



Riverview School District

The Riverview School District serves the communities of Oakmont and Verona through its mission to promote the achievement of all students.

STUDENT ACHIEVEMENT NEWS

Student Achievement /Customized Services Newsletter

Fall 2013

Introduction

Dr. Ashley Coudriet **New Director of Student Achievement /Customized Services**

In this inaugural issue of the Curriculum and Achievement Newsletter, I would like to take a moment to introduce myself to the Riverview staff, students and community members. I began my career in education teaching visual art in both East Hartford, CT and in the Pittsburgh Public Schools. I achieved National Board Certification as a teacher in 2006. I then moved into administration, serving as an Assistant Principal and Elementary Principal. Most recently, I held the position of Director of Curriculum in the Apollo-Ridge School District. I recently completed my doctorate at the University of Pittsburgh. My research examined integrated teaching, 21st century skills and the roles of non-tested content area teachers in public elementary schools. I am very excited to join the Riverview community during this exciting time in education and look forward to both celebrating and advancing the proud academic traditions of this school district.

“Education, to be successful, must not only inform but inspire.”

- T. Sharper Knowlson



Volume I, Issue 1

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Verner Elementary School

% Proficient/Advanced

%Proficient/Advanced	Reading	Math
Grade 3	87%	92%
Grade 4	70%	87%
Grade 5	61%	85%
Grade 6	79%	88%

Tenth Street Elementary School

% Proficient/Advanced

%Proficient/Advanced	Reading	Math
Grade 3	90%	95%
Grade 4	80%	96%
Grade 5	78%	89%
Grade 6	84%	81%

PSSA Riverview Jr/Sr High School

Grades 7/8

% Proficient/Advanced

%Proficient/Advanced	Reading	Math
Grade 7	81%	84%
Grade 8	83%	64%

District

PSSA Data

2013

In the spring, our student in Grades 3-8 took the PSSAs. The data from these assessments indicate that Riverview School District has made substantial gains in student achievement.

In 2013, students in the state of Pennsylvania were working to meet the State Targets set in Reading and Math:

2013 State Targets	
Reading	91%
Mathematics	89%

Academic Achievement Highlights:

- Of the 65 5th Grade students who were tested in Math at Tenth Street, 51 of these students scored Advanced on the PSSA
- The number of 6th Grade Verner students who are Proficient or Advanced in Reading increased by over 30%
- 7th grade proficiency in Math increased by over 10%



Keystone Exams

In 2012-2013, students who completed Algebra I, 10th Grade Literature, and Biology were required by the state of Pennsylvania to participate in Keystone Exams. The results of these end-of-course assessments are used to determine our progress in content specific mastery at the secondary level.

Riverview High School Spring Keystone Exam

	Riverview JR/SR	State of PA
Literature	63%	55%
Algebra I	56%	40%
Biology	51%	40%

Exploring Local Assessment:

Standards Based Grading Pilot

This past school year, we conducted a mini-pilot in Mr. Ludwig’s Physics classes. The development of the program was completed by Mr. Ludwig and it is our hope to expand it next year.

To continue this work, we offered a Standards Based Grading (SBG) Institute that was attended by seven teachers this summer. We will be piloting SBG this coming school year in some of our science, math, social studies, English and foreign language classes. A brief overview and goals for SBG are listed below:

- A focus on learning rather than the accumulation of points
- Development of a growth mindset
- A classroom atmosphere in which students are free to take risks and embrace challenges without fear of failure
- Development of student metacognitive abilities (self-reflection and assessment)
- Providing a summative grade which is reflective of a student’s knowledge and abilities, regardless of *when* they achieved mastery of the knowledge and abilities





ADVANCING MEANINGFUL PROFESSIONAL LEARNING

This year the Riverview Music, Visual Art, and Health/Physical Education teachers engaged in a District-wide Program Self-assessment. The goal was to determine current status of these programs and propose areas for improvement. The final report examined components such as: standards-based curriculum, instruction, student assessment, resources and funding offered detailed recommendations for continued program improvement and corresponding professional development.

The Riverview School District plans to utilize the recommendations of the Arts Education Collaborative Study to continue our efforts to advance the Art, Music and Physical Education Programs by focusing on some of the following needs:

- **Provide common work sessions to facilitate K-12 collegial dialogue in order to ensure ongoing and continual programmatic improvement and curriculum development.**
- **Develop an action plan for professional development that focuses on prioritized areas of need.**
- **Consider other options and opportunities to educate the public about a broader definition of student achievement beyond a performance or exhibition that only displays the final project.**
- **Provide opportunities for parents, school community and community at large to learn about why the arts are being taught at Riverview, as well as what is being learned in these classes.**
- **Design a K-12, district-wide assessment system in music, health/physical education and visual art and develop a plan to share the results of that assessment system with the community.**
- **Use cultural resources to help enrich and extend learning opportunities for students, teachers, counselors and administrators.**



Supporting Positive Behavior at Tenth Street Elementary School

Tenth Street Elementary School continues to remain committed to implementing School-wide Positive Behavior Intervention and Supports (SWPBIS). The SWPBIS team meets on a regular monthly basis to review the implementation of school-wide interventions and focus on methods to build resiliency in children. Data is tracked through office referrals to monitor behavior trends and areas of need. The data we gathered this past year shows that our student's behavior keeps getting better and better!

In the classroom, SWPBIS takes the form of reinforcing positive behavior through the use of teacher language, verbal reinforcement, and logical consequences. Tenth Street Elementary has a school-wide incentive system (PAWSitive 200 Club) in place to reinforce students that are demonstrating positive behaviors. We have found that our PAWSitive 200 club has improved behavior for all students, encouraged positive faculty-student interactions, improved home-school communication, reinforced consistent school-wide expectations, and decreased the amount of time spent on discipline.

Academic Gains at Verner Elementary School

Throughout the 2012-2013 school year Verner Elementary focused on improving student learning and achievement through the use of data to individualize instruction to meet the needs of every individual child. Through the use of data, technology and our staff we were able to improve student learning and achievement as measured by the Pennsylvania System of School Assessment (PSSA).

Verner is proud of these achievements and continues to work towards 100% of our students achieving Advanced or Proficient on the PSSA assessment. Through the collaboration of our teachers, staff, parents and community we can continue to grow and provide our children with rich learning experiences that will help them achieve long after they leave the walls of Verner Elementary. We want to thank everyone in the Verona Community for their continued support and encourage everyone to congratulate our children on their great accomplishments during the 2012-2013 school year.



Contact Us

If you have any questions or comments, please visit our website for more information:

<http://www.rsd.k12.pa.us/>

or email Dr. Coudriet:

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7th Grade Transition:

21st Century Learning and Mentoring Class

This course is an integrated curricular project, involving reading, writing, listening, speaking, research, analysis of data, mathematics, collaboration, and creativity, designed to teach students the essential skills they need in preparation for becoming successfully employed in a 21st century global economy. Instruction and on-hands learning activities will include, but not limited to students experiences with goal setting, time management, study skills, metacognitive strategies, organizational skills, building relationships, making transitions, building self-concepts, personal finances and budgeting, and a team created theatrical performance as a culminating activity. The seventh grade course was developed in response to survey data that indicated a need to supports students' transition to Riverview Jr/Sr High School.

