

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

To complete text areas click in grey box and type

District Name:	Riverside Public School
County Dist. No.:	06-0075
School Name:	Riverside PublicSchool-Cedar Rapids Site
County District School Number:	0600075
School Grade span:	K-5
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Christopher KuncI
School Principal Email Address:	chris.kuncl@reviersideps.org
School Mailing Address:	408 West Dayton Street Cedar Rapids, NE 68627
School Phone Number:	308-358-0640
Additional Authorized Contact Person (Optional):	Sandra Mogensen
Email of Additional Contact Person:	sandy.mogensen@riversideps.org
Superintendent Name:	Joan Carraher
Superintendent Email Address:	joan.carraher@riversideps.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	Titles of those on Planning Team
<u>Amber Prososki</u> <u>Meridee Heikes</u> <u>Andrea Jazwick</u> <u>Bonnie McPhillips</u> <u>Cathy McConkey</u> <u>Joan Carraher</u> <u>Arianna Ray</u> <u>Robyn Bailey</u> <u>Chris Kuncl</u> <u>Sarah Nordhues</u> <u>Sandra Mogensen</u> <u>Susan Evans</u>	<u>Parent</u> <u>Parent/Kind. Teacher</u> <u>2nd GradeTeacher</u> <u>3rd GradeTeacher</u> <u>4th/5th GradeTeacher</u> <u>Superintendent</u> <u>Special Ed Teacher</u> <u>Parent</u> <u>Principal</u> <u>Elem. Curriculum/Principal</u> <u>Title 1/Reading Coach</u> <u>ESU 10 Title Supportl</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 64	Average Class Size: 11	Number of Certified Instruction Staff: 8
Race and Ethnicity Percentages		
White: 96 %	Hispanic: .02 %	Asian: 0 %
Black/African American: .02 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: .05 %
Other Demographics Percentages		
Poverty: 66 %	English Learner: 0 %	Mobility: 5 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NeSA	Easy CBM Math
NWEA MAPS	
DIBELS	

Please write a narrative in each box below to correspond to the Rating Rubric.

Place documentation in corresponding folder on flash drive to support the narrative.

1. Comprehensive Needs Assessment

1.1	<i>Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
Comprehensive Needs Assessment data is analyzed and used to effectively meet instructional needs of students at Riverside.	

A data meeting is held after each DIBELS / CBMeasy Math benchmarking period (August, December, and May). All elementary and reading group instructors are involved. Results of testing are shared and analyzed by teachers. Determinations are made for interventions, grouping changes, progress monitoring, group instructional program strategies and referrals for further testing.

MTSS team data reviews are conducted in November, February, and April. The MTSS team and UN-L consultant Andrea Boden, meet with each elementary classroom teacher. Individual students data from NeSA , NWEA MAPS, DIBELS and CBMeasy Math benchmark and progress monitoring is analyzed, as well as behavioral concerns.

At this time, it is determined to begin, continue, intensify, change or discontinue interventions based on student data. Referrals to Student Assistance Team may be made based on input.

Students new to the district are administered DIBELS, CBMeasy Math, and Reading Mastery placement tests within five days of enrollment. Results are then discussed with the classroom teacher, elementary principal and instructional staff involved.

As Riverside is a small school, individual student data is analyzed. Any scoring trend discrepancies in gender, free and reduced lunch, and mobility demographics are noted and investigated further. Other demographic categories are masked due to low numbers, but analyzed locally.

NWEA tests are administered in the fall and spring testing windows. NeSa tests are given during the Nebraska State testing windows. Data on the Nebraska state website is masked due to low numbers, but is analyzed locally.

The MTSS team regularly attends ESU 10 and statewide Department of Education MTSS consortium on-going trainings, as well as hosting on-site visits. The team meets to formulate comprehensive action plans based on data, advised by Andrea Boden and Patrice Feller, ESU 10 MTSS facilitator.

Documentation folder includes: NeSA summary page, DIBELS distribution--race, gender, free/reduced lunch, State of the Schools report, District data analysis sample Math, fall benchmark meeting powerpoint

1.2	<i>Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i>
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On September 21, 2016 elementary parent teacher conferences were held in classrooms with assigned time for families to visit and learn about programs, see student work and discuss needs and goals for the school year. In K-5 classrooms all 47 families were in attendance for a 100% turnout rate.

Computers set up with our schoolwide survey were available in all classrooms, and 100 percent of elementary families responded. Results are included with secondary grades for district information, with grade levels that serve each family. Parents signed a roster to verify their attendance and survey participation.

As this format had 100% participation, no alternative means were needed. Results were reviewed by administration and the school improvement team.

Parent concerns noted on the survey, were evaluated and responded to by the school improvement team. An unexpected increase in enrollment this fall in grades 4 and 5 at the Cedar Rapids site created a larger class size than expected. To address this concern, a fifth grade teacher was hired at semester to better serve students academically.

Another area of concern was that teachers communicate immediately with parents when there is a problem with their student. This was addressed at a staff meeting and protocol for parental notification was reviewed.

More activities available on the playground was another concern. The high school class, Taking Charge, has built a sand table and plans are being made to paint four square and other game courts on the cement area this spring to address this concern.

Our annual Title 1 Parent Meeting was held May 3, 2016. At this time we briefly summarized district overview data from DIBELS and reviewed the compact. Parents were surveyed for programming in the 2016-17 school year. Internet safety was identified as a concern. Karen Haase, an expert in school law, presented at our back to school picnic for families. Also, as a result of family interest, Principal Sarah Nordhues is coordinating Riverside Readers for 2016-17, an afterschool reading event to meet monthly at each site. Families will be invited to read with children. The annual meeting and family event at the Cedar Rapids site for the 2016-17 school year will be held April 4, 2017.

Documentation folder includes: Climate survey questions from September 2016

ongoing improvement efforts. Provide supporting documentation in the corresponding folder.

The Riverside Public Schools Continuous School Improvement Action Plan involves a reading goal with a specific focus on improving vocabulary comprehension as measured with district assessments. This action plan identifies programs, strategies, ongoing training and coaching to address the needs of all students, particularly those at risk of not meeting state academic standards.

The school plan uses strategies from the Adolescent Literacy Project training series hosted by Educational Service Unit 10. All instructors K-12 have been involved in these trainings. Learning Walks for all classroom teachers are conducted quarterly each year. Teams of five teachers have the opportunity to teach a lesson and receive feedback from their peer teachers, as well as observe and give feedback on use of strategies in other classrooms. Administrators, and ESU 10 professional development staff member, Kelly Clapp participate in these learning walks.

After training by the reading consultant, the reading coach has worked with teachers and developed Big 5 questions addressing synonyms, antonyms, examples, analogies, definitions, roots/bases and parts of speech for daily Reading Mastery vocabulary word lists in RMK-RM5 to strengthen word knowledge skills. Reading group teachers implement strategies including having students label parts of speech and synonyms in vocabulary lists. Students scoring below the 40th percentile on DIBELS preread vocabulary lists and discuss meanings of words as part of their intervention time. Background knowledge video clips have been implemented for RM 3 and RM 5 to introduce story concepts and related vocabulary for student support.

Teachers of Reading Mastery levels RM4, RM5 and Novels use vocabulary notebooks and/or slide presentations incorporating ALP strategies in presenting new vocabulary.

Documentation folder includes: Riverside Continuous School Improvement Plan

2. Schoolwide reform strategies

2.1

Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.

With assistance from Nebraska MTSS and ESU 10 MTSS coordinators, the

Riverside MTSS team has developed a schoolwide reading intervention plan. The plan's decision rules address the needs of students well below benchmark, below benchmark and at benchmark and above. The team is currently developing a comprehensive plan for math in the 2016-17 school year. Students not meeting benchmark on DIBELS reading are progress monitored weekly or biweekly to measure effectiveness of instruction and intervention and respond to need. Progress Monitoring scores are shared with the classroom teacher weekly/biweekly. Students not meeting benchmark on easyCBM Math benchmark are progress monitored monthly.

The MTSS team and Nebraska MTSS consultant Andrea Boden met with each teacher November 9, 2016, February 2, 2017 and are scheduled to meet April 12, 2017. These meetings are to review all assessment data, progress monitoring data, classroom academic and behavioral concerns for each student. Intervention and instructional decisions are reviewed and revised as needed.

Documentation folder includes: MTSS Reading and Math Plans, Decision rules for intervention plan, MTSS meeting student review form, MTSS day email

3. Qualifications of instructional paraprofessionals

3.1

Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.

All paraprofessionals meet the ESEA requirements of a high school diploma and an associate degree or passing the Para Pro training program. Paras supporting Reading Mastery groups have participated in Reading Mastery trainings appropriate for their reading level groups, and take part in visitations and trainings provided by Exemplar. The reading coach follows up with visits, modeling and training paras in activities to support reading groups. The reading coaches from Central Valley and Riverside jointly provided a daylong training for paraprofessionals and substitute teachers in the districts on August 31, 2016.

Paras participate in Reading meetings and trainings pertaining to the levels of students they serve. All paraprofessionals are highly qualified, but not paid with Title 1 funding.

Documentation folder includes: Certificates of Project PARA program

completion.

4. High quality and ongoing professional development

4.1

Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.

Several opportunities for professional development in the area of reading vocabulary comprehension are offered to staff and paras . Requests for trainings are evaluated by administrators for a coordinated effort in addressing school improvement goals.

Advanced Reading Mastery trainings in comprehension and vocabulary have been added to address our school's needs. Presentations on active reading, Marzano strategies, specific feedback and vocabulary strategies have been provided at staff inservices.

Riverside district teachers of grades three through twelve attended sessions for the Adolescent Literacy Project and participate in learning walks as they apply engagement, vocabulary and comprehension enhancing strategies in their classrooms. In 2015-2016 the Adolescent Literacy Program training was expanded to grades K-2. Riverside K-2 teachers have now attended trainings, implement these literacy strategies in their classroom, and participate in learning walks.

A district team of teachers and the elementary principal attended workshops for MTSS problem solving and using data for instructional decision making. On site visits and training continue as we implement the MTSS system with support from ESU 10 and the University of Nebraska project to address student needs.

The superintendent, principals, and reading coach attended Pete Hall's ASCD training series at ESU 10 formulating plans for teacher coaching and instructional support.

The Title 1A teacher/reading coach participates in a cadre for instructional coaching sponsored by ESU 10. Coaching is provided to all Reading Mastery instructional staff, teachers and paraprofessionals. Coaching includes direct instruction techniques, classroom management, use of data, and added strategies for improvement of vocabulary and comprehension. Fidelity checklists are conducted several times a year in all groups. Reading Mastery teachers' instructional data binders are reviewed by the reading coach for student progress and concerns.

Documentation folder includes: ESU 10 ODIE workshop participation records, Exemplar Consultant visit document, NWEA MAPS test inservice registration

5. Strategies to increase parental and family engagement

5.1 *Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.*

Our Parent-School Compact for the school year 2017-18 will contain the added required wording "in a supportive and effective environment to enable children to meet the challenging state academic standards." The compact was reviewed by a committee of teachers and parents in peer review on March 27, 2017. It will be reviewed at the Cedar Rapids site parent meeting on April 4, 2017.

Documentation folder includes: Updated compact with language change highlighted

5.2 *Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.*

The Riverside Elementary Title 1 Parent and Family Engagement strategy is a part of school board policy. It is reviewed by Riverside staff annually and a brief overview is shared with parents at the annual meeting. It is reviewed by the school board as scheduled. It will be added as an agenda item for the April 2017 school board meeting to revise as needed for 2016-17 requirements of language changes to include "and family members" .

Documentation folder includes : Board Policy 5057, Working document to update 5057, Updated Parent and Family Involvement Policy with required wording changes highlighted

5.3 *Please provide a narrative below explaining how, when and where the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.*

The 2015-16 parent meeting was held immediately after the family engagement event on May 3, 2016. The title 1 Parent compact and involvement policy were reviewed. We shared AQuESTT rating information and a summary of progress in DIBELS testing. We reviewed parent survey results. Title 1 teachers explained new Summer Packets for

each grade level, which were distributed to help retain skills. Parents were surveyed as to information they would like and when it would be best to hold events.

Cedar Rapids site will hold their family engagement event on April 4, 2017. A vocabulary parade for grades K-5 will be followed by vocabulary bingo for families. A light meal will be provided with the annual meeting held during the meal.

Documentation folder includes: Invitation, Sign in sheet and agenda from May 3, 2016

Invitation and save the date letter, Agenda for April 4, 2017 meeting

6. Transition Plan

6.1 *Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.*

Kindergarten Roundup will be held April 7, 2017 from 7:30-11:30 a.m. The district preschool class along with their teacher will spend the morning in the kindergarten classroom. All incoming kindergarten students living in the district are currently attending preschool. If there are students not in the district preschool, teacher contact would be made and invitations sent. All incoming kindergarten students are invited to attend a jumpstart to learning four-day program, which meets for two hours daily, two weeks before school starts to aid in transition to full day kindergarten. As the preschool is housed in our school building, our preschool and kindergarten teachers plan several cooperative learning activities and projects during the school year.

Documentation folder includes: Kindergarten roundup invitation, Parents' readiness skills list, April calendar April 7

6.2 *Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.*

Also participating in the May 10 step up day in the school year 2015-16, 5th grade students from both the Cedar Rapids and Spalding elementary sites spent the morning at the middle school. They visited classes on a shortened version of a typical day's schedule and did community building activities. Students and staff evaluated the day with favorable results. Plans are to continue in 2016-17.

Students from the two sites play together on elementary football,

<p>basketball and soccer teams throughout the year. All students from both school sites spend the day together on homecoming preparing a parade float. Students from both sites attend school assemblies during the school year. Documentation folder includes: email of 2016 5th grade schedule</p>	
6.3	<p><i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i></p>
<p>Does not apply as Riverside is a K-5 Title 1 program.</p>	
6.4	<p><i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i></p>
<p>Does not apply as Riverside is a K-5 Title 1 program.</p>	

7. Strategies to address areas of need

7.1	<p><i>Please provide a narrative below explaining how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.</i></p>
<p>A four day long Jumpstart summer school program is offered the end of July. Classes are from 9:00 to 11:30. All new kindergartners are invited to attend Jumpstart before the school term begins, to aid in a smooth transition into school. Families are asked to indicate participation plans in early April so staffing needs, levels and programs could be planned. Particular emphasis on participation is for those students who are not achieving at benchmark on DIBELS assessments, grade level for Reading Mastery, not achieving proficiency on the Nebraska State Reading and Math Standards or are new to the district. Certified teachers supervise this program with assistance from qualified paraprofessionals. Transportation is provided for Belgrade and Primrose students. This is not funded by Title 1 funds. Twenty-two students in grades 1-5 attended, participating in reading, math, writing and related art and outdoor activities.</p> <p>In school year 2016-17 Riverside Readers was introduced. The third Thursday of the month students and families are invited to an hour long reading event.</p> <p>Each grade level K-5 has a 30 minute scheduled daily intervention period. Students are in small groups with the classroom teacher and title one teacher planning intervention or enrichment skills to be addressed based</p>	

on needs.

Documentation folder includes: Jumpstart invitation letter, Riverside Readers sign-in sheet, Riverside Readers Invitation, Riverside Readers photo/newsletter

8. Coordination & integration of Federal, State and local services & programs

8.1	<i>Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
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Riverside Public School budget utilizes the following funding to offer and support student learning:

NCLB grant funds in the areas of Title I funds pay for Elementary Title Program,

Title IIA funds pay for reading consultant visits, and professional development.

Title IID, Title IV

Rural Education Achievement Program (REAP)

REAP funds are allocated for technology

District budget (tax dollars)

Special Education Flex Funding

The above dollars help provide necessary materials, staff development, and educational assistance to support student learning.

8.2	<i>Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
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Riverside elementary students benefit from the support of several partners in the community in encouraging and supporting high achievement for all students.

Cedar Cares for Kids is a community organization that supports families in need. They provide students new to the district with a backpack of school

supplies and a Riverside t-shirt. In 2016-17 they helped local families with car repairs and utility bills.

The Boone County Extension Office, in cooperation with area businesses in the agriculture industry, provides a farm safety day for third graders.

The Food Bank for the Heartland provides families with weekend meals in food backpacks.

Cedar Rapids Public Library offers story hour and summer reading incentives throughout summer.

The Cedar Rapids Girl Scout Troop participates in community service projects such as co-hosting our Veteran's day program, as well as providing opportunities for leadership and learning for students.

The Taking Charge group from Riverside High School is involved with elementary students hosting group games with elementary classrooms, holiday parties, and playground renovations.

An area pharmacist provides opportunity for on-site flu shots for staff and students .

The Cedar Rapids Fire Department hosts an annual fire safety event for all elementary students.

The Cedar Rapids Senior Center hosts our students in music and poetry presentations.

Students and community members bring boxtops for education and soup labels which fund field trips for elementary classes.

Riverside Booster Club provides a meal for all families and community members at our back to school picnic in August.

Riverside FFA provides agricultural educational programs throughout the year to elementary classes.

Classes and faculty at Riverside contribute to the Boone County Toys for Tots and Food Pantry drive sponsored by the kindergarten class. In return, local families access these services.