

RIVERVIEW SCHOOL DISTRICT

2015-2018 STRATEGIC PLAN

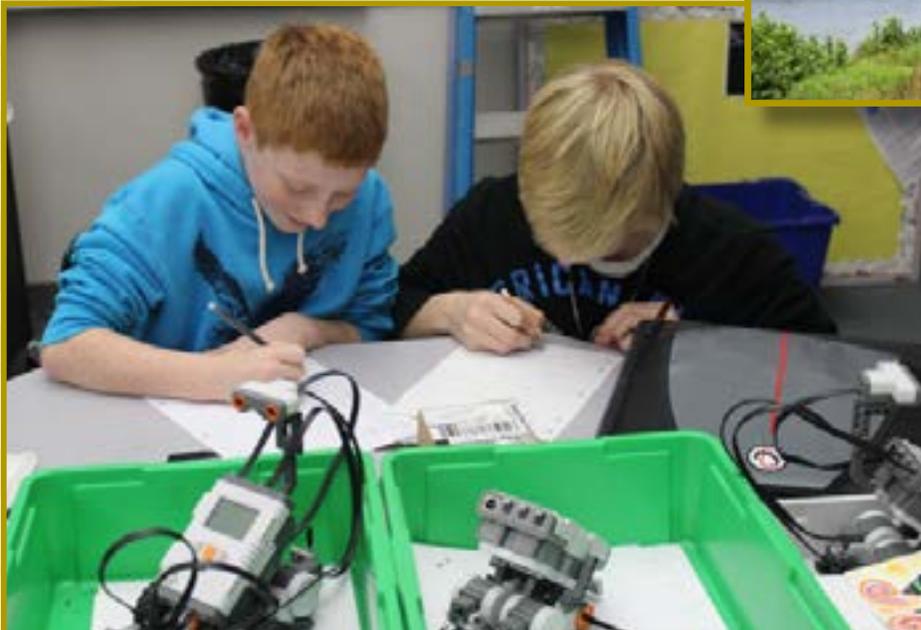


Academics. Arts. Athletics. Opportunities.

SERIOUS SUCCESS

RIVERVIEW SCHOOL DISTRICT

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"Riverview is such a special school district because students have many academic and extracurricular opportunities and access to such incredible teachers."

Josh Killian, RSD Valedictorian



Our Riverview School District stakeholder team, comprised of community members, local businesses, educators, and parents, worked together throughout the school year to engage in many collaborative and meaningful conversations as we developed the new Strategic Plan that will guide our district over the next few years. Strategic Planning is a continuous process to support ongoing district progress. It is essential to increased student achievement. Innovative, exemplary, and research-based programs, staff development, focused and aligned resources and public participation in planning are critical factors in districts that demonstrate continuous growth. Through group discourse, we determined our shared values and emergent themes reflective of our current educational priorities at Riverview School District.

MISSION

SERIOUS COMMITMENT TO STUDENT SUCCESS “SERIOUS SUCCESS”

VISION

Recognizing the importance of providing our students with lifelong learning skills, the Riverview School District’s vision is to prepare each student for a successful collegiate education and/or employment within the global workforce.

We pledge to do this through a commitment to data informed decision-making, competitive academic programming, personalized attention, and by providing our students with a variety of learning opportunities that assist each of them with discovering their talents and potential.

By committing ourselves to this vision, we strive to be one of the most academically competitive school districts in the region, ranking as one of the top 15 High Schools in Allegheny County.

From the Superintendent, Dr. Margaret (Peggy) DiNinno

This communique is meant to assist Oakmont and Verona parents, residents, and other stakeholders with understanding the Riverview School District's Strategic Plan and vision for the future. (July 1, 2015 – June 30, 2018)

Contents of this document include information pertaining to the School District's:

- Mission
- Vision
- Shared Values
- Priority Goals
- Overarching Goal

The District's priority goals, and accompanying overlapping systemic steps to support these goals, are included in summative and detailed formats over the next few pages. The PA Department of Education requires school districts to follow a templated protocol and process which results in a 100+ page document that is submitted and approved at the state level. Information from the state approved document has been extracted and written in a more reader friendly version within the pages of this communique.

Two small towns, neighborhood schools, dedicated employees, community members, school board directors, local businesses, and local organizations have helped to create a foundation where a personalized education is considered a priority for all Riverview students. We can be proud of our commitment to ensuring that all of our students receive the support they need to meet their needs. A "cookie-cutter" approach to education is not tolerated at Riverview. This Strategic Plan supports this commitment.

Please take some time to read the details within this document and become familiar with this plan. It was created after seeking input from many different concerned stakeholders. We welcome you to join us and become involved in our schools as we sincerely strive to implement a plan that is meant to support the SUCCESS of EVERY Riverview student.

Shared Values

1. We believe in establishing systems that ensure a safe, respectful, learning community.
2. We are committed to data-informed decision making, competitive academic excellence, and continuous improvement; we hold high standards and believe that effort and integrity are essential.
3. We are a community committed to providing diverse opportunities in academics, activities, arts and athletics to meet the unique talents and needs of our students.
4. We are an educational community that believes in the value of fostering leaders and lifelong learners.
5. We recognize the individual talents and needs of each student and support each child to reach his or her potential.

Reasons for Comprehensive Planning

- Continuous process to support student achievement.
- Essential to increase student performance.
- Innovative, exemplary, and research-based programs, staff development, focused and aligned resources and public participation in planning, are all critical factors in districts that demonstrate continuous growth. (PDE Comprehensive Planning, 2014)



GOALS

Academic Competition; Data Informed Decision Making

Detailed Goal: To be an academically competitive school district, using data analysis, standards-aligned curricula and research-based strategies to meet and monitor students' learning needs at all levels as defined by the measurements outlined in this comprehensive plan.

Expanded Opportunities

Detailed Goal: We will continue to expand and refine various student learning opportunities K-12.

Customized Learning

Detailed Goal: Continue to improve and refine our approach to creating and implementing customized education plans for our students based on the analysis of data.

School Safety

Detailed Goal: Monitor, refine and communicate a Safe and Respectful Learning Environment.

Marketing

Detailed Goal: Articulate and advance our mission of a "Serious Commitment to Student Success" and develop, showcase, and market Riverview School District as providing academically competitive, high-quality education and facilities that are conducive to safe and supportive learning conditions.

EMERGENT THEMES

Academic Competition

- 1 Curriculum Mapping
- Middle School Concept
- K-12 Writing Framework
- RCEPs
- Data Analysis using OnHand Schools
- Technology
- Professional Development

Expanded Opportunities

- 2 Highly Qualified employees
- JHSH Library STEAM upgrades
- AP, College in High School, Dual Enrollment
- Potential STREAM Center using outside funding sources
- Safe and Well-Maintained Facilities
- Professional Development

Customized Learning

- 3 Data to Monitor Learning
- RCEP Development
- Flexible scheduling/Small Class Sizes
- Online Learning
- Technology
- Cyber School
- Differentiated Instruction
- Professional Development

Safe Learning Environment

- 4 Safety Committee
- SWPBIS
- Olweus Bullying Prevention
- RSD Pride and Behavior Code
- Technology and Security
- Professional Development

Marketing

- 5 Data Analysis Tools
- Foundation
- Volunteers
- Advertising venues, materials, media outreach
- Hiring Practices
- Facility Upgrades
- Technology

We strive to be one of the most academically competitive school districts in the region, ranking as one of the top 15 High Schools in Allegheny County.

1

ACADEMIC COMPETITION

Detailed Goal:

To be an academically competitive school district, using data analysis, standards-aligned curricula and research-based strategies to meet and monitor students' learning needs at all levels as defined by the measurements outlined in this comprehensive plan.

Steps to Support this Goal

- Development of a Middle School Concept
- Development of a K-12 Writing Framework
- Curriculum Mapping (OnHand Schools Technology)
- Customized Education Plans (RCEPs)
- Data Informed Professional Development and Technology to Monitor Student Learning (Onhands Schools Technology)
- Educator Hiring Practices as Related to Increased Student Learning

What is the School Performance Profile (SPP)?

Federal accountability and PA law dictate that school effectiveness must be measured looking at multiple things. SPP assigns schools a score based on multiple factors SPP allows us to:

- Set goals
 - Plan
 - Allocate resources
 - Compare with other schools
- These numbers go into teacher and principal evaluations

What Does the Score Mean?

- A score of 70 or higher is considered "strong" by the state
- Scores close to the max score of 100 would be earned by "highly effective" schools (can earn up to 7pts extra credit)

What Multiple Measures Does SPP Look At?

ACHIEVEMENT SCORES - How many kids are proficient in... PSSAs, Keystones? Grade 3 Reading? SAT Scores?

CLOSING THE GAP - The state wants us to have half as many non-proficient kids in six years than we have now. Are we on track? (ex: if we are 40% proficient now, we need to be 70% proficient six years from now, growing 5% a year to reach that goal)

- SPP looks at All Students
- SPP looks at Historically Underperforming – group made of economically disadvantaged, special education, and ESL

GROWTH - Did our kids make growth as expected by the state statistical models?

OTHER -

- What percentage of our kids graduated?
- What was our attendance rate?
- Does our school offer AP/IB/College courses?
- How many of our kids took the PSAT/PLAN test?

Schools With High SPP Numbers:

- Have many kids proficient
- Continue to move non-proficient kids to proficient each year
- Grow kids beyond the expectations of the state data model
- Have high graduation/promotion rate (kids aren't failing)
- Have high attendance rate
- Offer advanced courses
- Provide opportunity to take PSAT/PLAN test

How Do We Increase Our SPP Number?

- Focus on growth – we have to move our kids beyond what is expected of them –this growth will raise our growth score on the SPP and lead to higher achievement scores, which will raise our achievement scores
- Close the gap – continue to focus on moving kids to proficient, taking small steps each year
- Increase our graduation/promotion/attendance rates
- Offer more advanced courses

SPP Key

The color and shape assigned to the SPP relates and equates to an overall level of student growth/achievement

- 100 
- 90-100 
- 80-89.9 
- 70-79.9 
- 60-69.9 
- <60 

Strategic Plan Overarching Goal:

We strive to be one of the most academically competitive school districts in the region. By 2021, the Riverview Junior Senior High School will earn a School Performance Profile score that maintains our current ranking as a top Single A and top Junior Senior High School in Allegheny County, and ranks the school as one of the top 15 High Schools in the County.

2013-14 Building Composite Scores

Tenth Street Elementary School	80.8	
Verner Elementary School	77.5	
Riverview Junior Senior High School	79.2	

Middle School Concept

While creating a Junior High within Riverview Junior Senior High School has been discussed for years, Riverview shined a spotlight on the Junior High portion of its name. Thanks to a dedicated group of administrators, teachers, counselors, and custodians, students in seventh and eighth grade will have virtually all of their classes on the first floor of the school. The School Counselor and a small Principal Office were relocated to the first floor as well. These new spaces will allow Junior High and Senior High students to interact with their same-age peers.

Teachers and administrators meet on a continuous basis to develop procedures and protocols for the new junior high. Having a Junior High within the building allows teachers to plan units across multiple subjects, and create themes for motivating students as they build and foster the student/teacher relationships that are hallmarks of a Riverview education. Common planning time employs data to focus on student needs, create individualized learning plans, and develop student programming.

The teachers and administrators are excited about this new Junior High model! Together the students and their teachers are building the Junior High. Student teams are involved in challenges, projects, and activities throughout the school year to learn that RAIDERS are Ready, Awesome, Independent, Determined, Exceptional, Responsible, and Successful.

Aside from taking core academic classes and electives, Junior High students also have an opportunity each week to participate in a student activity centered on engaging students, encouraging them to achieve a higher level of academic success, and preparing them for the 21st Century workforce.

Students will learn locally-developed, universal writing strategies for writing a lab report, a persuasive essay, or a narrative artist statement.

“I learned new techniques of writing a narrative essay. It taught me how to put my creative thoughts on to paper. I plan to use this skill at the Jr. High School.”

Alexis Sykes, Gr. 6

“Now when I get an idea, I know how to write about it.”

Noah Prosky, Gr. 2



K-12 Writing Framework

Our recent panel discussions with alumni and current employers reinforced how important writing and communication skills are in today’s workforce. In response to this need, the Riverview School District has initiated a new K-12 Writing Framework Development Committee.

Throughout the last two years, a group of teachers, across grade levels and content areas, have worked together to examine the new English Language Arts Writing Standards and develop a framework, scope and sequence for writing in the Riverview School District. To date, the Committee has developed a Stop and Think Visual Aid to help students frame their thinking prior to writing. The Committee has also developed truncated versions of the Standards for teacher access and utility, that will be enlarged into classroom size posters. A Parent Outreach Resource for supporting writing at home was also developed. Targeted approaches to writing are now being implemented at each of the three school levels that align with the PA Standards for clear and concise writing.

This Writing Framework will be used as a scope and sequence for teaching students to write, across grade level and content areas. The framework is being developed through teacher input and research into best practices in teaching writing.

Our PSSA Scores indicate that writing is a serious area of need, particularly at the Elementary Level. This need continues to be important at the secondary level, as we work to teach students strong written communication skills that will serve them well in college and the workforce.



Curriculum Review Cycle

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Science Consumer Ed, Business and Tech Ed	Social Studies Foreign Languages	Literacy Music and Art	Mathematics Health and PE	Science Consumer Ed, Business and Tech Ed	Social Studies Foreign Languages
Study Research, visit successful programs, evaluate programs, make recommendations					
Mathematics Health and PE	Science Consumer Ed, Business and Tech Ed	Social Studies Foreign Languages	Literacy Music and Art	Mathematics Health and PE	Science Consumer Ed, Business and Tech Ed
Purchase new texts, provide PD, implement changes					
Literacy Music and Art	Mathematics Health and PE	Science Consumer Ed, Business and Tech Ed	Social Studies Foreign Languages	Literacy Music and Art	Mathematics Health and PE
Reflect on program, make adjustments					
Social Studies Foreign Languages	Literacy Music and Art	Mathematics Health and PE	Science Consumer Ed, Business and Tech Ed	Social Studies Foreign Languages	Literacy Music and Art
Implement adjustments					

Curriculum Mapping

In an effort to use data analysis and develop a standard-aligned curricula, teachers will continue to be provided with training in the use of an instructional management system known as OnHand Schools. The tools integrate student data and connect standards aligned curriculum and assessments back to classroom instruction. A curriculum mapping process, completed by teacher teams at each grade level and in each content area, is used to design and manage curriculum at each stage of the curriculum lifecycle. The OnHand tool assists teachers with being able to follow curricular methodology in a flexible manner and it can be tailored to local school district curricular needs as well as individual subgroup or student needs.



As teachers continue to develop a flexible and student need based curriculum, results of their work will be shared on the district web page. In addition, the resulting curriculum will be reviewed and adjusted as needed. Resources and other items, such as textbooks, can also be obtained using the resulting curriculum as a guide for determining which textbooks and resources provide the most value to learning and provide teachers with relevant tools for instruction. Over the next few years, the District will continue to develop a meaningful and relevant curriculum that assists teachers with instruction and supports student learning.

Hiring Practices

District administrators will continue to refine processes and procedures used to hire future employees by seeking highly qualified and experienced staff who can contribute to meeting student needs and implementing the Strategic Plan. New employees are taken through a stringent hiring process including a thorough review of paperwork, telephone and personal interviews, submission of projects or on the job assignments, observations, and thorough background and reference checks. Administrators make employee recommendations to the board only after a thorough analysis of each candidate's skill set and after including input from a variety of experts. Recommendations are made using a document that aligns each candidate's skill sets and experiences with the priorities and emergent themes identified in the Strategic Plan.

“The hiring process at Riverview is very rigorous. I felt extremely honored and accomplished to be hired at a district where the hiring process is so thorough. This process ensures that not only highly qualified teachers are employed, but those who are hired truly want to see children succeed.”

Lee Hedderman, Teacher

2

EXPANDED OPPORTUNITIES

Detailed Goal:

Continue to expand and refine various learning opportunities K-12.

"I love the fun activities, and opportunity to be creative in the enrichment program and the Girls on the Run program." Hannah, Gr. 5

"I loved reading the books and studying them. I was very happy to receive a letter from Ms. Polacco in response to a letter I wrote to the author." Molly, Gr. 2

Sisters Hannah & Molly Morrissey

Steps to Support this Goal

- Continue to monitor student interest needs and upgrade existing programs as appropriate
- Begin scaffolding resources for potential development of 21st Century Media Center
- Begin scaffolding resources for potential development of a Performance Venue at Jr/Sr High
- AP, College in High School, and Dual Enrollment Course Development
- After School Programs
- Examine Potential for Field Lights for Student Activities

Our team continuously monitors student academic needs and outside interests to enhance learning and encourage thinking. Through curricular planning, resource acquisition, professional development, and enriching opportunities students discover their strengths, talents, and interests.

STEAMing Ahead

While some other school districts are emphasizing expensive and unproven high tech equipment, bells and whistles, or gimmicky specialty STEAM rooms, Riverview continues to lead the way in science and technology education by focusing on substance over style and ensuring learning opportunities that are deep, challenging, and meaningful. Instead of one-time, drive-by initiatives, Riverview's emphasis is on rigor and high-level accelerated curricula with extensive opportunities to use cutting-edge, authentic technology and scientific exploration. This philosophy may be a bit old-school, but that does not make it out-of-date or obsolete.

CURRICULUM – STILL THE FOUNDATION

MATH - High achieving Riverview students have the opportunity to take an accelerated course of studies with two full years of Calculus – perhaps the single biggest advantage a student could have moving forward toward a STEAM degree in college. Furthermore, Riverview has consistently shown flexibility in meeting student needs, allowing students to take double math and promoting dual enrollment and other methods of giving students an education that is customized to their needs.

PROGRAMMING & TECHNOLOGY – Riverview's technology teachers have worked tirelessly with school administration, gifted, and guidance departments to put together a concentration in programming and technology that promotes elite levels of achievement and practical, authentic understanding of technological applications. As a leader in robotics, design and engineering, and computer programming curricula, Riverview students can schedule a comprehensive concentration of courses across their high school experience, with courses in robotics, CAD drawing and design, Visual Basic, and AP Programming in Java.



Education Foundation

Thanks to the dedication of several parents, administrators, and community members, efforts are currently under way to develop an Education Foundation that supports District initiatives. An education foundation, once established, can support district initiatives in many ways. We will form a committee that can support the marketing, facilities, and other needs of our district to allow us to be competitive as a regional choice for K-12 education. The Riverview Education Foundation is currently seeking 501c status.



“The Riverview Educational Foundation has been established to grant funds to “Help innovation happen!” in the district. Support will help ensure that Science, Technology, Reading, Arts, Engineering, and Math (STREAM) are addressed in the smartest, most up-to-date and creative ways possible. The foundation recognizes the achievements of the students and teachers in Riverview School District and hopes to help provide even more opportunities for access to an exceptional education.” Kathleen Shoop, Education Foundation Member

Refining/Expanding Opportunities

If able to obtain funding through a variety of outside sources, we will seek opportunities to research, design and support student learning and STREAM (Science, Technology, Reading, Engineering, Arts, and Math) experiences. We would like to maximize our unique geographic location while providing our reputable music and performance programs with a riverfront interdisciplinary performance venue at the High School. Currently our musical ensembles: band, orchestra and chorus, must perform at an elementary school and practice in facilities at the High School. Additionally, this potential venue will provide opportunities for Science Exploration and Math/Science Partnership. We will begin the process of examining the viability of this proposed addition, and work with various community and stakeholder groups for input and support.

NEW STEAM Workshop

With the completion of the new Jr/Sr High Library, the district will acquire a STEAM (Science, Technology, Engineering, Arts, and Math) workshop. Our students will have access to tools and materials such as iPads, a 3-D printer, K’Nex construction kits, Hummingbird robot kits, and Makey Makey invention kits, as well as the newly relocated TV studio. The high-tech workshop will enable teachers to challenge kids to find solutions to real issues working together as a team and allow students to explore STEAM topics that interest them and encourage them to create unique and highly individualized projects. Junior high students will meet two to four days a week to learn the basics and start to explore their interests in programming, engineering, and audio/video production in the new STEAM class. Upperclassman will hone their skills here and in our computer science, tech ed, art, music, and telecommunications electives. Additional Cyber school opportunities are also being explored.



“We look forward to increasing student engagement through problem solving, collaborating, building, designing, and coding. Having been awarded a generous AIU STEAM grant, our district will be able to purchase many of the tech items needed to properly outfit our STEAM workshop and provide our students with access to the tools needed to solve problems and create exciting solutions.”

Lynn Madden, Library Media Specialist

Professional Development

Staff and administration are provided with professional development opportunities related to: research based practices, updates in changes in federal (IDEIA) and state regulations (Chapter 14 and Chapter 15), current special education trends, legal issues, behavioral support strategies and interventions (including, but not limited to functional behavioral analysis and manifestation determination), Office for Intellectual Disabilities (OID), Autism, co-teaching, inclusion, reading, math, progress monitoring, and Response to Intervention (RTI). RSD Staff attend numerous professional development opportunities outside of the school district through PaTTAN, the AIU #3, as well as state and local conferences. Documentation is maintained by the individual and at the Central Office. Additional professional development opportunities are provided within the district by district staff using a Train-the-Trainer model and/or outside consultants.

Thanks to a donation from the newly formed JHSH PTO, our newest edition to the technology education program is a 3D printer from Makerbot. Students from the computer graphics, design II, and technology I classes are learning the process of how to produce three dimensional parts from the printer.



Each year, as technology evolves, we will evaluate and adjust the Instructional Technology Plan based on the specific needs and developments in technology. We will continue to monitor communication, professional development needs and follow up as appropriate. A Technology Plan, in draft form, is currently in place. A new Director of Technology joins the RSD team this summer and a final plan that aligns closely with the District's vision will be created.

“Verner Elementary School has Serious Success. You always go far no matter what type of advantages or disadvantages you have. I like Verner because it is always fun and everyone learns, that is the pride that everyone at Verner has!”

Lacika Tompa, Gr. 5

“The reason we have one of the best technology programs is because teachers are willing to sacrifice their free time to help a student. Teachers have passion towards technology and help students to be the best they can be.”

Jeremiah Lyons, Gr. 11

TECHNOLOGY TIMELINE

2015-2016

- Creation of Instructional Technology Plan to Facilitate Effective Use of Technology and Learning Based on Student and Teacher Needs
- Improved Systems to Support Instructional Technology/Software Needs, Assess Professional Development Needs, Communication, and Follow Up
- Replace or Upgrade 20% of Technology/Software Available in Classrooms as Needed
- 20% Replacement or Upgrade of Student Accessible Technology Supplemented with BYOD Program As Needed
- Replace or Upgrade 20% of Hardware Annually (Copiers, Printers, Fax Machines, Scanners) as Needed
- Increase Wi-Fi Access Points Across District
- Open Online Credit Recovery Program
- Open STEAM Lab in Jr/Sr High Media Center
- Jr High STEAM themed Courses Offered
- Professional Development

2016-2017

- Replace or Upgrade 20% of Technology/Software Available in Classrooms as Needed
- 20% Replacement or Upgrade of Student Accessible Technology Supplemented with BYOD Program As Needed
- 20% of District Equipped with Upgraded Wi-Fi Access Points
- Open Full RSD Online Academy
- 8th Grade Advanced STEAM Course Offered
- Expand STEAM Course Offerings Into HS Curriculum
- Professional Development

2017-2018

- Replace or Upgrade 20% of Technology/Software Available in Classrooms as Needed
- 20% Replacement or Upgrade of Student Accessible Technology Supplemented with BYOD Program As Needed
- 40% of District Equipped with Upgraded Wi-Fi Access Points
- Professional Development

2018-2019

- Replace or Upgrade 20% of Technology/Software Available in Classrooms as Needed
- 20% Replacement or Upgrade of Student Accessible Technology Supplemented with BYOD Program As Needed
- 60% of District Equipped with Upgraded Wi-Fi Access Points
- Professional Development

2019-2020

- Replace or Upgrade 20% of Technology/Software Available in Classrooms as Needed
- 20% Replacement or Upgrade of Student Accessible Technology Supplemented with BYOD Program As Needed
- 80% of District will have Upgraded Wi-Fi Access Points in Every Classroom
- Professional Development

2020-2021

- Infrastructure that Supports Seamless Integration of Wi-Fi in Every Building
- Replace or Upgrade 20% of Technology/Software Available in Classrooms as Needed
- 20% Replacement or Upgrade of Student Accessible Technology Supplemented with BYOD Program As Needed
- Professional Development



Extra Curricular Program Sampling

- Afterschool Chorus
- Instrument Lessons
- Cross-curricular Field Trips
- Collaboration with regional arts organizations (Pgh. Symphony Orchestra, Pgh. Ballet Theater, etc.)
- Opera Academy
- Afterschool Acrobatics/Dance Classes (PTO)
- Safety Patrol
- Targeted Assistance Afterschool/Homework Clubs
- Student Council
- Girls on the Run and Girls on Track
- Enrichment Events (Science Bowl, History Bowl, etc.)
- Odyssey of the Mind (PTO)
- Carnegie Oakmont Library Afterschool Program
- Community Professional Visits/Presentations (Dentists, Doctors, etc.)
- Peer Support Groups - Guidance
- Extended School Year Program (Summer School)

Verner Elementary Named “Opportunity School”

Student achievement data analyzed over the past two years resulted in Verner Elementary School being the ONLY public school in Allegheny County being awarded the title of “Opportunity School”. PennCan designated Verner as an Opportunity School and boasts that the school community uses strategies and resources that close the achievement gap for ALL students. The report celebrates the teachers and school leaders who create “Opportunity Schools” and encourages others to learn from these schools by examining the foundational characteristics and practices they use to support student needs and achievement. These strategies and practices are embedded in the District Strategic Plan and we will continue to implement them.

New High School Math Options: AP Statistics and AP Calculus Courses

Our Math Department has been investigating Advanced Placement (AP) courses in Mathematics at the High School. They began by researching AP courses and deciding where they may fit best into our current progression of math courses. Department staff visited other High Schools and learned more about their AP courses and sequence of math courses.

Findings revealed that other school districts had similar issues in deciding what courses are best at the middle school level, which is important in building a strong mathematical foundation for high school courses such as AP. Based on the information, an AP Statistics course has been added to the curriculum. The course introduces students to major concepts and tools critical for collecting, analyzing and drawing conclusions from data.

In 2015-16, AP Calculus will also be offered as an advanced math option for students. The AP course in Calculus will allow students to gain in-depth skills and knowledge related to techniques of integration, improper integrals, sequence and series, and parametric, polar, and vector functions.

3 CUSTOMIZED LEARNING

Detailed Goal:

Continue to improve and refine our approach to creating and implementing customized education plans for our students based on the analysis of data.

“I learn new things every-day because my teacher gives me special work in math. My work is special because it is different than the special work my friends get.”

Gabby Robinson, Gr. 1

“Being in the junior high is like being a part of one giant family. No matter what, everybody, including the teachers, are always there for you. They want to make sure that you can be the best that you possibly can.”

Celaine Hornsby, Gr. 8

When customizing education, the staff at Riverview puts students first and believes that all children can and will learn on their learning level and at the appropriate pace. As part of our commitment to customized education, teachers at Riverview School District will engage in ongoing communication with students and their families to provide a relevant and engaging educational experience. Customized learning is intended to offer all students opportunities to be successful 21st century global citizens.



We take the time to learn and recognize our students' unique talents and gifts. We equip our students with skills that will serve them well as to adapt and succeed throughout their lives. As educators, we then teach our students how to use their strengths as they demonstrate pride in their work, persist through their challenges, and recognize the importance of giving their personal “extra” to everything they do.

Customized learning at Riverview School District occurs through teachers' analysis of individual student characteristics, strengths, and needs in tandem with flexible instructional practices that are used to organize the learning environment. Customization occurs through small class sizes, flexible pacing, flexible grouping, instructional approach, and a connection to our individual learners' interests and experiences. This personal component assists us with genuinely supporting each students' success.

Customized instruction encourages our students to:

- Develop personal goals and corresponding learning plans
- Identify their own strengths and weaknesses and other learning style preferences
- Study and learn skills and concepts using content that is relevant and interesting

Our teachers:

- Use various data sources to guide collaborative development of instruction individualized to learners' needs, interests and learning styles
- Mentor their students and offer authentic and reflective learning experiences
- Engage students in the design of their own learning experiences
- Provide learning opportunities that sync with the learners' most effective learning styles.



Serious Commitment to Student Success

What is an RCEP?

An RCEP is a Riverview Customized Education Program. RCEPs are just one of the pathways to “Serious Success” that we implement for our students in the Riverview School District. RCEPs are the result of collaborative planning among teachers and parents based on a student’s interests, needs and unique strengths.

Communication with parents is essential to the RCEP process. By first identifying, and then reinforcing with students what their strengths are, our teachers work to find ways that students can use those talents to overcome their weaknesses as they learn. In developing RCEPs, our teachers identify overarching learning outcomes based on standards and each individual students’ strengths. Teachers use data and knowledge of their learners to design individualized learning experiences that authentically engage students based on their specific needs.

Once an RCEP is implemented, it is carefully monitored by the team of teachers who work with that student. Teachers analyze data, and adjust the RCEP Plan accordingly, while communicating with parents in a consistent manner to ensure student success.

Using Data to Inform the Development of RCEPs

In the Riverview School District, we value our small class sizes and the personalized attention we are able to provide for our students. Personalized learning plans are an important part of our new Strategic Plan.

Our teachers continue to use OnHand Schools, as the district works closely with a specialized consultant from OnHand Schools. Our teachers were provided with an overview of the new features available in OnHand Schools, which is used to analyze a variety of student data. They examine ways to sort student data, and consider how the analysis features in OnHand Schools can be used to develop targeted lessons and create Riverview Customized Education Plans (RCEPs) for our students. They examine data and refine RCEPs to meet our students’ needs. At the secondary level, our new Junior High Concept and High School Mentoring Program supports our older students based on their interests, needs, and talents. This results in helping students to meet their fullest potential using a rigorous curriculum and a supported approach.



Steps to Support this Goal

- Technology Expansion and the Development of a Riverview School District Cyberschool Option
- Data Informed Professional Development and Technology to Monitor Student Learning
- RCEP Protocol Development
- Establish RCEP Steering Committee

4 SAFE LEARNING ENVIRONMENT

Detailed Goal:

Monitor, refine and communicate a Safe and Respectful Learning Environment.

“The Impax Training was amazing! They did a wonderful job teaching us what to do if we ever find ourselves in a serious situation where our students’ lives are at risk. I think our staff feels safer after this training.”

Steve Rowe, Teacher

“The full school community wants to make sure that a safe learning environment is provided to its students. The Verona Police Department works with the school district to identify and address any risk to make sure the school is a place where both students and teachers feel safe.”

Ron McLemore,

Verona Borough Chief of Police

Riverview Pride and Behavior Code

Riverview School District has adopted a new behavior model known as Riverview Pride & Behavior Code. This program combines the SWPBIS (School-Wide Positive Behavior Intervention and Support) and Olweus Bullying Prevention programs. The result is having a clear definition of expectations and what procedures are in place when expectations are not followed. It ensures district-wide consistency by streamlining the discipline procedures and making expectations easier to understand for staff, parents, and students.

Riverview Pride & Behavior Code

Be Ready, Be Respectful, Be Responsible!

As students in the Riverview School District, we show:

We are ready, respectful, and responsible for ourselves by:

Taking responsibility for our own belongings

Following school rules and being responsible for our learning

We are ready, respectful, and responsible for our learning by:

Listening and showing respect to all adults and classmates

Participating in class activities

Showing pride and completing tasks with care

Giving our best effort to all tasks

Celebrating achievements

We are ready, respectful, and responsible for each other by:

Showing kindness and consideration

Including everyone in activities

Speaking politely and showing good manners

Accepting each other’s differences

Resolving disputes peacefully

We are ready, respectful, and responsible for our school by:

Representing our school with pride

Caring for our learning environment

Speaking positively about our school

Safety is a Priority

To assist parents with being better familiar with school safety procedures, a new School Safety Brochure has been created for distribution to families. The new brochure was provided to all students.

The Safety Brochure contains a variety of informative and helpful resources and is also available on the District web page.



INPAX TRAINING

Our teachers and staff had the opportunity to engage in School Safety Training conducted by Sam Rosenberg, President of the Inpax Academy. Our local Law Enforcement and School Safety Director, Mr. Dunkle, worked with Dr. Hasselman, the leader of the community group that arranged and provided the donation that provided the Inpax Training. Our staff engaged in sessions that shared strategies that are parts of Automatic Critical Incident Response Tactics (ACIRT). Riverview will now explore possible Train-the-Trainer modules and seek volunteers to engage in additional Inpax training, which we will continue to offer to our staff.

“There is tremendous cooperation between the District and Police Dept both in dealing with problems as they arise, and in exploring all avenues of training and preparation available as a means to keep the students, educators and staff safe. Together, we will continue to look outside the box at every means possible to maintain a healthy environment for the students in this community.”

David DiSanti, Oakmont Borough Chief of Police

SWPBIS

Our schools continue 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.

Olweus

Our school cares about the safety and well-being of our students. We want to make sure our school is a good place for students to learn. To do this we use a program called the Olweus Bullying Prevention Program.

The Olweus Bullying Prevention Program (OBPP) is one of the best-known bullying prevention programs. OBPP has been proven to prevent or reduce bullying.

The goals of OBPP are to reduce bullying problems and prevent new bullying problems from happening. The program also works to make relationships better among students. The program is for all students, not just those who are being bullied or who are bullying others.

Parents and guardians play a key role in this program. Your child will be asked to tell an adult at school and an adult at home if he or she is bullied or sees bullying happening at school. It will be very important that you take any bullying seriously and tell our school staff. Our school staff members are being trained to deal with bullying situations when we are told about them.

Safe and Supportive School Assurances

(Office of Safe Schools)

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students.
- Free Education and Attendance
- School Rules
- Collection, maintenance and dissemination of student records
- Discrimination
- Corporal Punishment
- Exclusion from School, Classes, Hearings
- Freedom of Expression
- Flag Salute and Pledge of Allegiance
- Hair and Dress
- Confidential Communications Searches
- Emergency Care and Administration of Medication and Treatment
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with §445 of the General Education Provisions Act)
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation
- Development and Implementation of Local Wellness Program
- Early Intervention Services System Act
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Steps to Support this Goal

- Riverview Pride and Behavior Code
- SWPBIS and Olweus
- Safety Committee Improvements

5 MARKETING

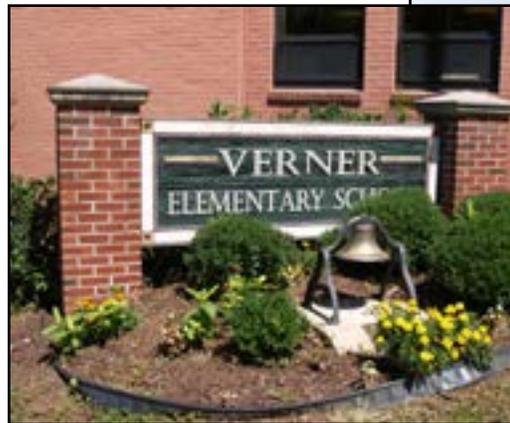
Detailed Goal:

Articulate and advance our mission of a “Serious Commitment to Student Success” and develop, showcase, and market Riverview School District as providing academically competitive, high-quality education and facilities that are conducive to safe and supportive learning conditions.

Riverview School District is located ten miles up the Allegheny River from Pittsburgh’s historic Point State Park, the colonial site of Fort Duquesne and Fort Pitt. It is a small, suburban public school district serving the Pittsburgh suburbs of Oakmont and Verona. Riverview School District encompasses approximately 1.5 square miles and services approximately 1,000 students. As is the case with nearly all School Districts in Allegheny County, Riverview School District has experienced an 8% decline in enrollment since 2008. Our industries are primarily small businesses within a walking community. We are currently working to initiate more organizational resources, but have good working relationships with the local library and Riverview Children’s Center. We offer a variety of community partnership events within our schools. Our students attend one of two neighborhood elementary schools, Verner Elementary School in Verona (K-6) and Tenth Street Elementary School (K-6) in Oakmont. In 7th grade, our students begin attending a singular Junior-Senior High School. We have recently initiated efforts to create a focused middle school concept within our secondary building.

“The Oakmont Carnegie Library has collaborated with the Riverview School District on numerous initiatives and have found this partnership to be both rewarding and fruitful. We couldn’t ask for a better partner in creating programs that have a lasting effect on the children and the communities we both serve.”

*Beth Mellor, Director
Oakmont Carnegie Library*



Steps to Support this Goal

- Improved Facilities
- Establish Education Foundation
- Media Outreach
- Educator Hiring Practices and School Performance Profile

Our Commitment to the Serious Success of Our Students

Over the past year, parents, teachers, support staff, administrators, school directors, local police and mayors, representatives from the local library and various local business owners met to reflect on the quality of services we provide to our students. We have considered ways to better support the needs of our students and grow our community. As a result of these sessions, a Strategic Plan for the District was created to assist us with meeting the demands of a global economy and prepare our students for the future.

Our Strategic Planning Team has determined that we must continue to refine our focus on the manner in which we compete academically, provide our students with a respectful and safe learning environment, personalize and customize student support, provide opportunities for our students that develop leadership skills, and market our community throughout the area. We seek to meet the needs of our students, and to invite the rest of the region to learn more about us and join us as neighbors in our community. We are proud about what Riverview has to offer, and we want others to know more about the **SERIOUS** commitment we have to our students and our community.

SERIOUS SUCCESS has become our new mantra! **We are serious about the success of all of our students** and we are serious about our commitment to providing Competitive Academic Programs, a Safe Learning Environment, Personalized and Customized Learning, and Student Opportunities. We are also serious about our commitment to marketing our neighborhood schools so that others may seek to be a part of our unique and caring learning environment. It will be these tenants that will help us to ensure that the **Riverview School District** continues to provide a quality education to the children who live in Oakmont and Verona in the future.

Please join us as we move the district forward for the sake of our kids and for the sake of our community.

“Riverview’s students thrive as a result of our focus on personalized attention provided by caring and highly credentialed staff, expanded opportunities for learning, a school board that prioritizes kids and academics, parent volunteers, community partnerships, and our commitment to making decisions based on the needs of our students. At Riverview, every child matters. We are proud to provide our students with the resources of a public school that has a private, nurturing, academy-like atmosphere.”

Dr. Margaret DiNinno, RSD Superintendent of Schools



Strategic Plan



We strive to be one of the most academically competitive school districts in Allegheny County.



Riverview HS Ranked #8 Locally and #30 in Pennsylvania



Odyssey of the Mind

Verner Elementary School Regional Winner



#1 Ranking Tenth Street Elementary 3rd Grade PSSA Scores



Model United Nations First Place Award



Verner Elementary "OPPORTUNITY SCHOOL" Award



Tenth Street Elementary State SWPBIS Recognition



Jr/Sr High School Key Club Banner Award



Jr/Sr High School National/State OLWEUS School Recognition



RSD student musicians are recognized annually for their musical talents



RSD Athletic Teams advance to playoff rounds each year

Administrators

Superintendent - Dr. Margaret DiNinno

Business Manager - Ms. Tammy Good

Director of Student Achievement/Customized Learning - Dr. Ashley Coudriet

District Special Ed Coordinator - Mrs. Mary Ann Plance

Director of Technology/School Safety - Mr. Robert Rizzo

Riverview Junior/Senior High School

Principal - Ms. Tiffany Nix Asst Principal - Mr. Eric Hewitt

Tenth Street Elementary Principal - Mr. David Zolkowski

Verner Elementary Principal - Mrs. Mary Ann Plance

School Board

President - Mr. John Hackworth

Vice President - Ms. Lisa Ashbaugh

Board Members

Ms. Heidi Dolan, Dr. Arlene Loeffler, Dr. Maureen McClure, Mr. Ernie Tillman, Ms. Dori Tompa, Ms. Lois Vitti, Mr. David DiPietro

Central Office

701 Tenth Street
Oakmont, PA 15139
412-828-1800 opt 9

Tenth Street Elementary

901 Pennsylvania Ave.
Oakmont, PA 15139
412-828-1800 opt 7

Verner Elementary

700 First Street
Verona, PA 15147
412-828-1800 opt 8

Riverview Junior/Senior High School

100 Hulton Road
Oakmont, PA 15139
412-828-1800 opt 6