

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 Schools	
County Dist. No.:		06-0075	
School Name:		Riverside Public School-Cedar Rapids site	
County District School Number:		06-0075-003	
Building Grade Span Served with Title I-A Funds:		K-5	
Preschool program is supported with Title I funds. (Mark appropriate box)			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. (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:		Deb Brownfield	
School Principal Email Address:		deb.brownfield@riversideps.org	
School Mailing Address:		408 West Dayton St. Cedar Rapids, NE 68627	
School Phone Number:		308-358-0640	
Additional Authorized Contact Person (Optional):		Tricia Martinsen	
Email of Additional Contact Person:		tricia.martinsen@riversideps.org	
Superintendent Name:		Stephanie Kaczor	
Superintendent Email Address:		stephanie.kaczor@riversideps.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u> <u>Parent Administrator</u>
_____	_____
_____	_____
_____	_____
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_____	_____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 75	Average Class Size: 12	Number of Certified Instruction Staff: 7
Race and Ethnicity Percentages		
White: 88.99 %	Hispanic: 11 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: .01 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 44 %	English Learner: .01 %	Mobility: 0 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NWEA MAP	NSCAS
ACADIENCE READING	

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

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.

1. Comprehensive Needs Assessment

1.1	<i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.</i>
<p>Comprehensive Needs Assessment data is analyzed and used to effectively meet instructional needs of all students at Riverside.</p> <p>A data meeting is held after each Acadience Reading 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 and enrichment grouping changes, progress monitoring, group instructional program strategies and referrals for further testing. Individual Reading Plans addressing areas of need are written for all students in grades K-3 not meeting the Acadience Reading benchmark.</p> <p>MTSS team data reviews are conducted in November, February, and May. The MTSS team meets with each elementary classroom teacher. Individual student data from NSCAS is reviewed upon release from NDE. NWEA MAPS data and Acadience Reading benchmark/progress monitoring is analyzed at each meeting as well as behavioral concerns and classroom data.</p> <p>At this time, it is determined to begin, continue, intensify, change or discontinue interventions based on student data. Referrals to Problem Solving (formerly SAT) team may be made based on input.</p> <p>Students new to the district are administered Acadience Reading and Reading Mastery placement tests within five days of enrollment. Results are then discussed with the classroom teacher, elementary principal and instructional staff involved.</p> <p>Pre K through 12 Staff at Riverside take part in ongoing training from ESU 10 staff development in analyzing data to improve services and set schoolwide goals. In October 2019, writing was identified as an area of need schoolwide. Non-negotiable criteria was identified for each grade level band, and strategies were presented for teachers in all areas to use in their classrooms.</p> <p>School-wide interventions and strategies that have been put into place to achieve this goal include: Direct Instruction Instructional level grouping Fluid grouping to allow for change 30 minute daily Intervention groups for students not at benchmark based on identified areas of need, and Enrichment groups for students meeting and exceeding benchmark REWARDS for fourth graders All staff trained and implementing Adolescent Literacy Project strategies</p> <p>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.</p>	

Documentation folder: not applicable, narrative sufficient based on rubric	
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i>
<p>Our annual Title 1 Parent Meeting was held March 16, 2023. At this time, a survey was given to families in attendance. The questions were focused on school climate, the reading block and promoting family involvement.</p> <p>Documentation folder includes: Title I Parent survey questions</p>	
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.</i>
<p>The Riverside Public School Improvement Action Plan has been developed to address the goal of improving writing across the curriculum in preschool through twelfth grade. This action plan identifies programs, strategies, and ongoing training to address the needs of all students, particularly those at risk of not meeting state academic standards.</p> <p>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 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.</p> <p>Training for all staff in writing strategies has been provided in inservices conducted by ESU 10 staff developers. Dates for all trainings are listed on the action plan provided in the documentation folder.</p> <p>Documentation folder includes: Riverside School Improvement Action Plan</p>	

2. Schoolwide reform strategies

2.1	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.</i>
<p>All Riverside students are provided with additional assistance, particularly those at risk of not meeting the challenging state standards.</p> <p>With assistance from Nebraska MTSS and ESU 10 MTSS coordinators, the Riverside MTSS team developed a schoolwide reading intervention plan. The plan's decision rules address the needs of students well below benchmark, below benchmark, at benchmark and above. Students not meeting benchmark on Acadience Reading are progress monitored weekly to measure effectiveness of instruction and intervention and respond to need. Progress Monitoring scores are shared with the classroom teachers monthly.</p> <p>All students are benchmarked with Acadience Reading in August, December and April/May. Data is reviewed in a meeting with all elementary staff. Interventions, including Individual Reading Plans, are developed and implemented based on student needs.</p>	

The MTSS team meets with each classroom teacher in grades K-5 in November, February and May. 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. Any students needing additional assistance are referred to the Problem Solving Team. This could include input from the occupational therapist, physical therapist, speech/language pathologist, or guidance counselor.

Documentation folder includes: MTSS Reading Decision rules, IRIP template, MTSS data day meeting agenda/schedule

3. High quality and ongoing professional development

3.1

Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

Several opportunities for professional development supporting the areas of reading and writing are offered to all PK-12 staff and paras. Requests for trainings are evaluated by administrators for a coordinated effort in addressing our school improvement goals.

All Riverside district teachers of grades kindergarten through twelfth have attended sessions for the Adolescent Literacy Project and participate in learning walks as they apply engagement, and literacy strategies in their classrooms. All elementary K-5 teachers participated in Volume 1 LETRS training during the 2022-2023 school year. All 1st-12th grade teachers attended CHAMPS training in January and will gain in May of 2023.

A district team of teachers and principals attend ongoing workshops for MTSS problem solving and using data for instructional decision making. Our district has been deemed an advanced MTSS implementation district. This has enabled us to concentrate efforts on the sustainability of the MTSS process at Riverside. This also allowed us access to trainings for programs to address the needs of our most at risk students.

The Title 1A interventionist/reading coach participates in a cadre for instructional coaching sponsored by ESU 10. Coaching is provided to all Reading Mastery 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 in all groups throughout the year. Reading Mastery data binders are reviewed by the reading coach for student progress and concerns.

Not all professional development activities for staff are included in the documentation folder, as we have access to additional trainings from outside agencies other than our local ESU.

All paraprofessionals meet the ESSA 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 trainings appropriate for their instructional groups. The reading coach follows up with visits providing feedback, modeling and training.

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: NSSRA Paraprofessional Validation & ESU 10 odie workshop participation records

4. Strategies to increase parent and family engagement

4.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
<p>Our Parent-School Compact was jointly developed in 2017-18 by a team of teachers, parents and administrators. The compact is reviewed annually at our Title 1 meeting/event with parents. Then, the staff reviews the compact when conducting our self-review of our Schoolwide plan. Teachers review the student responsibilities section at the beginning of each school year with their classes.</p> <p>The Parent Compact is published in our school handbook and school website, which every family in the district receives at the beginning of each school year.</p> <p>Documentation folder includes: Title 1 Parent Compact</p>	
4.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>
<p>The Riverside Title 1 Parent and Family Engagement Policy is a part of the Riverside 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.</p> <p>Language in the policy has been verified to reflect requirements of ESSA, in cooperation with ESU 10 staff.</p> <p>Documentation folder includes: Title 1 Parent and Family Engagement Policy</p>	
4.3	<i>Please provide a narrative below describing how and when 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.</i>
<p>The Cedar Rapids site Title 1 Parent meeting and family engagement activity was held on March 16, 20203from 5:30-7:00 P.M. The agenda included reviewing Schoolwide Title 1 advantages, reviewing the Parent compact and Family Engagement Policy, a quick overview of testing, new programs and activities.</p> <p>For our famly activity, stations with literacy, math, art and STEM activities that correalated with our One District, One Book (The Wild Robot) were used.</p> <p>Documentation folder includes: agenda for meeting, sign-in sheet</p>	

5. Transition Plan

5.1	<i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i>
<p>Pre K to Kindergarten: Kindergarten Round-up is held annually. This year's Kindergarten Roundup is planned for April 14, 2023. The district preschool class, along with their teacher will spend the morning in the kindergarten classroom. If there are eligible children not enrolled in the district preschool, teacher contact will be made and invitations sent. As the preschool is housed in our school building, our preschool and kindergarten teachers plan several cooperative learning activities during the school year.</p>	

<p>At our MTSS data day, to be held May 18, 2023, the current and future year's teachers for PK-6 will be allotted times to meet to provide for smooth transitions. They will discuss services in place, which might include OT, PT, Speech, etc., as well as successful classroom strategies and supports that they provided for students.</p> <p>Documentation folder not applicable, narrative sufficient based on rubric</p>	
5.2	<p><i>Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).</i></p> <p>Fifth grade to Middle School: May 8, 2023 the fifth grade students are invited to the Middle School for a day. They rotate through a typical schedule that includes meeting all of the teachers they will have in the coming school year. They are introduced to building procedures and take part in class ice breakers to get to know their future classmates, as the two elementary sites combine in Middle School.</p> <p>Documentation folder not applicable, narrative sufficient based on rubric</p>

6. Strategies to address areas of need

6.1	<p><i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i></p> <p>Summer School: Riverside's summer school is an invitational only program. Students who do not meet benchmark in Acadience Reading and had a Individual Reading Improvement Plan (IRIP), were invited to attend in July of 2022.</p> <p>STEM Trailer: In cooperation with ESU 10 we were fortunate to have access to a STEM trailer for two weeks in in the Spring of 2022 at the Spalding site. The 4th and 5th grade from the Cedar site traveled to the Spalding site to participate with their Spalding site peers in this learning. The STEM trailer included ten different hands-on learning experiences for students. These ranged from practicing welding on a simulator to constructing design on a 3-D printer.</p> <p>Third Grade Farm Safety Day: Boone and Nance County Extension Service and agriculture businesses sponsor Farm Safety Day annually for third graders. Students experience real-life safety demonstrations and participate in wellness activities.</p> <p>Fourth Grade Pioneer Day at Stuhr Museum: This spring our 4th grade traveled to the Stuhr Museum in Grand Island to experience a day in the life of a pioneer. Students completed chores, cooked their own lunch, churned butter, made candles, and played games that pioneer children played.</p> <p>Thirty minute intervention/enrichment periods: Students not meeting benchmark in Acadience Reading are provided with an intervention targeted to their identified areas of need. Students at or above benchmark are given the opportunity for enrichment to further develop skills. Students not making adequate progress are flagged for individual intervention in areas of need. These interventions are provided by the classroom teacher or Title 1 staff.</p> <p>Summer Public Library Program: Every Saturday in July, the library conducted a summer reading program for students in preschool through fifth grade at the Cedar Rapids Public Library. Children were provided story time and engaging activities around a theme for the summer.</p>
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Documentation folder not applicable, narrative sufficient based on rubric.

7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1

Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)

Riverside Schools are constantly working to improve reading and math scores. Our Title 1 funds are designated for a teacher's salary. General and state funds are used to assist in achieving instructional goals and student success. The district works in partnership with Greeley and Boone County businesses and organizations to provide Riverside students hands-on, authentic learning experiences.

Consolidation of funding is the use of multiple funding sources that LEA decides on a percentage basis how they will fund Title IA, (Sped IDEA, Poverty, Perkins, ESSA Title IA, IIA, III, IVA, as well as local/state funds i.e. General Fund) that are used for Title IA Program Costs and ultimately then try to claim expenditures that require submission in GMS for reimbursements. The LEA decides what percentage of all the different funds will be used for Title IA services/expenditures. Yet the trouble for NDE is that our Financial Services team and Federal Programs team are in process of making necessary adjustments to GMS Reimbursement system in order to handle such a strategy used by the LEA's. Specifically, NDE financially will require accounting reports to be submitted into the Grants Management System when the district requests their "reimbursements".

Documentation folder not applicable, narrative sufficient based on rubric.