



**RIVERSIDE
ELEMENTARY
SCHOOL**

**BALANCED
SCORECARD**

2010-2011

RIVERSIDE ELEMENTARY SCHOOL

DEMOGRAPHIC INFORMATION

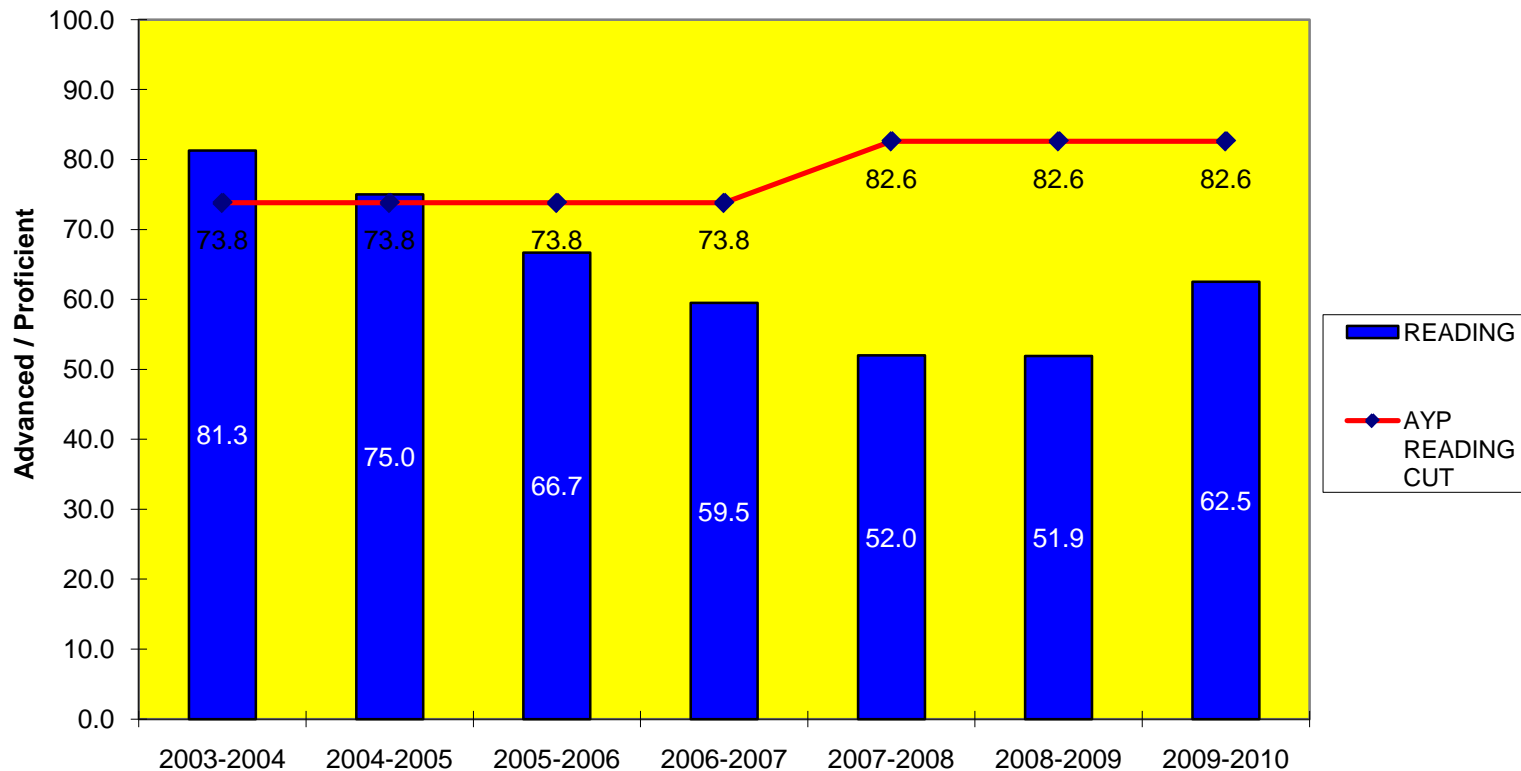
- The population of Riverside Elementary School is diverse (36% White, 51% Native American, 6% African American, 6% Hispanic)
- Riverside Elementary has a Schoolwide Title I Plan. 103 of Riverside's 132 students qualify for free and/or reduced meals
- Currently 71% of the Riverside students live in the Riverside attendance area, 61% of Riverside students are from single parent families and 7% are Limited English Proficient. Riverside had 12 of the 132 students are experiencing Homelessness. Presently, 18% of Riverside's students have active Individual Education Plans.



RIVERSIDE ELEMENTARY SCHOOL

NDSA - READING

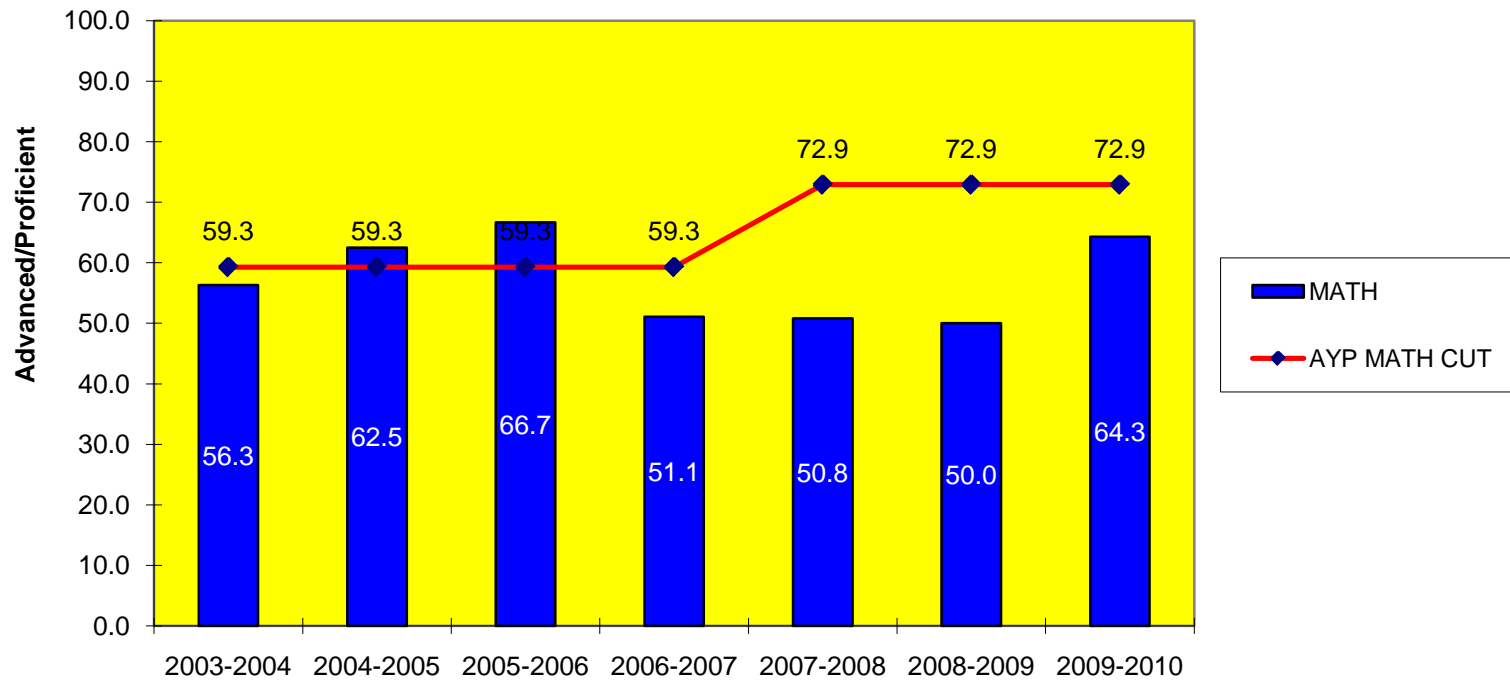
PERCENT OF RIVERSIDE STUDENTS MAKING ADEQUATE PROGRESS IN READING ON THE NDSA w/Cut Scores



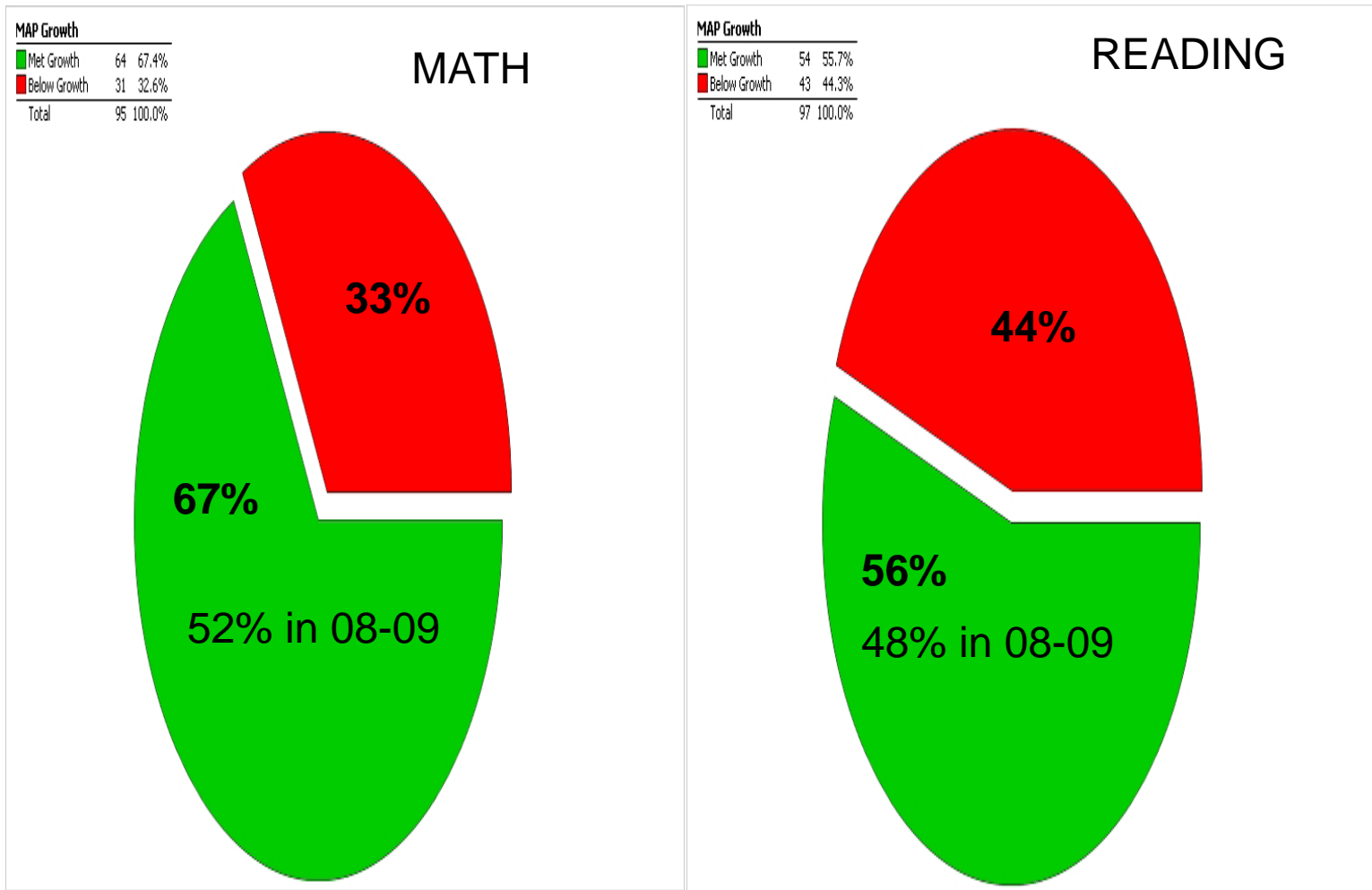
RIVERSIDE ELEMENTARY SCHOOL

NDSA - MATHEMATICS

PERCENT OF RIVERSIDE STUDENTS MAKING ADEQUATE PROGRESS IN MATH
ON THE NDSA w/Cut Scores

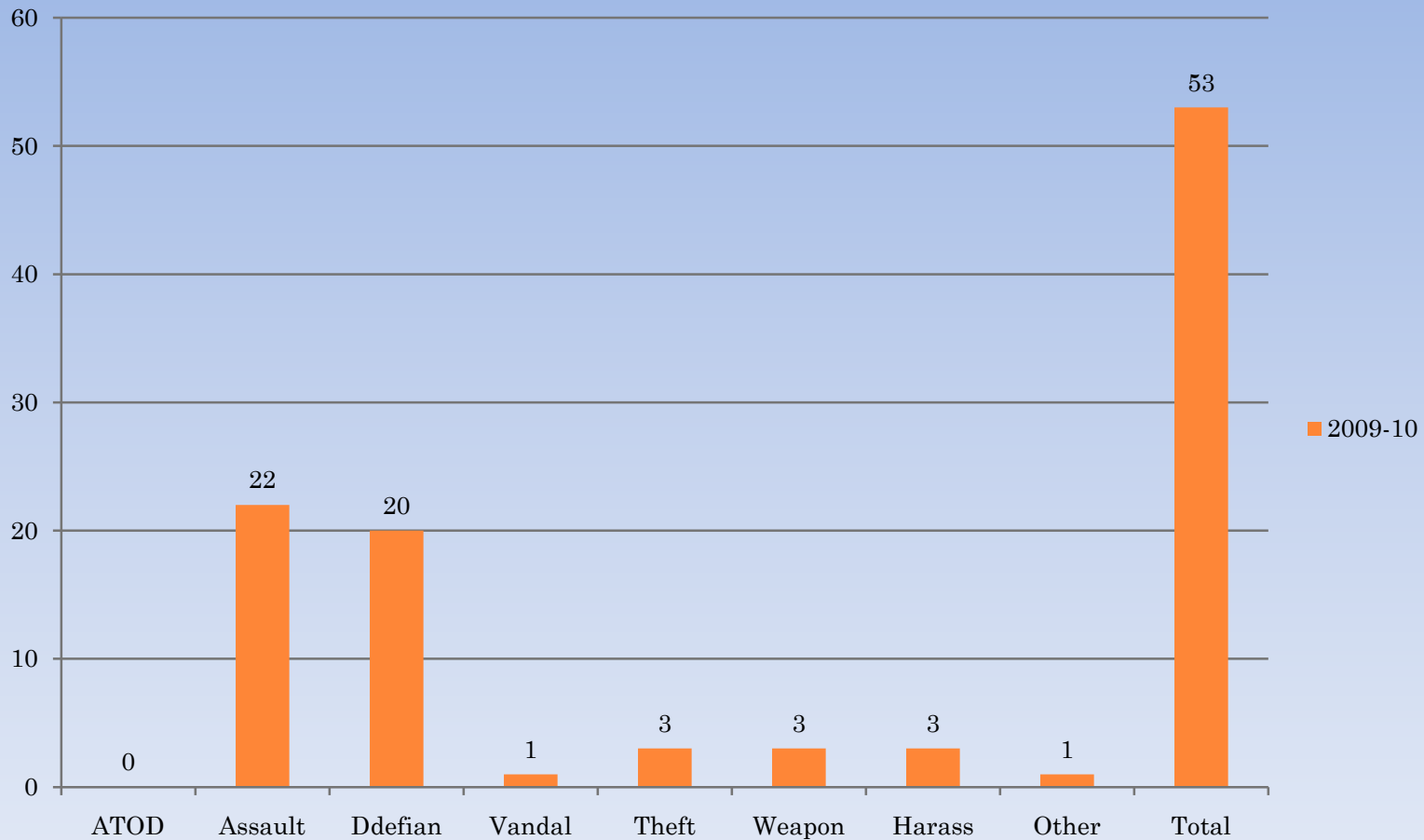


RIVERSIDE ELEMENTARY SCHOOL MEASURES OF ACADEMIC PROGRESS (MAP)



RIVERSIDE ELEMENTARY SCHOOL BEHAVIOR – OFFICE REFERRALS

BOTTOM LINE INFRACTIONS



RIVERSIDE ELEMENTARY SCHOOL

SUMMARY OF DATA

- Data indicates overall growth on the NDSA in Math by 14% and a 15% increase on the MAP Math assessment.
- Data indicates overall growth on the NDSA in Reading by 10% and 12% increase on the MAP Reading assessment.
- There appears to be a positive relationship between the decrease in student behavior and the increase in Math and Reading scores.
- Riverside is closing the Achievement Gap



RIVERSIDE ELEMENTARY SCHOOLS

2009 - 2010

BALANCED SCORECARD OBJECTIVES

- All Levels of the Organization are Accountable for Student Achievement.
 - Establish the use of data during PLC Blocks
 - Establish Master Schedule

- Promote a Positive Working and Learning Environment.
 - Revise Student Behavior/Attendance System

- Provide Excellence in Instruction Based on the Needs of Individual Students.
 - Establish classroom level coaching in Reading and Mathematics.
 - Establish the Daily 5 as a means to addressing independent reading activities for students and increase student engagement in reading.
 - Establish Comprehensive Reading Intervention (READ 180 / System 44) in Grades 3 – 6.



RIVERSIDE ELEMENTARY SCHOOL

SUMMARY OF BSC OBJECTIVES

- The Master Schedule improved communication and allowed everyone to know who was where and when.
- Continued data discussions at PLC and implemented Agenda Driven and Teacher Directed PLC's. In addition, Social Worker, Principal and Counselor PLC included once a month meetings with PYB, BCSS and parents.
- Behavior approach that recognized student successes and held students accountable appeared to make a difference.
- Coaching was well received by teaching staff.
- Read 180/System 44 was a great addition to the Reading Core and Intervention.
- Daily 5 Study Group identified a "System" to address instructional Reading Practices in the General Education Classroom.



RIVERSIDE ELEMENTARY SCHOOL

HIGHLIGHTS FOR 2009 - 2010

- Behavior issues have significantly decreased due to a Comprehensive Responsible Decision Making Plan.
- Team approach to all levels of school organization has been strengthened.
- Closing the Achievement Gap in Reading and Mathematics
- Positive Student Behavior on Playground and students being recognized for positive behavior and attendance.



RIVERSIDE ELEMENTARY SCHOOL

NEXT STEPS 2010 - 2011

- All Levels of the Organization are Accountable for Student Achievement.
 - Continue the use of data during PLC Blocks
 - Engage in the writing of Common Formative Assessments
 - Establish On-line PLC with a “Sister School” to discuss CFA
 - Refine Problem Solving Process
- Promote a Positive Working and Learning Environment.
 - Refine Student Behavior/Attendance System
 - Establish Core Social Skills Curriculum
 - Establish a Comprehensive Internal Communication System using Moodle
 - Continue All Title I Plans and All Components
- Provide Excellence in Instruction Based on the Needs of Individual Students.
 - Continue classroom level coaching in Reading and Mathematics.
 - Establish the Daily 5 as a means to addressing independent reading activities for students and increase student engagement in reading.
 - Continue Comprehensive Reading Intervention (READ 180 / System 44) Grades 3 – 6.
 - Establish Comprehensive Reading Intervention Kindergarten – 2nd Grade
 - Define and Implement a Comprehensive Writing process
 - Explore the components the 90/90/90/90 Model for Riverside’s Leadership Team

