

Riverview SD Action Plans

Goal #1: To be an academically competitive school district, using data analysis, standards-aligned curricula and research-based strategies to meet and monitor all students' learning needs at all levels.				
Strategies				
Curriculum Mapping				
Assess and Monitor the Middle School Concept within Our Junior/Senior High				
Using Data Analysis to Increase Student Achievement at the Elementary and High School levels				
K-12 Writing Framework				
Start	End	Implementation Step Title	Description	Responsible
7/2/2018	6/30/2022	Customized Education Plans	<p>Analyze data using OnHands Schools technology to examine the issues of academic need to determine root causes. Provide professional development to address root causes.</p> <p>Provide common plan time for teachers to meet and discuss student achievement and best practices.</p> <p>There will be scheduled time in grades K-8 where students will receive enrichment and/or remediation based on individual needs.</p>	School Principals
7/2/2018	6/30/2022	Data analysis to improve student performance	<p>Use root cause(s) and integrate technology and professional development to analyze data, develop Action Plan, and monitor student learning for increased academic achievement at Junior High level. We can analyze data for each student and develop individualized learning plans for our students that value the diverse needs of all students.</p> <p>Teachers will meet to analyze data to create plans of actions for students. Students in grades K-8 will be given designated times during each week to work on enrichment/remediation activities.</p>	Instructional Principal
7/2/2018	6/30/2022	Educator Hiring Practices as Related to Increased Student Learning	<p>Attract and retain highly qualified teacher and educator candidates that support the goals of the Comprehensive Plan with multiple certifications, advanced degrees, and credentials who have the ability to analyze data in order to benefit student learning by conducting rigorous stakeholder hiring process and offering local comprehensive induction program, competitive salaries, and high-quality professional development.</p>	Superintendent; Principals
7/2/2018	6/30/2022	Curriculum Mapping	<p>Continue the curriculum mapping process outlined in the current strategic plan. We will be using the Rubicon Atlas software. This allows teachers to create a standards-based curriculum that can be indexed and searched easily to find gaps, repetition, and areas of weakness identified through analysis of state testing and other assessment data. Once curricula are entered, results of the work will be shared on the district webpage. In addition, through professional development, a culture of continuous curriculum improvement will result in revisions and improvements happening yearly.</p> <p>There is a proposal to conduct a Summer Curriculum Academy. This would be for 10 teachers @30 hours for an approximate cost of \$16,000.</p>	Principals
7/7/2014	6/30/2022	K-12 Writing Framework Development	<p>Teachers will convene over the next school year(s) to develop, pilot, implement and evaluate a K-12 scope and sequence for literacy, more specifically writing, that is grounded in communication needs for the 21st century. This framework will be implemented district-wide to establish consistency in the district's approach to writing instruction.</p> <p>A group of teachers chose a resource and Verner Elementary piloted the program. Tenth Street will begin using the resource during the 2018-2019 school year. We have chosen to focus on grades K-8.</p>	K-12 Writing Framework Committee and Chairperson; Principals

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1/2/2019	6/30/2022	PA Future Ready Index	<p>The proposed Future Ready PA Index will serve as Pennsylvania's one-stop location for comprehensive information about school success, and will use a dashboard model to highlight how schools are performing and making progress on multiple indicators. It will be replacing the SPP as the measure for ESSA. District administrators will need professional development on how to read and analyze the results of this new progress indicator.</p> <p>Professional development will be needed when PDE rolls out how to use and measure school effectiveness based on the PA Future Ready PA Index.</p>	Superintendent; Principals
Goal #2: Continue to improve and refine our approach to creating and implementing customized education plans for our students based on the analysis of data.				
Strategies Online Learning Opportunities Differentiating Instruction RCEP Process				
Start	End	Implementation Step Title	Description	Responsible
7/2/2018	6/30/2022	Data analysis to improve student performance	<p>Use root cause(s) and integrate technology and professional development to analyze data, develop Action Plan, and monitor student learning for increased academic achievement at Junior High level. We can analyze data for each student and develop individualized learning plans for our students that value the diverse needs of all students.</p> <p>Teachers will meet to analyze data to create plans of actions for students. Students in grades K-8 will be given designated times during each week to work on enrichment/remediation activities.</p>	Instructional Principal
7/2/2018	6/30/2022	RCEP Protocol Implementation	<p>Implement a consistent, district-wide process for Riverview Customized Education Plan (RCEP) development. Involve Stakeholders in the development of a consistent protocol, including administrators, teachers, and parents.</p> <p>A template has been developed and may be used at principal's discretion.</p>	Building Principals
7/2/2018	6/30/2022	Online Learning Options	<p>Research shows that many students learn better in online environments. Our administration will begin examining how we might establish a Cyberschool option within our school district that will help us to customized learning. We plan to have this option in place for students at least by the end of 2018.</p> <p>Begin to research, design, create and offer our own local cyberschool option through technology expansion and develop a BYOD protocol.</p> <p>Riverview School District has contracted with a platform for online courses. Students are permitted to take classes online if certain criteria are met.</p> <p>We will now begin to explore more blended learning opportunities for students.</p>	District Educational Technology Administrators
Goal #3: We will continue to expand and refine various student learning opportunities K-12.				
Strategies After School Programs Dual Enrollment Opportunities Career Pathways Improved and Expanded Facilities and Technology Infrastructure to Support Students' Opportunities Arts and Enrichment Opportunities				
Start	End	Implementation Step Title	Description	Responsible

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9/24/2014	6/30/2018	Library Upgrades	<p>The current library is outdated in comparison to other area school districts. Research opportunities and resources for potential acquisition of technology and resources that align with STEM based learning in an effort to upgrade our current JHSH library and provide more 21st Century Skills-based opportunities for our students.</p> <p>We have upgrade the Jr/Sr High School Library to include a STEAM lab and added resources.</p> <p>We will continue to refine and evolve our library media center.</p> <p>We will begin to explore possible expansion of STEM area's in elementary libraries.</p>	<p>Superintendent; High School Librarian; Secondary Gifted Teacher; High School Principals; Instructional Technology Administrators</p>
7/1/2015	6/30/2022	AP, College in High School, and Dual Enrollment Course Development	<p>We will examine area course offerings in Advanced Placement, College in High School, and Dual Enrollment Opportunities. We will look to create more expanded opportunities in this way as evidenced by an increased School Performance Profile Score.</p> <p>We have begun agreements with higher education to offer dual enrollment to qualifying students.</p>	<p>High School Principal</p>
7/2/2018	6/30/2022	Feasibility Study-Performance Venue/Field Lights/Foreign Language Opportunities grades K-8	<p>This project is to better determine the feasibility and public support for the addition of a performing arts venue to the high school, the addition of field lights to Riverside Park, and the addition of foreign language opportunities at the elementary and middle school. Considering that the 2018 strategic plan survey (completed by the Collaborative for Evaluation and Assessment Capacity at the University of Pittsburgh) mentioned that the public support for these projects might be insubstantial, the expanded opportunities group felt like this was a necessary to ensure that this is still a viable option for the district in the current economic climate. This project requires a detailed analysis of the current 2018 survey the creation of additional surveys to be administered to the community and the analysis of these results prior to moving forward with a budgetary plan for these additional opportunities and projects.</p> <p>We will continue to refine and evolve our library media center.</p>	<p>Superintendent; STEAM Faculty, Instructional Principal; Guidance Counselor</p>
7/2/2018	6/30/2022	Career Exploration/Naviance	<p>Students will begin using Naviance for career exploration and to prepare for post high school planning.</p>	<p>Instructional Principal; Guidance Counselor</p>
9/4/2018	6/30/2022	Community Service Enhancement for High School students	<p>This is a mini project designed to allow for students to take more ownership in their community service requirements. This project is geared toward the high school students. This project required the high school counseling staff and administration to revamp the community service projects to place more ownership onto the students. The goal is for students to develop a greater sense of purpose when completing their community service hours. In addition to helping the community, increased student ownership of their community service projects will strengthen creative problem-solving skills, teach project management and related budgeting skills, provide opportunities for mature interactions with community stakeholders, and provide valuable experience working as a team. The development of these skills at a more advanced level than simple participation in a community service project will also serve our students well in job and college interviews.</p>	<p>Jr/Sr High School Principals/Guidance counselors</p>
<p>Goal #4: Articulate and advance our mission of a "Serious Commitment to Student Success" through community and regional outreach that demonstrates the district's priorities towards being academically competitive, creating a safe and supportive learning environment and supporting opportunities beyond the walls of a traditional classroom.</p> <p>Strategies Educational Foundation Funding Increased awareness of School District resources/events/opportunities</p>				
Start	End	Implementation Step Title	Description	Responsible

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7/2/2018	6/30/2022	Improved Facilities	<p>The creation or improvement of our facilities will serve as an authentic marketing tool to encourage families to enroll their children in our school district. In order to remain competitive, we need to enhance our district facilities.</p> <p>A district wide maintenance plan was created and will continue to be refined.</p> <p>A Director of Buildings and Grounds was added.</p> <p>A facilities assessment and capital improvements project has begun.&nbsp; This included school safety upgrades.</p>	Superintendent; Business Manager; School Board
7/2/2018	6/30/2022	Establish Educational Foundation	<p>The Riverview Educational Foundation has been established.&nbsp; They continue to provide grant opportunities for Riverview School District teachers and staff.&nbsp; The Foundation continues to help innovation happen by providing students opportunities to research, discover, create, communicate and enhance learning.</p> <p>&nbsp;</p>	Community Members;
7/2/2018	6/30/2022	Community and Media Outreach	<p>Increased community outreach via a variety of media sources. This is already underway; we will continue to work within Central Office and among each of the Schools to host events, focus groups, outreach efforts and also advertise the variety of opportunities the School District offers to students and the community.</p> <p>This will continue.&nbsp; The school district has both contracted and volunteer hours devoted to this goal.</p>	Superintendent; Principals; District Administrative Support
7/2/2018	6/30/2022	Educator Hiring Practices and School Performance Profile	<p>Attract and retain highly qualified teacher and educator candidates&nbsp;that support the goals of the Comprehensive Plan with multiple certifications, advanced degrees,&nbsp;and credentials who have the ability to analyze data in order to&nbsp;benefit student learning&nbsp;by conducting rigorous stakeholder&nbsp;hiring process and offering local comprehensive induction program, competitive salaries, and&nbsp;high-quality professional development. Our highly qualified teachers and improved School Performance Profile Score will be shared in district marketing efforts.</p>	Superintendent
Goal #5: Monitor, refine and communicate a Safe and Respectful Learning Environment				
Strategies				
Character and Social Skill Building Programs - Social Skills Training				
Positive Behavioral Interventions and Supports				
School Safety				
Start	End	Implementation Step Title	Description	Responsible
7/1/2018	6/30/2022	Safety Committee Improvements	<p>We will focus&nbsp;on refining and improving the functions of the District Safety Committee.</p> <p>&nbsp;</p>	Director of School Safety, District Administrators, School Administrators, Local Law Enforcement and First Responders
7/2/2018	6/30/2022	SWPBIS and Olweus	<p>Our implementation of School-Wide Positive Behavior Intervention and Support (SWPBIS)&nbsp;and Olweus&nbsp;will continue&nbsp;to occur across the district as a research-based best practices that ensure that positive measures are taken to establish and reinforce a safe and respectful learning environment.</p>	Building Principals; Guidance Counselors

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9/4/2018	6/30/2022	Reporting System	<p>The district has instituted a See Something Say Something link on the website.</p> <p>This will continue to be refined to be sure we receive accurate and relevant information. These include changing text boxes, find a way to have them communicate via email without divulging their email address, sending an automatic reply to those that submit comments.</p>	School Safety and Security Coordinator
Special Education Personnel Development Steps				
Start	End	Implementation Step Title	Description	Responsible
7/1/2018	6/30/2021	Autism	<p>The district will investigate providing services available in the public school setting for students with autism through training and consultation provided by local experts in this field. Evidence of successful implementation of this goal will be the existence of sensory rooms and/or equipment in all school buildings and the increase in the percentages of students with autism who are successfully being served in the public school setting.</p> <p>The Riverview School District will develop and facilitate an ongoing and sustained professional development process to increase knowledge and skills of various stakeholders in unique strengths and needs of students with Autism Spectrum Disorder (ASD), as evidenced by improved instructional practices and transition planning through formal and informal observation data collection, analysis and documentation.</p> <p>The Riverview School District will also be exploring the possibility of adding an Autistic Support Classroom that would enable the district to service students that currently are in outside placements.</p>	Christina Monroe, Director of Special Education
7/1/2018	6/30/2021	Reading NCLB #1	<p>Special Education teachers will participate in all professional development activities with the general education teachers in the area of English / Language Arts instruction to ensure consistent rigor and instructional practices exist in both special education and regular education classrooms across the district.</p> <p>Students with IEPs scored significantly below students in general education. The 2017 PSSA test results indicate that PSSA reading proficiency levels are consistently lower for district students with IEPs. The Riverview School District is challenged to provide effective reading instruction at the student's instructional level (through direct reading instruction and progress monitoring) while providing access for these students to grade-level standards and the general education curriculum. A root cause analysis was conducted to assist with targeting improvement of reading and math scores. It was determined that Riverview School District would take a more concentrated focus on grades 5-8. There has been a reading specialist added to the district to assist with this focus.</p> <p>The goal of ongoing and sustained professional development in this area is to continue training special education teachers in the use of research-validated assessment, instructional methods, and progress monitoring methods to best establish instructional levels in the area of Reading for the development of goals, expected levels of progress, and to collect and analyze this progress data. The goal for training regular education teachers and other district personnel will be to use best practices to provide increased access of all students to the general education reading curriculum and PA Core Standards.</p>	Christina Monroe, Director of Special Education

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7/2/2018	6/30/2021	Behavior Support	<p>The Riverview School District Special Education department will develop and implement ongoing and sustained professional development in the area of Positive Behavioral Interventions to support district students. Sessions will include identifying potential barriers for students that increase the likelihood for triggering problem behaviors (thorough use of SaS Toolkit instructional and environmental components), identifying problem behaviors, function, and conditions maintaining (through the use of the functional behavior assessment process), monitoring use of positive behavioral supports and interventions, and addressing the unique strengths and needs of students.</p> <p>The Riverview School District will continue to utilize Safety Care Teams at each building. Safety Care Behavioral Safety Training is designed to provide a set of skills and strategies that allow staff in a variety of settings to safely and humanely deescalate and/or provide support to individuals who may sometimes exhibit disruptive or dangerous behavior. Each building has at least two aides, two teachers, and one administrator trained annually in Safety Care.</p> <p>The goal of ongoing and sustained professional development in this area will be to increase the use of proactive and positive behavior supports, and decrease office referrals and exclusion of students with special needs (5%) each year over the duration of this plan.</p> <p>&nbsp;</p>	Christina Monroe, Director of Special Education
7/2/2018	6/30/2021	Paraprofessional	<p>The Riverview School District will develop and facilitate an ongoing and sustained professional development process to increase knowledge and skills of district Paraprofessionals to support district students in the areas of CPR/First Aid, Non Violent Crisis Intervention, Positive Behavior Interventions, Safety Care Behavioral Safety Training, Confidentiality, Collaboration, Academic Support / Intervention Strategies, and characteristics and recommendations for supporting various types of disabilities.</p> <p>Ongoing professional development will also increase the knowledge and skills of Riverview School District paraprofessionals in the areas of collaboration and interventions to reduce barriers and triggers that inhibit student access, as evidenced by formal and informal observation data collection and documentation. Each paraprofessional is provided a minimum of 20 hours of professional development per year as required by the Pennsylvania Department of Education</p>	Christina Monroe, Director of Special Education
7/2/2018	6/30/2021	Transition	<p>The Riverview School District Special Education Department will develop and facilitate ongoing and sustained professional development in the areas of effectively assessing student strengths, interests, and needs related to desired post-school outcomes (Independent Living, Employment, and Post-Secondary Training). In collaboration with PaTTAN and AIU3 Training consultants, district special educators will participate in professional development to effectively design IEPs with coordinated transition activities and supports, as well as measurable annual goals to help district students work toward desired outcomes.</p> <p>The goal of this ongoing and sustained professional development is to increase district staff's ability to meet the needs of students with special needs in this area, as well as increasing the percentage of students (5%) being placed in desired post-secondary settings each year over the duration of this plan.</p>	Christina Monroe, Director of Special Education