas in need of improvement. For the purposes of school wide improvement we will focus on reading fluency for grades 2-5 (R-CBM), Nonsense word fluency for kindergarten-1 (NWF), math M-Comp & M-Cap, and behavior tracking forms.

Part 3: Plan and Implementation

9. Identify Gaps Between Current and Expected Student Performance (TO BE COMPLETED IN AUGUST)

The intention of a Guaranteed and Viable Curriculum is that it meets the learning needs of at least 80% of learners. When sifting through this year's data, Riverview staff identified specific academic skill areas for both math and reading that are in need of improvement. These areas were reading fluency, nonsense word fluency and math M-Comp & M-Cap.

SWIS data shows a need for improved behavior in the classroom as well as the playground. Behaviors that need to be specifically addressed are: Disrespect and physical aggression.

10. Set Improvement Goals (TO BE COMPLETED IN AUGUST)

Riverview School SMART Goal Number One:

By June 1, 2017, at least 87% of Riverview Elementary School students in grades 2nd-5th will score at or above Proficient (25thile) on the Spring R-CBM Assessment from AimsWeb.

By June 1, 2017, at least 95% of Riverview Elementary School students in grades K-1st will score at or above Proficient on the Spring Nonsense Word Fluency Assessment from AimsWeb.

Riverview School SMART Goal Number Two:

By June 1, 2017, at least 80% of Riverview Elementary School students in grades K-5th will score at or above Proficient in the area of Math, as indicated by the Spring 2017 AimsWed Instructional Recommendations Blended Report for Math.

Riverview School SMART Goal Number Three:

By June 1, 2017, we will reduce the total number of ODRs students in Grades K-5 receive by 10% (from 823 down to 740), as measured by SWIS.

11. Determine Interventions

The following interventions have been identified as tools that were considered during the 2015-2016 school year when addressing specific student's needs in the area of reading, math and/or behavior:

- The prescribed interventions from Super Kids
- Wonder Works
- Moby Max
- Barton
- Language for Writing
- Language for Thinking
- Individual student conference
- Reteach Individual Behavior
- All School Behavioral Booster

These interventions were delivered by Title I, ELL, Special Education, and/or Regular Education staff.

During the 2016-2017 school year, the aforementioned interventions will again be considered when addressing specific students needs in the areas of reading, math, writing and behavior.

12. Develop Action Plans

Riverview SMART Goal Worksheet 2016-2017

Riverview School SMART Goal Number One: **Literacy**

By June 1, 2017, at least 87% of Riverview Elementary School students in grades 2nd-5th will score at or above Proficient (25thile) on the Spring R-CBM Assessment from AimsWeb.

By June 1, 2017, at least 95% of Riverview Elementary School students in grades K-1st will score at or above Proficient on the Spring Nonsense Word Fluency Assessment from AimsWeb.

SMART Goal Strategies and Action Steps	Research/Rationale Filter	Target Date or Timeline	Who is Responsible?	Evidence of Effectiveness/Completion	Resources/Funding
PLC teams will meet for 60 minutes weekly during PLC time to collaborate and plan.	WSDKI #1	Fall 2016-Spring 2017	PLC Teams	PLC meeting minutes and schedule.	Scheduled time to meet
Grades k-5 staff will explicitly teach the features of fiction and nonfiction text, including specific vocabulary related to both areas.	WSDKI #1 WSDKI #2	Fall 2016-Spring 2017	Grades K-5 Teachers	Improved student performance	Class Time
Utilize Lynne Strehlow to coach individuals and teams as needed, specific to Wonders/Superkids	WSDKI #1 WSDKI #2 WSDKI #8	Fall 2016-Spring 2017	Principal	Scheduled Meetings	Title I Funding
2 FTE Title I Teachers to work with small groups of struggling readers	WSDKI #1 WSDKI #2 WSDKI #5	Fall 2016-Spring 2017	Title I Coordinator/Principal	Improved Reading Scores	\$192,949 from Title I Budget
3hrs/day Title Paraprofessional to work one-on-one with struggling readers	WSDKI #1 WSDKI #2 WSDKI #5	Fall 2016-Spring 2017	Title I Coordinator/Principal	Improved Reading Scores	\$8,978 from Title I Budget
A building myON license will be purchased to allow all students in grades Kindergarten through five access to eBooks both at school and home.	WSDKI #1 WSDKI #2 WSDKI #7 WSDKI #8	Fall 2016-Spring 2017	Principal/Title I Secretary/Classroom Teachers	Improved Reading Scores	\$4,500 from Title I Budget
Grade level SuperKids/Wonders training with	WSDKI #1 WSDKI #2 WSDKI #8	8/25/15	Education Department	Implementation to Fidelity	PG&D Time

consultants					
3 Full days of literacy training with consultants for ELL teachers and Interventionists	WSDKI #1 WSDKI #2 WSDKI #8	9/3/15 9/11/15 9/25/15	Education Department	Utilization of supporting interventions, K-5	Education Department
Literacy training for grade level, ELL and intervention teachers	WSDKI #1 WSDKI #2 WSDKI #8	10/29	Education Department	Scheduled training Agenda	Education Department
Super Kids Coaching for K-2, ELL and Intervention teachers	WSDKI #1 WSDKI #2 WSDKI #8	10/14-10/16 Winter 2016	Principal	Notes from coaching sessions	Education Department
Literacy Training for Principal	WSDKI #1 WSDKI #2 WSDKI #5 WSDKI #8	10/5/15 1/22/16 6/1/16	Principal	Scheduled Training Agenda	Education Department
Bi-weekly collaboration with classroom teachers, ELL teachers and intervention teachers. (May include special ed staff)	WSDKI #1	Fall 2016- Spring 2017	PLC Teams	PLC meeting minutes and schedule. Lesson Plans	Scheduled Time to Meet
Purchase additional e-books to enhance classroom reading programs	WSDKI #1 WSDKI #2 WSDKI #7 WSDKI #8	Fall 2016- Spring 2017	Library Media Specialist	Books are present for students to use	Library Media Funds
Provide additional small group instructional time to lower performing students who did not qualify for Title 1 or ELL services	WSDKI #1 WSDKI #2	Fall 2016- Spring 2017	1 st & 2 nd Grade	Improvement in AimsWeb R-CBM and NWF Scores	1 st and 2 nd Grade Teachers
Provide additional practice with decoding of real and nonsense words.	WSDKI #1 WSDKI #2	Fall 2016- Spring 2017	Grades K-5 Teachers	Improvement in AimsWeb R-CBM and NWF Scores	Class Time
Utilize Student iPads (QuickVoice App) and the <i>Wonders 5th Grade Fluency Practice Stories</i> to strengthen Fluency; Students will record their progress on their individual <i>Fluency Progress Charts</i> .	WSDKI #1 WSDKI #2 WSDKI #7	Fall 2016- Spring 2017	5 th Grade Teachers	Improvement in AimsWeb R-CBM	Class Time I-Pads

Riverview SMART Goal Worksheet 2016-2017

Riverview School SMART Goal Number Two: **Math**

By June 1, 2017, at least 80% of Riverview Elementary School students in grades K-5th will score at or above Proficient in the area of Math, as indicated by the Spring 2017 AimsWed Instructional Recommendations Blended Report for Math.

SMART Goal Strategies and Action Steps	Research/Rationale Filter	Target Date or Timeline	Who is Responsible?	Evidence of Effectiveness/Completion	Resources/Funding
4K teachers will coordinate with kindergarten teachers to help with transition (math concepts expected in Kdg., common language, etc.)	WSDKI #1 WSDKI #2	Fall 2016- Spring 2017	4K and K teachers	Minutes from meeting	Scheduled time to meet
Incorporate “student-friendly” language of Mathematical Practices into everyday instruction. To be created by the Riverview Math Committee in conjunction with Jason Meyer.	WSDKI #1 WSDKI #2	Fall 2016- Spring 2017	4K-5 teachers	Product developed	Scheduled time to meet
Utilize the “Math Diagnosis and Intervention System” that is aligned with our Envision Math Curriculum during the I/E Blocks so that both reading interventions and math interventions are taking place. 3-5 grade	WSDKI #1 WSDKI #2	Fall 2016- Spring 2017	3 rd -5 th grade Math Teachers	Improved student performance in Math	Intervention Block
Kindergarten and first grade will utilize paraprofessionals to work one-on-one with students on need specific skills.	WSDKI #1 WSDKI #2 WSDKI #8	Fall 2016- Spring 2017	Kindergarten and 1 st Grade Teachers	Improved student performance in Math	Para Time Scheduled
Grade k-2 will utilize Soar to Success plus the RTI book included in series.	WSDKI #1 WSDKI #2	Fall 2016- Spring 2017	K-2 nd Grade Teachers	Improved student performance in Math	Intervention Block

Riverview SMART Goal Worksheet 2016-2017

Riverview School SMART Goal Number Three: Behavior
 By June 1, 2017, we will reduce the total number of ODRs students in Grades K-5 receive by 10% (from 823 down to 740), as measured by SWIS.

SMART Goal Strategies and Action Steps	Research/Rationale Filter	Target Date or Timeline	Who is Responsible?	Evidence of Effectiveness/Completion	Resources/Funding
Conduct Monthly Tier I team meetings.	WSDKI #3 WSDKI #6	Fall 2016- Spring 2017	PBIS Tier I Team	Meeting Minutes	Principal, teachers and support staff
Conduct bi-weekly Tier II /Tier III team meetings	WSDKI #3 WSDKI #6		PBIS Tier II /Tier III Team	Meeting Minutes	Principal, teachers and support staff
Conduct monthly character assemblies with a focus on physical aggression, disrespect and general expectations	WSDKI #3 WSDKI #6		PBIS Booster Committee	PBIS calendar of events	Principal, teachers, support staff and students
Conduct celebrations as the students earn them, acknowledging improvements in student behavior	WSDKI #3 WSDKI #6		PBIS Celebrations Committee	PBIS calendar of events	Principal, teachers, support staff and students
Provide training/informational sessions for support staff , in the area of PBIS	WSDKI #3 WSDKI #6		Principal/School Social Worker	Meeting Agendas	Principal, Support Staff, Monthly Meetings
Reach fidelity at Tier III of PBIS implementation	WSDKI #3 WSDKI #6		Tier III PBIS Committee	BOQ and SAS	Principal, teachers, support staff and students
Provide 1 sub day for each Internal Coach per semester.	WSDKI #3 WSDKI #6		Internal Coach	Projects Completed	Building Level Budget
Train the Tier III Team	WSDKI #2		Tier III PBIS Committee	BOQ and SAS	District PBIS Committee
Continue all-staff boosters regarding Tier 1 and Tier 2. For example, BTF's, check in-check out, mentoring, etc.	WSDKI #1 WSDKI #2 WSDKI #8		PBIS TIER 1 Committee	BOQ and SAS	PBIS Tier I Committee

Riverview SMART Goal Worksheet 2016-2017

Riverview School SMART Goal Number Four: Family Engagement
 By June 1, 2017, we will host monthly family events, at which at least 20% of families will attend.

SMART Goal Strategies and Action Steps	Research/Rationale Filter	Target Date or Timeline	Who is Responsible?	Evidence of Effectiveness/Completion	Resources/Funding
We will host an open house for families and community members to come and see our new addition as well as existing building.	WSDKI #8	9/27/16	Enrichment Coordinator	Calendar & Attendance Data	Title I, Building Budget, Out of School Budget
We will host Parent teacher conferences.	WSDKI #8	10/10/16 & 10/13/16	Enrichment Coordinator	Calendar & Attendance Data	Title I, Building Budget, Out of School Budget
We will host a Building Together Night sponsored by Home Depot.	WSDKI #8	November 2016	Enrichment Coordinator	Calendar & Attendance Data	Title I, Building Budget, Out of School Budget
We will host our annual Winter Concert.	WSDKI #8	12/5/16	Enrichment Coordinator	Calendar & Attendance Data	Title I, Building Budget, Out of School Budget
We will host Safety Night and Swimming Night.	WSDKI #8	January 2017 March 2017	Enrichment Coordinator	Calendar & Attendance Data	Title I, Building Budget, Out of School Budget
We will host a Jump Rope for Heart night.	WSDKI #8	2/21/17	Enrichment Coordinator	Calendar & Attendance Data	Title I, Building Budget, Out of School Budget
We will host K, 1 st , 2 nd , 3 rd , and 4 th grade family lunch days.	WSDKI #8	January, February, March and April (2017)	Enrichment Coordinator	Calendar & Attendance Data	Title I, Building Budget, Out of School Budget
We will host Bingo Night.	WSDKI #8	April 2017	Enrichment Coordinator	Calendar & Attendance Data	Title I, Building Budget, Out of School Budget
We will host Northern Extreme Night.	WSDKI #8	May 2017	Enrichment Coordinator	Calendar & Attendance Data	Title I, Building Budget, Out of School Budget
We will host a 5 th grade family breakfast.	WSDKI #8	May 2017	Enrichment Coordinator	Calendar & Attendance Data	Title I, Building Budget, Out of School Budget
We will survey parents to see how they felt about the events attended and get feedback relative to what they would like to see for future events.	WSDKI #8	2016-2017 School year	Enrichment Coordinator	Calendar & Attendance Data	Title I, Building Budget, Out of School Budget

13. Implement, Monitor, and Adjust Interventions

All of the aforementioned data, interventions and actions steps will be implemented and monitored with fidelity starting on the first day of school for the 2016-2017 school year. Adjustments will be made as staff feels best meet the needs of the students at Riverview Elementary School.

Part 4: Results

14. Identify Measures to Determine Results

Results will be measured and determined utilizing AimsWeb data (academic), and SWIS data (behavioral)

15. Analyze and Document Student Performance Results

Student performance data will be analyzed and documented on an ongoing basis throughout the 2016-2017 school year. Adjustments to instruction will be made as data warrants and a new improvement plan will be developed for the 2017-2018 school year based on this information. This school improvement plan will be formally monitored and discussed amongst staff and adjusted in August, October, January and May. Discussions will take place at PLC meetings as well as Professional Growth and Development meetings.

Below are the results from the 2015-2016 Smart Goals:

Literacy:

By June 1, 2016, at least 80% of Riverview Elementary School students in grades 2nd-5th will score at or above target on the R-CBM Assessment from AimsWeb. (We achieved 85%)

By June 1, 2016, at least 90% of Riverview Elementary School students in 1st grade will score at or above target on the Nonsense Word Fluency Assessment from AimsWeb. (We achieved 92%)

By June 1, 2016, at least 80% of Riverview Elementary School students in kindergarten will score at or above target on the Nonsense Word Fluency Assessment from AimsWeb. (We achieved 98%)

Math:

By June 1, 2016, at least 70% of Riverview Elementary School students in grades 1st-5th will score at or above target on the M - Comp Assessment from AimsWeb. (We achieved 82%)

Behavioral:

By June 1, 2016, we will reduce the total number of ODRs students receive for physical aggression and disrespect by 10% (from 314 down to 282), as measured by SWIS. (We had 328 ODR's for physical aggression and disrespect)

16. Evaluate the Success of Interventions

The success of interventions will be based on the student data analyzed throughout the school year. At least 4 times per year, a team of individuals will meet and discuss specific student data and make adjustments to interventions as needed.

17. Communicate and Use Results for Further Improvement

This plan is communicated with the Title I Coordinator, Director of Elementary Education, Director of Special Education, Director of Pupil Services, Director of ELL, Superintendent, 21st Century Grant Coordinator, Riverview faculty and staff and the Parent Teacher Organization. This improvement plan will also be posted on our schools website and discussed at the Annual Title I Meeting.