

Profile and Plan Essentials

LEA Type		AUN
School District		103028203
Address 1		
701 10th Street		
Address 2		
City	State	Zip Code
Oakmont	PA	15139
Chief School Administrator		Chief School Administrator Email
Dr. Neil English		nenglish@rsd.k12.pa.us
Single Point of Contact Name		
Neil English		
Single Point of Contact Email		
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Single Point of Contact Phone Number		
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LEA Profile

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. Since 2012, there has been an increase in the percentage of economically disadvantaged students across the school district. One elementary school is a school-wide Title One School. Our industries are primarily small businesses within a small walking community. We have good working relationships with the local library, local emergency response teams, small businesses and area preschools. The communities continue to prioritize the integration of the arts in all aspects of the overall education for our students. We offer a variety of community partnership events within our schools. Our students attend one of two neighborhood elementary schools, Verona Elementary School in Verona (K-6) and Tenth Street Elementary School (K-6) in Oakmont. In 7th grade, all students attend the Junior-Senior High School. Riverview is the top performing single A school in the region and 2nd in the State. Students have a wide range of opportunities including but not limited to: several AP courses, online course offerings and cyber options, career to work opportunities through job shadowing, community service, technology, career technical course, personal finance and opportunities in the arts, electives, extracurriculars and sports.

Mission and Vision

Mission

Small School, Big Opportunities

Vision

A community-centered, artisan shop approach to teaching the critical skills, knowledge, and understanding necessary to succeed in an ever-changing global society.

Educational Values

Students

The students are expected to be fully engaged in their educational program, to take full advantage of what the District has to offer, and to take an active role in their learning plan, development, and future pursuits.

Staff

The Staff are expected to participate in the creation of the strategic plan and to be fully engaged in helping the plan come to fruition. The Staff must be active participants in planning, implementing and tailoring and adjusting as needed, in order to complete the tasks set forth.

Administration

The Administration is expected to participate in the creation of the strategic plan and to be fully engaged in helping the plan come to fruition. The Administration must be active participants in planning, implementing and tailoring and adjusting as needed, in order to complete the tasks set forth.

Parents

The parents are responsible for providing valuable input to the Staff and Administration regarding the educational experience. They are also responsible for being active participants in the administration of the strategic plan, and will be responsible for supporting school initiatives at home.

Community

The community is responsible for providing valuable input to the Staff and Administration regarding the educational experience and their perception of the value the a Riverview education provides. They are also responsible for being active participants in sharing what qualities are necessary for young people to be successful in career acquisition and retention.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Overall Elementary PSSA ELA Scores	Overall measures of proficient and advanced students exceed state expectations, and are highly competitive with high achieving Allegheny County districts.
Overall Elementary PSSA Math Scores	Overall measures of proficient and advanced students exceed state expectations, and are highly competitive with high achieving Allegheny County districts.
Elementary School Attendance	Attendance rates exceed statewide averages.
iReady ELA Growth Measures	District has positive growth scores in iReady, and the District has entered this data into the PVAAS system for the 2024-2025 school year. Data shows growth, including a tighter coupling between PVAAS growth and iReady growth.
iReady Math Growth Measures	District has positive growth scores in iReady, and the District has entered this data into the PVAAS system for the 2024-2025 school year. Data shows growth, including a tighter coupling between PVAAS growth and iReady growth.
College and Career Standards and Resource Alignment	All grades have a scope and sequence for college and career readiness activities and inventories.
K-12 Career Standards Benchmarks	Career standards far exceed state expectations in all three schools.
Jr-Sr HS PVAAS Growth Scores	PVAAS Growth scores exceed or meet expectations in ELA, Math and Science

Challenges

Indicator	Comments/Notable Observations
PSSA PVAAS Growth Scores in Math	Gr. 4 and Gr. 8 scores in math are well below growth expectations.
PSSA PVAAS Growth Scores in ELA	Gr. 4 and Gr. 7 scores in ELA are well below growth expectations.
Verner Elementary Attendance Rates	Verner is slightly below state average in attendance rates. An analysis must include the attendance portal in the student information system.
Overall Jr-Sr HS ELA PSSA Scores	Overall Proficiency and Advanced Scores are between 8 and 13% higher than statewide averages.
Junior-Senior HS Attendance Rates	The Jr-Sr HS is well below state average in attendance rates. An analysis must include the attendance portal in the student information system.
Overall Gr. 8 Jr-Sr HS Math PSSA Scores	Overall Proficiency and Advanced Scores are only a percentage point above statewide average.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Overall Elementary PSSA ELA Scores Grade Level(s) and/or Student Group(s) Grades 3-8	Comments/Notable Observations Proficient and Advanced Scores in ELA range from 9-22% greater than Statewide averages, and commensurate to schools of similar size and socioeconomic profiles.
Indicator Overall Elementary PSSA Math Scores Grade Level(s) and/or Student Group(s) Grades 3-8	Comments/Notable Observations Proficient and Advanced Scores in ELA range from 1-28% greater than Statewide averages, and commensurate to schools of similar size and socioeconomic profiles.
Indicator Elementary School Attendance Grade Level(s) and/or Student Group(s) K-6	Comments/Notable Observations Elementary attendance is almost 10 percentages points higher the statewide average, and just 7 percentage points from the statewide 2030 goal.
Indicator iReady ELA Growth Measures Grade Level(s) and/or Student Group(s) K-8	Comments/Notable Observations iReady reading scores for students meeting grade level expectations improved from 51% meeting grade level expectations from the beginning of the year to 81% meeting grade level expectations at the end of the year, with a majority of students reaching annual stretch growth.
Indicator iReady Math Growth Measures Grade Level(s) and/or Student Group(s) K-8	Comments/Notable Observations iReady reading scores for students meeting grade level expectations improved from 39% meeting grade level expectations from the beginning of the year to 77% meeting grade level expectations at the end of the year, with a majority of students reaching annual stretch growth..
Indicator College and Career Standards and Resource Alignment Grade Level(s) and/or Student Group(s) K-12	Comments/Notable Observations District has a detailed scope and sequence for college and career readiness, and reports higher numbers that the statewide averages in this area.

Indicator K-12 Career Standards Benchmarks Grade Level(s) and/or Student Group(s)	Comments/Notable Observations 100% of our students are meeting career standards benchmarks, through the use of a K-12 CEW scope and sequence and the Naviance online repository.
Indicator Science PSSA Scores Grade Level(s) and/or Student Group(s) Gr. 4 and 8	Comments/Notable Observations Science proficiency exceeds statewide averages by 13-17%, and high levels of mastery in grades 4 and 8, 90% and 74%, respectively.

Challenges

Indicator PSSA PVAAS Growth Scores in Math Grade Level(s) and/or Student Group(s) Gr. 4 and Gr. 8 scores in math are well below growth expectations.	Comments/Notable Observations IReady scores and diagnostic results show significant growth, but grades 4 and 8 in PVAAS show growth as well below where they should be.
Indicator PSSA PVAAS Scores in ELA Grade Level(s) and/or Student Group(s) Gr. 4 and 7	Comments/Notable Observations Grades 4 and 7 are well below grade level expectations for student growth on the PVAAS.
Indicator Verner Elementary Attendance Rates Grade Level(s) and/or Student Group(s) Grades K-6	Comments/Notable Observations Verner Elementary's attendance is almost 2 percentage points less than the statewide average, with the need for improvement. The Junior-Senior HS almost 13% points below statewide average.
Indicator Junior-Senior HS Attendance Rates Grade Level(s) and/or Student Group(s) Grades 7-12	Comments/Notable Observations The Junior-Senior HS almost 13% points below statewide average, with a need for analysis and adjustment.
Indicator Overall Jr-Sr HS ELA PSSA Scores Grade Level(s) and/or Student Group(s) Grade 7-8	Comments/Notable Observations Overall Proficiency and Advanced Scores are only 8 to 13% higher than statewide averages.
Indicator Overall Gr. 8 Jr-Sr HS Math PSSA Scores Grade Level(s) and/or Student Group(s) Gr. 8	Comments/Notable Observations Overall Proficiency and Advanced Scores are only a percentage point above statewide average.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

iReady K-8 ELA Growth Measures, including stretch growth
iReady K-8 Math Growth Measures, including stretch growth
K-12 College and Career Benchmarks

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

PSSA PVAAS Growth Scores in Gr. 4 and Gr. 8 Math
PSSA PVAAS Growth Scores in Gr. 4 and 7 ELA
Attendance Metrics at the Jr-Sr HS

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Overall Proficiency Scores - Gr. 3 - 86%; Gr. 4 - 76%; Gr. 5 - 80%; Gr. 6 - 78%; Gr. 7 - 69%; Gr. 8 - 61%	Overall scores are higher than state averages, but are declining as the student ascend through Gr. 8
PVAAS growth scores from 2024 are well below expectations in grades 4 and 7; but above expectations in grades 6 and 8	After a full year of a new, more rigorous ELA curriculum, we still have much room to growth in grades 4 and 7, and need to leverage the successes of grades 6 and 8 (although iReady scores in those grades show expected to more than expected growth)
iReady growth scores in ELA show expected, to well above expected growth across the grade levels, with 81% of all students proficient at the end of the year (rising from 51% from the start of the year). Stretch growth scores are high (34% Verner, 37% Jr-Sr HS, 56% 10th Street) in comparison to state/national scores.	Growth scores in iReady vary from PVAAS scores, showing expected growth or more; which suggests further analysis; although PVAAS scores have improved since the implementation of iReady
Literature Keystone Scores, in 2024, were 55.7% proficient.	The State average was 63.2%. For the first time in year, RSD scores are lower than the state average.
SAT average scores (554 Math, 584 ERW) and ACT scores (26) higher than state averages.	State averages for SAT are 531 for Math and 547 in ERW, and 23.9 on the ACT.

English Language Arts Summary

Strengths

K-8 iReady Scores show significant student growth, with many of our students showing significant stretch growth, or growth that exceed grade level expectations
General PSSA K-8 ELA proficiency scores exceed state averages across all grade levels.
Elementary Attendance
AP and SAT scores are well above state averages.

Challenges

Gr. 4 and 7 ELA PVAAS scores are well below expectations.
Overall PSSA scores still need improvements, especially as students ascend into the upper grades.
Overall, Keystone averages are below State averages for the first time in years.

Mathematics

Data	Comments/Notable Observations
Overall Proficiency PSSA Scores: Gr. 3 - 84%; Gr. 4 - 66%; Gr. 5 - 73%; Gr. 6 - 57%; Gr. 7 - 60%; Gr. 8 - 27%	Overall scores are higher than state averages, but are declining as the student ascend through Gr. 8
iReady growth scores in Math show expected, to well above expected growth across the grade levels, with	Significant growth made on iReady measures

77% of all students proficient at the end of the year (rising from 39% from the start of the year). Stretch growth scores are high (43% Verner, 48% Jr-Sr HS, 38% 10th Street) in comparison to state/national growth scores.	(especially stretch growth) except for grade 3, which needs to be analyzed.
PVAAS Growth Scores have significantly improved in grades 5-7 (Above expectations), and below/well below in grades 4 and 8.	PVAAS is starting to mirror iReady scores, but still needs improvement in grades 4 and 8.
Algebra Keystone proficiency scores have decreased (29.6%)	Algebra Keystone scores, in 2024, is well below State averages. State average is 41.6%
SAT average scores (554 Math, 584 ERW) and ACT scores (26) higher than state averages.	State averages for SAT are 531 for Math and 547 in ERW, and 23.9 on the ACT.

Mathematics Summary

Strengths

K-8 math proficiency scores exceed statewide averages and are solid in comparison with local districts.
iReady scores are starting to align to PVAAS growth, showing significant improvements in student growth.
AP Scores and SAT scores far exceed state averages and local districts.
SAT and AP Scores are well above state averages.

Challenges

Gr. 4 and 8 Math PVAAS scores are well below expectations.
Overall PSSA scores still need improvements, especially as students ascend into the upper grades.
Keystone proficiency scores for Jr-Sr high school students need improvement, and should exceed statewide averages.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
90% of students in grade 4 and 74% of students achieved proficient and advanced on the PSSAs, which exceed state averages by 13-17% respectively.	Overall, PSSA scores show very good results.
51% of students achieved proficient and advanced on the Biology keystones, which is slightly above state averages.	We hope to increase overall scores, to exceed state scores by a more significant number.

Science, Technology, and Engineering Education Summary

Strengths

Gr. 4 and 8 PSSA proficiency scores are above state averages.

Challenges

Science Keystone scores are only slightly above state averages, but still room for improvement.

Related Academics

Career Readiness

Data	Comments/Notable Observations
K-12 College and Career Readiness Plan is detailed and appropriate, showing percentages that exceed statewide averages (100% for Tenth Street / 100% for Verner Elementary	Both elementary schools are above statewide averages, and blue in terms of growth. This has been a focus area, and scope and sequence in Naviance have been addressed K-12.
100% of all high school students achieved their career standards benchmark.	This has been a focus area, and scope and sequence in Naviance have been addressed K-12.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
There are 44 students enrolled in 2024-2025.	This is the highest percentage of students that have attended our CTC, which is approximately 10% of our student population.
There were 29 students enrolled in 2023-2024	We continue to increase numbers in CTC.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

False Social Studies (Civics and Government, Economics, Geography, History) Omit

Data	Comments/Notable Observations
55 out of 57 students passed the test in 2022-2023	Students continue to perform well on the ACT 35 Survey
48 out of 49 students passed the test in 2023-2024	Students continue to perform well on the ACT 35 Survey

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Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

K-12 College and Career Readiness program is well document and the K-12 scope and sequence well aligned with CEW and Chapter 339 standards.
Forbes Road CTC numbers remain steady for the District. We adjusted credit requirements in order to alleviate CTC credit issues due to travel and attendance, and to provide a better match for CTC students in the specials areas.
Students do well each year on the Civics assessment.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

High school attendance needs improvement, and steps have already been taken to analyze how this is being reported, in relation to other schools across the commonwealth.
Continue to bolster and support communication of K-12 activities and continue to build the repository of activities and lessons K-12

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

There was no significant disproportionality noticed in the data analysis.
The same goals and focus areas will be germane to each subgroup category as well. Action steps will be applied to every student.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

There was no significant disproportionality noticed in the data analysis.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	
SWBIS / SEL Plan	

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

ELL services are appropriate and aligned to policy and standards
K-12 Guidance Plan is well developed and continues to be tailored to meet the needs of the students and prepare students for the school to work pipeline
Title services are well accounted for and focus on student that need additional support

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

SEL scope and sequence plan is still being developed, and needs additional attention and detail
The Special Education audit was just completed, and there will be goals and efforts that will need to be implemented to ensure that the District is up to date with the most current practices and procedures

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Exemplary
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Exemplary

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Engaging in a continuous improvement plan, focused on action research and student outcomes
Diverse group of stakeholders collaborate to develop the professional development plan, to ensure the mandated and pertinent needs of the staff are addressed

in a proactive manner.
The staff and the community are surveyed often, creating an organization that learns and is driven by feedback and data.
Recruiting and retaining fully credentialed, experienced and high-quality leaders and teachers

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Aligning curriculum and primary resources to standards and creating a detailed scope and sequence of how those standards vertically align
Aligning assessments to standards and PSSA eligible content
Providing meaningful and aligned professional development for the administrative team around teaching and learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
iReady K-8 ELA Growth Measures, including stretch growth	True
iReady K-8 Math Growth Measures, including stretch growth	True
K-12 College and Career Benchmarks	True
K-8 iReady Scores show significant student growth, with many of our students showing significant stretch growth, or growth that exceed grade level expectations	False
General PSSA K-8 ELA proficiency scores exceed state averages across all grade levels.	False
Elementary Attendance	True
K-8 math proficiency scores exceed statewide averages and are solid in comparison with local districts.	True
iReady scores are starting to align to PVAAS growth, showing significant improvements in student growth.	True
AP Scores and SAT scores far exceed state averages and local districts.	True
AP and SAT scores are well above state averages.	False
Gr. 4 and 8 PSSA proficiency scores are above state averages.	False
SAT and AP Scores are well above state averages.	False
K-12 College and Career Readiness program is well document and the K-12 scope and sequence well aligned with CEW and Chapter 339 standards.	True
Forbes Road CTC numbers remain steady for the District. We adjusted credit requirements in order to alleviate CTC credit issues due to travel and attendance, and to provide a better match for CTC students in the specials areas.	True
Students do well each year on the Civics assessment.	True
There was no significant disproportionality noticed in the data analysis.	False
The same goals and focus areas will be germane to each subgroup category as well. Action steps will be applied to every student.	False
ELL services are appropriate and aligned to policy and standards	False
K-12 Guidance Plan is well developed and continues to be tailored to meet the needs of the students and prepare students for the school to work pipeline	False
Title services are well accounted for and focus on student that need additional support	False
Engaging in a continuous improvement plan, focused on action research and student outcomes	True
Diverse group of stakeholders collaborate to develop the professional development plan, to ensure the mandated and pertinent needs of the staff are addressed in a proactive manner.	True
The staff and the community are surveyed often, creating an organization that learns and is driven by feedback and data.	True

Recruiting and retaining fully credentialed, experienced and high-quality leaders and teachers	False
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Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
PSSA PVAAS Growth Scores in Gr. 4 and Gr. 8 Math	True
PSSA PVAAS Growth Scores in Gr. 4 and 7 ELA	True
Attendance Metrics at the Jr-Sr HS	True
Gr. 4 and 7 ELA PVAAS scores are well below expectations.	False
Overall PSSA scores still need improvements, especially as students ascend into the upper grades.	False
Gr. 4 and 8 Math PVAAS scores are well below expectations.	False
Overall PSSA scores still need improvements, especially as students ascend into the upper grades.	False
Keystone proficiency scores for Jr-Sr high school students need improvement, and should exceed statewide averages.	True
Science Keystone scores are only slightly above state averages, but still room for improvement.	False
Overall, Keystone averages are below State averages for the first time in years.	False
High school attendance needs improvement, and steps have already been taken to analyze how this is being reported, in relation to other schools across the commonwealth.	False
Continue to bolster and support communication of K-12 activities and continue to build the repository of activities and lessons K-12	False
There was no significant disproportionality noticed in the data analysis.	False
SEL scope and sequence plan is still being developed, and needs additional attention and detail	True
The Special Education audit was just completed, and there will be goals and efforts that will need to be implemented to ensure that the District is up to date with the most current practices and procedures	True
Aligning curriculum and primary resources to standards and creating a detailed scope and sequence of how those standards vertically align	True
Aligning assessments to standards and PSSA eligible content	False
Providing meaningful and aligned professional development for the administrative team around teaching and learning	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
PSSA PVAAS Growth Scores in Gr. 4 and Gr. 8 Math		True
PSSA PVAAS Growth Scores in Gr. 4 and 7 ELA		True
Attendance Metrics at the Jr-Sr HS		True
Keystone proficiency scores for Jr-Sr high school students need improvement, and should exceed statewide averages.		True
SEL scope and sequence plan is still being developed, and needs additional attention and detail		False
The Special Education audit was just completed, and there will be goals and efforts that will need to be implemented to ensure that the District is up to date with the most current practices and procedures		False
Aligning curriculum and primary resources to standards and creating a detailed scope and sequence of how those standards vertically align		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
iReady K-8 ELA Growth Measures, including stretch growth	Will help to support the PVAAS goals and growth measures in ELA
iReady K-8 Math Growth Measures, including stretch growth	Will help to support the PVAAS goals and growth measures in Math
K-12 College and Career Benchmarks	This aligns with the focus on content, for the purpose of a school to work pipeline that is appropriate and unique to each student.
Elementary Attendance	If students attend, they have a great chance of showing academic growth and improvement.
K-8 math proficiency scores exceed statewide averages and are solid in comparison with local districts.	The ability of student performance is evident, but this needs to lead to the growth of each student.
iReady scores are starting to align to PVAAS growth, showing significant improvements in student growth.	This is showing that the time and effort devoted to iReady is leading to positive changes in PVAAS scores.
AP Scores and SAT scores far exceed state averages and local districts.	Although there is room to growth in upper junior high, and keystones, the students are performing well on their benchmark college assessments
K-12 College and Career Readiness program is well document and the K-12 scope and sequence well aligned with CEW and Chapter 339 standards.	This aligns with the focus on content, for the purpose of a school to work pipeline that is appropriate and unique to each student.
Forbes Road CTC numbers remain steady for the District. We adjusted credit requirements in order to alleviate CTC credit issues due to travel and attendance, and to provide a better match for CTC students in the specials areas.	Credit adjustments may be correlated to an increase in CTC attendance.
Students do well each year on the Civics assessment.	Students have a solid understand of Civics at Riverview.
Engaging in a continuous improvement plan, focused on action research and student	Each staff member is responsible for pinpointing the data that supports

outcomes	interventions, creating those interventions, and tracking the efficacy of those interventions to show possible causality.
Diverse group of stakeholders collaborate to develop the professional development plan, to ensure the mandated and pertinent needs of the staff are addressed in a proactive manner.	All staff members have an opportunity have an opportunity to be a part of the change process.
The staff and the community are surveyed often, creating an organization that learns and is driven by feedback and data.	Data is considered from multiple sources, which should lead to greater buy in by the staff and community on important initiatives and focus areas.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Increase PVAAS growth measures in grade 4 and 8 math
	Increase PVAAS growth measures in Gr. 4 and 7 ELA
	Analyze attendance reporting mechanisms and create interventions that we believe will positively lead to better outcomes.
	Professional development and assessment tools that can lead to multiple sources of data that can inform instruction in a more expedient and nimble fashion.

Goal Setting

Priority: Increase PVAAS growth measures in grade 4 and 8 math

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
The District will achieve green or better in all grade levels according to the PVAAS data we receive each year.		
Measurable Goal Nickname (35 Character Max)		
Math PVAAS Growth		
Target Year 1	Target Year 2	Target Year 3
50% will achieve PVAAS expected expectations	75% will achieve PVAAS expected expectations, or better (light blue to blue)	The District will achieve green or better in all grade levels according to the PVAAS data we receive each year.

Priority: Increase PVAAS growth measures in Gr. 4 and 7 ELA

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
The District will achieve green or better in all grade levels according to the PVAAS data we receive each year.		
Measurable Goal Nickname (35 Character Max)		
ELA PVAAS Growth		
Target Year 1	Target Year 2	Target Year 3
50% will achieve PVAAS expected expectations	75% will achieve PVAAS expected expectations, or better (light blue to blue)	The District will achieve green or better in all grade levels according to the PVAAS data we receive each year.

Priority: Analyze attendance reporting mechanisms and create interventions that we believe will positively lead to better outcomes.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
District will meet or exceed state averages for attendance across all schools.		
Measurable Goal Nickname (35 Character Max)		
Attendance		
Target Year 1	Target Year 2	Target Year 3
District will make up 50% of the difference between the District and State percentages.	District will make up 75% of the difference between the District and State percentages.	District will meet or exceed state averages for attendance across all schools.

Priority: Professional development and assessment tools that can lead to multiple sources of data that can inform instruction in a more expedient and nimble fashion.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Teachers will receive 45 hours of professional learning over the next three years related to curriculum development, curriculum revisions, and the alignment of curriculum to standards, assessments, and lesson plans.		
Measurable Goal Nickname (35 Character Max)		
Curriculum Development		
Target Year 1	Target Year 2	Target Year 3
15 hours in year 1	15 hours in year 2	Teachers will receive 45 hours of professional learning over the next three years related to curriculum development, curriculum revisions, and the alignment of curriculum to standards, assessments, and lesson plans.

Action Plan

Measurable Goals

Math PVAAS Growth	ELA PVAAS Growth
Attendance	Curriculum Development

Action Plan For: Math PVAAS Growth

Measurable Goals:
<ul style="list-style-type: none"> Teachers will receive 45 hours of professional learning over the next three years related to curriculum development, curriculum revisions, and the alignment of curriculum to standards, assessments, and lesson plans. The District will achieve green or better in all grade levels according to the PVAAS data we receive each year.

Action Step		Anticipated Start/Completion Date	
Explore, Acquire and Implement a Standards Aligned K-8 Curricular Resource for Math		2024-01-01	2026-01-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent / Administrators / Curriculum Exploration Team	District Curriculum Team / New Vendor and Professional Training	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Move to Stretch Growth on iReady Math		2025-01-01	2028-03-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administration / Instructional Staff	iReady Math	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Math Proficiency Overall Score Increase / Math PVASS Growth Increases	Monitoring through the District Continuous Improvement Process, and Formal Evaluation Process

Action Plan For: ELA PVAAS Growth

Measurable Goals:
<ul style="list-style-type: none"> Teachers will receive 45 hours of professional learning over the next three years related to curriculum development, curriculum revisions, and the alignment of curriculum to standards, assessments, and lesson plans. The District will achieve green or better in all grade levels according to the PVAAS data we receive each year.

Action Step		Anticipated Start/Completion Date	
Move to Stretch Growth in iReady ELA		2025-01-01	2028-04-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administration	iReady ELA / Additional Training and Resources from Curriculum Associates	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Additional Primary Resource Training		2025-09-28	2026-06-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent / Building Administration	Trainers and PD Hours	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
ELA Proficiency Overall Score Increase / Math PVASS Growth Increases	Monitoring through the District Continuous Improvement Process, and Formal Evaluation Process

Action Plan For: District Attendance

Measurable Goals:
<ul style="list-style-type: none"> District will meet or exceed state averages for attendance across all schools.

Action Step		Anticipated Start/Completion Date	
PD for Administrators through the SIS		2025-01-01	2028-01-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administrators / Tech Director	PD Hours / Time	Yes	Yes
Action Step		Anticipated Start/Completion Date	
PD for Attendance Improvement		2025-01-01	2028-01-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administrators / School Counselors	PD Resources and Hours	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Automatic Attendance Letters and Greater transparency and consistency for reporting	Monitoring through the District Continuous Improvement Process, and the PA Ready Index data

Action Plan For: Curriculum Entry, Revision, and Update

Measurable Goals:
<ul style="list-style-type: none"> Teachers will receive 45 hours of professional learning over the next three years related to curriculum development, curriculum revisions, and the alignment of curriculum to standards, assessments, and lesson plans.

Action Step		Anticipated Start/Completion Date	
Curriculum Writing, Entry and Revision		2025-01-01	2028-06-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent / Building Administration	PD Hours / PD Schedule / UCCI Trainers	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Updated Curriculum in all courses and subject areas	Monitoring through the District Continuous Improvement Process, and Formal Evaluation Process

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math PVAAS Growth	Explore, Acquire and Implement a Standards Aligned K-8 Curricular Resource for Math
Math PVAAS Growth	Move to Stretch Growth on iReady Math
ELA PVAAS Growth	Move to Stretch Growth in iReady ELA
ELA PVAAS Growth	Additional Primary Resource Training
District Attendance	PD for Administrators through the SIS
District Attendance	PD for Attendance Improvement
Curriculum Entry, Revision, and Update	Curriculum Writing, Entry and Revision

Ongoing Professional Learning

Action Step		
<ul style="list-style-type: none"> Explore, Acquire and Implement a Standards Aligned K-8 Curricular Resource for Math PD for Administrators through the SIS Curriculum Writing, Entry and Revision PD for Attendance Improvement 		
Audience		
K-12 Math Teachers / Building Administrators		
Topics to be Included		
Primary Resource Exploration and Curriculum Training / Attendance and Truancy Oversight and Training / Assessment and Resource Training / Ongoing Curriculum Revision and Curriculum Writing Training		
Evidence of Learning		
Proficiency and PVAAS Scores rising on Standardized Assessment		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Administration / Resource Trainers	2025-03-28	2026-06-28

Learning Format

Type of Activities	Frequency
Inservice day	The equivalent of 2 full days of training
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	

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Learning Format

Type of Activities	Frequency
Collaborative curriculum development	The equivalent of 6 full days of training
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Workshop(s)	1 Full Day of Training
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Strategic Plan Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Explore, Acquire and Implement a Standards Aligned K-8 Curricular Resource for Math Move to Stretch Growth on iReady Math Move to Stretch Growth in iReady ELA Additional Primary Resource Training PD for Administrators through the SIS PD for Attendance Improvement Curriculum Writing, Entry and Revision 	All District Stakeholders	Goals and Focus Area for the Riverview School District through the period of 2025-2028	Superintendent	03/01/2025	03/28/2028

Communications

Type of Communication	Frequency
Presentation	Yearly, at the September Study Session
Email	Annually for the State of the District Report, through the 2025-2028 strategic plan period
Posting on district website	To stay on the front page of the District website for the duration of the 2025-2028 strategic plan period
Newsletter	Annually, during summer, as a part of the community Reporter
Email	Annually, to all District parents

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date