

Fairfax County Public Schools

**School Improvement Plan
2011 – 2012**

Riverside Elementary

Cluster IV

Lori L. Morton, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability
Office of Educational Planning
Revised January 28, 2008

COMMITTEE MEMBERS

Name	Position	Name	Position
Lori L. Morton	Principal	Susan Andujar	Assistant Principal
N/A	Committee Chair	Jereme Donnelly	Assistant Principal
Linda Aldridge	Reading Specialist	April Cage	Instructional Coach
Dawn Ermel Smith	4 th Grade Teacher	Lisa Holm	Primary Literacy Coordinator
Johanna Isani	Special Education Teacher	Flo Kane	SUM Teacher
Amanda Reece	SBTS	Cathy Martin	Librarian
Cheryl Schless	Parent & 2 nd Grade Teacher	Isabel Messmore	ESOL Teacher
		Chris Roeseler	5 th Grade Teacher

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

LOOKING TO THE FUTURE—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy, and motivated to pursue learning throughout their lifetimes.

COMMITMENT TO OPPORTUNITY—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

COMMUNITY SUPPORT—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

ACHIEVEMENT—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

ACCOUNTABILITY—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

We Believe in Our Children

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

We Believe in Our Teachers

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

We Believe in Our Public Education System

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

We Believe in Our Community

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

SCHOOL—VISION STATEMENT

The vision of Riverside Elementary is “to develop students who are self-reliant, responsible citizens who recognize their potential, engage in lifelong learning, and contribute effectively in a global community.”

SCHOOL—MISSION STATEMENT

Riverside’s vision is supported by a mission, “to nurture a safe and supportive learning environment that promotes high academic and social achievement for all students.”

- ➡ We will increase student achievement by keeping current in best instructional practices and using technology effectively.
- ➡ We will meet the needs of all learners through meaningful instruction based on ongoing assessment, and work collaboratively with colleagues and parents to provide multiple strategies that support student learning.

SCHOOL—CORE VALUES/BELIEFS

We believe all students deserve a quality education and can achieve when:

- ➡ On-going communication and respect exist among staff, families, and students
- ➡ Positive relationships are developed and valued
- ➡ Every student feels safe, loved, and nurtured
- ➡ Everyone embraces and celebrates diversity
- ➡ Students are provided opportunities to think critically
- ➡ Students take responsibility for their own learning and actions
- ➡ Parents actively participate in their children’s education
- ➡ Faculty and staff treat all students as if they were their own children
- ➡ Teachers have high expectations for students and themselves

- ➡ Teachers allow for different rates of learning
- ➡ Teachers use a variety of methods to accommodate all learning styles
- ➡ Technology is used to enhance student learning

SPECIAL PROGRAMS

- ➡ Title 1
- ➡ Early Childhood Special Education: Class-Based and PAC
- ➡ Literacy Collaborative K-6
- ➡ Family Early Childhood Education Program (FECEP)
- ➡ Advanced Academics Center: Grades 3-6
- ➡ Young Scholars
- ➡ Collaborative Teams
- ➡ Positive Behavior Supports
- ➡ Character Education Program
- ➡ Professional Development School – Partnership with George Washington University

STUDENT ACHIEVEMENT GOAL—ACADEMICS

STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.

Check all that apply to this school improvement plan objective.

- | | |
|--|--|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input checked="" type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input checked="" type="checkbox"/> 1.1.2 Mathematics | <input checked="" type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input checked="" type="checkbox"/> 1.1.3 Science | |
| <input checked="" type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *We will collaborate to plan and implement differentiated instruction to meet the needs of all students.*

RATIONALE FOR OBJECTIVE:

Student achievement on the Standards of Learning Mathematics Test increased significantly during the 10-11 school year. All subgroups improved, were in the 80-89% performance band, and the achievement gap narrowed between subgroups. While there were a variety of on-going initiatives that contributed to this improvement, our continued focus on best instructional practices and differentiation of instruction based on readiness was a huge factor accounting for the improvement. In addition, the implementation of a 30-minute intervention and enrichment block helped to further differentiate instruction for all students.

Student achievement on the Standards of Learning Reading Test was mixed. Overall there was a 1% decline in results. Increases were noted for white students (99% to 100%) and students with disabilities (87% to 93%) and Black students remained unchanged (84%). Declines were noted for Hispanic students (83% to 80%), students with limited English proficiency (83% to 81%), and economically disadvantaged students (85% to 80%).

Data Sources:

Spring 2011 SOL Test data

Spring 2011 VGLA data

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

A comparison of our test results with the division average shows that in math Riverside students are performing above the FCPS average in all subgroups. In reading, Riverside students are performing above the FCPS average for white students and students with disabilities; however Riverside is performing below the FCPS average for black students, Hispanic students, economically disadvantaged students, and students with limited English proficiency. Disaggregating the data by grades shows that a significant number of students failing the test were in grade 3. It also shows that those students not passing the reading test were below the DRA2 benchmark for their grade. A root cause analysis seems to suggest that an increase in the percentage of Hispanic students (38.78 to 41.32) and students receiving English Language services (31.25 to 32.49) may account for the decline in achievement in reading.

As we reflected on our overall progress in the 2010-2011 school year, we continue to recognize that our level of achievement still needs to improve and that the work gets harder as we approach the ultimate goal of NCLB, 100% passing rate for all students in all subgroups.

Best Practice Research:

In most elementary classrooms, some students struggle with learning, others perform well beyond grade-level expectations, and the rest fit somewhere in between. If teachers want to maximize students' individual potential, they will have to attend to those differences. Research shows that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels (Vygotsky, 1986), interests (Csikszentmihalyi, 1997), and learning profiles (Sternber, Torff, & Grigorenko, 1998).

“If schools want to enhance their organizational capacity to boost student learning, they should work on building a professional community that is characterized by shared purpose, collaborative activity, and collective responsibility among staff. (Newmann & Wehlage, 1995) Source: *Professional Learning Communities at Work*

“Although individual growth is essential for organizational growth to occur, it does not guarantee organizational growth. Thus, building a school's capacity to learn is a *collaborative* rather than an *individual* task. People who engage in collaborative team learning are able to learn from one another, thus creating momentum to fuel continued improvement.” Source: *Professional Learning Communities at Work*

Technology enhances the opportunity for students to access, evaluate, and communicate knowledge. Technology is most influential when integrated with curriculum and assessment. In a review of studies, the [\(CEO Forum, 2001\)](#) concluded that "technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives."

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1	100 % of students in grades 3-6 (all subgroups) will pass proficient or advanced on the Spring 2012 SOL Reading Test or the VGLA
1.1	100% of students in grades K-6 will increase one or more grade levels in reading when comparing Spring 2011 and Spring 2012 DRA2 data.
1.1	100 % of students in grades 3-6 (all subgroups) will pass proficient or advanced on the Spring 2012 SOL Mathematics Test.
1.1	100 % of students in grade 5 will pass proficient or advanced on the Spring 2012 SOL Writing Test.
1.1	100% of students in grades 4 will pass proficient or advanced on the Spring 2012 SOL Virginia Studies Test or the VGLA.
1.1	100% of students in 6 th grade will pass proficient or advanced on the Spring 2012 SOL U.S. History Test or the VGLA.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: <i>We will collaborate to plan and implement differentiated instruction to meet the needs of all students.</i>							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Build the capacity of the staff to collaborate effectively in a trusting and safe environment: <ul style="list-style-type: none"> • Provide on-going team building activities. • Use OneNote to share team data and documents 	Administrators Team Leaders Instructional Coach	T-Shirts \$1,700 Back-to-School Staff Retreat \$2,000	X				Review team notebooks in OneNote Feedback from teachers Staff Survey
Implement a common block of time for school wide intervention. Assign staff to work with specific grade level teams. Assignments will be based on areas of need.	Administrators	N/A	X				Master Schedule and Team Assignments posted in staff notebook on OneNote
Schedule one day/month for CT teams to meet with administrators to review the student progress in reading and mathematics determine next steps	Administrators	Substitutes \$14.38/hour	X				Riverside Outlook Calendar
Develop and implement the use of protocols for data analysis, intervention planning, and unpacking standards during CT meetings.	Team Leaders Administrators Instructional Coach	N/A	X				Observation of team meetings and posting in team notebooks on OneNote
Use and update integrated curriculum maps when unpacking standards and developing common assessments.	Teachers PK-6 Instructional Coach	N/A	X				Observation of team meetings and posting in team notebooks on OneNote

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *We will collaborate to plan and implement differentiated instruction to meet the needs of all students.*

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Provide grade level collaborative teams and Advanced Academic vertical teams with a planning day each quarter.	Administrators	Substitutes \$14.38/hour	X				Riverside Outlook Calendar
Implement word study consistently at grades K-6	Teachers	N/A		X			Observation
Provide literacy training for instructional assistants, and other teachers supporting intervention.	Reading specialists	N/A		X			Feedback from teachers Observation
Build the capacity of teachers to address the needs of struggling readers through cluster coaching around literacy <ul style="list-style-type: none"> • Reading specialist meet with teams to explain the process • Develop a schedule for teachers to participate 	Reading specialists	Substitutes \$14.38/hour	X				Riverside Outlook Calendar Observation Data wall
Modeling of ESOL strategies across the curriculum	ESOL Teachers	N/A	X				Observation

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: <i>We will:</i>							
1. <i>Use technology effectively to enhance instruction.</i>							
2. <i>Provide students opportunities to use technology throughout the learning process.</i>							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Establish technology leaders in the building that will collaborate with and serve as a liaison between their team and the SBTS.	Technology Team	N/A	X				Identification by SBTS
Collaborate during CT and staff meetings on how to use a variety of technology tools and apply them with students.	Teachers SBTS Librarian Coaches	N/A	X				CT and Staff Meeting Agendas
Provide professional development on the following: <ul style="list-style-type: none"> Developing common assessments in Aspire/Horizon Using turning point devices to enter student responses to common assessments Uploading existing assessments to Aspire/Horizon. Administer online tests using Aspire/Horizon and ePAT 	SBTS Administrators	Substitutes \$14.38/hour	X				Monitor Development of common assessments and results in Aspire/Horizon
Provide 3 rd -6 th grade students time for ongoing practice taking online assessments.	Teachers		X				Monitor results in Aspire/Horizon, ePat

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

STUDENT ACHIEVEMENT GOAL: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

Check all that apply to this school improvement plan objective.

- | | |
|---|--|
| <input checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership.
<input checked="" type="checkbox"/> 2.2 Work effectively within a group dynamic.
<input checked="" type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life’s challenges.
<input checked="" type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life.
<input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals.
<input checked="" type="checkbox"/> 2.7 Develop practical life skills.
<input checked="" type="checkbox"/> 2.8 Make healthy and safe life choices. |
|---|--|

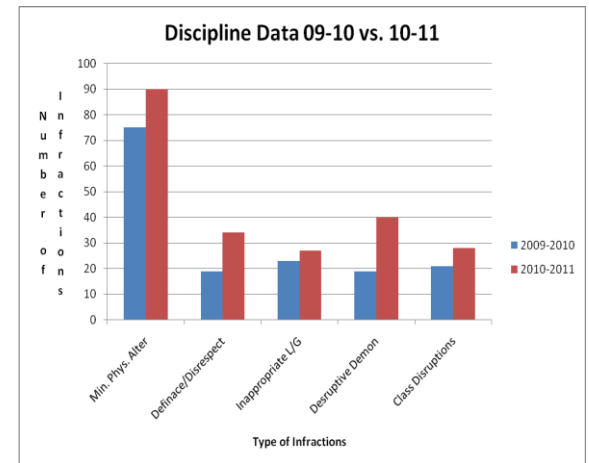
SCHOOL IMPROVEMENT PLAN OBJECTIVE: We will help students be responsible, respectful, safe, and be able to manage conflict by providing them explicit instruction, reminders, and strategies to deal with everyday situations and challenges.

RATIONALE FOR OBJECTIVE:

Data Sources:

Number of suspensions remained the same. We had 42 suspensions in 2009-2010 and 42 suspensions in 2010-2011.

- There was an increase in Minor Physical Altercations by 20% from 75 in 2009-2010 to 90 in 2010-2011.
- Root causes:
 - Students – There was not a school wide recognition for positive behavior implemented during the 2010-2011 school year. In previous years, there was a monthly lunch with the Administrators and students identified as Kids with Character. Also, due to the revamping of our Character Education program, there was no systematic school wide character program.
 - Staff – There are inconsistencies in student expectations across the school building. This inconsistency was most evident on the playground area. Based on comments from staff members, many people had different expectation for how students played on equipment and where on the playground area students were allowed.
 - Where – Based on anecdotal information minor physical altercations occurred on the school bus, playground, and in the hallways.



Knowledge of Programmatic/Instructional Strengths and Weaknesses:

- Anecdotal comments from teachers and custodians
- Increase in office referrals

Best Practice Research:

“Classroom management surfaced as one of the critical aspects of effective teaching...fortunately effective classroom managers are made. Good classroom managers are teachers who understand and use specific techniques. Awareness of and training in these techniques can change teacher behavior.” Marzano, J, Marzano, R. & Pickering, D. (2003). *Classroom Management that Works: Research-Based Strategies for Every Teacher*. Alexandria, Virginia: ASCD.

“In many schools, the lessons of classroom management have become part of a “hidden curriculum.” They’re not discussed at curriculum meetings. They don’t show up anywhere in the teacher’s daily lesson plan, yet they require as much, if not more, of the teacher’s time and energy than any other academic subject. In fact, teachers can’t teach their academic subjects effectively until they can establish an effective environment for learning.” MacKenzie, R.J. (2003). *Setting Limits in the Classroom: How to Move Beyond the Dance of Discipline in Today’s Classrooms*. New York, New York: Three Rivers Press.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.3, 2.4	The average number of student referrals to the office during the 2011-2012 school year will be no more than 15 per month.
2.3, 2.4	The number of minor physical altercations will decrease by 20% or more when comparing the data for the 2011-2012 school year.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: We will help students be responsible, respectful, safe, and be able to manage conflict by providing them explicit instruction, reminders, and strategies to deal with everyday situations and challenges.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Revise school wide expectations and display them in various locations across the school	School Counselors Administrators Teachers	Signs \$100	X				Observation in hallways and classrooms
Review and practice school wide expectations with students on a regular basis throughout the school year.	Teachers	N/A	X				Discipline Referrals
Implement school wide positive behavior supports (PBS) to reinforce positive behaviors. <ul style="list-style-type: none"> Conduct a quarterly needs assessment Redesign the Character Education Program to better address the needs of our school community Increase the recognition of students for positive behaviors (5:1) 	School Counselors Teachers PBS Committee	TBD	X				Committee Agendas School Calendar
Professional Development for New Teachers: <ul style="list-style-type: none"> 1-2-3 Magic Setting Limits in the Classroom 		Substitutes \$14.38/hour	X				Agendas

SCHOOL IMPROVEMENT PLAN OBJECTIVE: We will help students be responsible, respectful, safe, and be able to manage conflict by providing them explicit instruction, reminders, and strategies to deal with everyday situations and challenges.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Review current research on bullying AND design and implement a bully prevention initiative	School Counselors Administrators	N/A		X			Staff Meeting Agenda Observation of Guidance Lessons
Design and implement a suspension prevention plan for students identified as a bully (use social stories)	School Counselors Administrators	N/A		X			TBD
Reestablish a mentoring program for students	School Counselors PBS Committee Administrators	TBD		X			TBD

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

Check all that apply to this school improvement plan objective.

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2 Be respectful and contributing participants in their school, community, country, and world.
- 3.3 Understand the purpose, role, and means of interaction with the different levels of government.
- 3.4 Exercise good stewardship of the environment.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: We will:

- Expand students' understanding of their responsibilities and rights as citizens in the school, community, and the world.
- Provide opportunities for students to give back to the community.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

2010-2011 Discipline Data

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Students have opportunities to give during holiday food and clothing drives. Other opportunities may include contributing during natural disasters. As a school wide community there have been limited organized opportunities for students to participate in community service projects.

Best Practice Research:

Health Education in Practice Teaching Idea Promoting Social and Health Advocacy in the Classroom Through Service Learning. *Tammy Jordan JYatt and Fred L. Peterson. The Health Educator, 40, 2 (Fall 2008) p. 77- 81.*

Youth who are given the opportunity for volunteer community service tend to perform better in school, feel more positive about themselves, have a more positive work ethic, and develop a more socially responsible attitude as adults (Moore & Allen, 1996). Students involved in health advocacy and community service opportunities on a regular, periodic basis across the K -12 school curriculum may experience enhanced self-esteem and self efficacy, as well as be less inclined to engage in risky problem behaviors (Blum, 1998; Scales, 1990; Youress et al., 1999)

“Service learning is a teaching method that involves students in authentic and meaningful service to their communities. Connecting classrooms with the community provides a sense of civic responsibility by encouraging students to assess their impact on the community and their impact on the community and their roles as active contributors to society.” -FCPS: “Service Learning-Connecting Classrooms with the Community”

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	Survey results will show the percentage of students participating in community service projects will increase when comparing the 1 st quarter to 4 th quarter (baseline data).
3.2	Survey results will show the percentage of students understanding the importance of community service will increase when comparing the 1 st quarter to 4 th quarter (baseline data).

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: We will:							
<ul style="list-style-type: none"> Expand students' understanding of their responsibilities and rights as citizens in the school, community, and the world. Provide opportunities for students to give back to the community. 							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Establish a committee to organize community service projects. <ul style="list-style-type: none"> Educate students on the importance of community service Provide all students with opportunities for community service 	Community Service Committee	TBD		X		Photos from community service events and share with the media, School Calendar Committee Agenda and notes	
Provide opportunities for students to work with other students who need additional support in reading and/or math during the intervention and enrichment block	Teachers Administrators	TBD		X		Teacher feedback (Is it working? How are students benefiting?)	

**RESULTS AND REFLECTION ON THE 2010-20011 SIP
A Focus on Continuous Improvement**

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
We will differentiate instruction to meet the needs of all students by using best practices.	See pages 5 and 6	See pages 5 and 6	See pages 5 and 6
We will: <ol style="list-style-type: none"> 1. Use technology effectively to enhance instruction. 2. Provide students opportunities to use technology throughout the learning process. 	Prior to the departure of our SBTS we were able to provide teachers professional development on how to use e-Cart Horizon and e-Cart EDSL to locate resources, to develop and use common assessments, and to extract the data to analyze the results of the common assessments.	For most of the 2010-2011 school year Riverside was without an SBTS. This inhibited the growth we made the previous school year in the use of SmartBoards and other technology tools such as the Turning Point devices.	SBTS will regularly attend Collaborative Team meetings to provide timely professional development. In addition, the SBTS will provide optional professional development before and after school based on feedback from staff.
We will help students be responsible, respectful, safe, and be able to manage conflict by providing them explicit instruction, reminders, and strategies to deal with everyday situations and challenges.	See pages 11 and 12	See pages 11 and 12 The PBS team was not a representative sample of the entire school.	Representation on the committee includes a teacher from each grade level and specialist and or resource teachers