

**U.S. Department of Education**  
**2020 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Miss. Renee A Kent  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Riverview Elementary School  
(As it should appear in the official records)

School Mailing Address 509 Willow Avenue  
(If address is P.O. Box, also include street address.)

City Big Rapids State MI Zip Code+4 (9 digits total) 49307-0509

County Mecosta County

Telephone (231) 796-2550 Fax (231) 592-8501

Web site/URL http://www.brps.org E-mail rkent@brps.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mr. Tim Haist E-mail thaist@brps.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Big Rapids Public Schools Tel. (231) 796-2627

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Michelle Rasmussen  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 4 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	62	44	106
1	48	29	77
2	50	38	88
3	29	29	58
4	29	32	61
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	218	172	390

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 0.5 % Asian
  - 6 % Black or African American
  - 0.5 % Hispanic or Latino
  - 0.5 % Native Hawaiian or Other Pacific Islander
  - 85 % White
  - 7.5 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 16%

If the mobility rate is above 15%, please explain:

Unfortunately, mobility is a common phenomenon at Riverview. Big Rapids has approximately a 43.7% poverty rate. Reasons for mobility are a result of residential mobility, such as when parents get evicted, homeless, change jobs or moving to a more affordable home in a different county. Another reason for the 16% mobility rate is due to family structure, such as when a student moves to be with one of their biological parents, divorce, escaping domestic violence or incarceration. A small number of students move in or out from public to private or vice versa.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	35
(3) Total of all transferred students [sum of rows (1) and (2)]	60
(4) Total number of students in the school as of October 1, 2018	379
(5) Total transferred students in row (3) divided by total students in row (4)	0.16
(6) Amount in row (5) multiplied by 100	16

6. Specify each non-English language represented in the school (separate languages by commas):

Does not apply

English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 55 %

Total number students who qualify: 214

8. Students receiving special education services: 15 %

58 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>5</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>2</u> Other Health Impaired                 |
| <u>6</u> Developmental Delay     | <u>20</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance   | <u>23</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 11

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 30:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	94%	95%	95%	95%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

To instill in all Riverview students a healthy self-image, a love of learning, and the desire to achieve their best in tomorrow's world.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III - SUMMARY**

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Big Rapids is a traditional and charming small town with a population of approximately 10,400 built around the Muskegon River. The town offers many outdoor opportunities, community events, music, art, and family fun activities. The community is generous, supportive, and caring. Riverview Elementary is the epitome of the traditional small-town school with a classic small-town feel that mirrors the characteristics of Big Rapids. Built in 1953, Riverview Elementary is a school-wide Title One YK-4th grade rural neighborhood school that believes in developing the whole child.

Riverview's vision is to instill in all students a healthy self-image, love of learning and the desire to achieve their very best in tomorrow's world. Riverview students are expected to do quality work, show their finest behavior and assess their own learning. Riverview staff set high expectations for students' success. The staff understands individual learning rates and styles, which creates a positive learning environment and challenges students to give their very best. Riverview staff believe students should have the best social, emotional, and academic learning experience every single day.

There is a great emphasis on the collaboration of all school stakeholders. Riverview takes pride in involving its parents in a number of activities such as Title One academic nights, recognizing parents through the celebration of Calling All Moms, and Calling All Dads, field trips, book fairs, Parent Teacher Organization (PTO), academic informational nights and 4th-grade Clap Out send-off. Ferris State University is an extremely important stakeholder. A considerable amount of FSU students do 40 & 80-hour experiences, student teaching, run clinics/programs (FSU Optometry, Dental, Nursing, Social Work, Athletics), intern, work-study and tutor students. This partnership gives FSU students practical experience while impacting our students' learning environment. Many community businesses play a key role in student achievement by sharing and demonstrating key skills for success.

Riverview is a school-wide Title One building that uses research-based programs, approved state standards and an aligned curriculum. Title One funding has allowed Riverview to hire a Title One Reading and Math teacher along with paraprofessionals to assist with the Multi-Tiered Systems of Support (MTSS). Their focus is on instructional enhancement and the performance growth of students, utilizing whole group, small group or one-on-one instruction. One of the challenges Riverview continually faces is high class sizes and the ability to serve a large population of Title One students. Services and programs fit student needs which are monitored, analyzed and triangulated on a continual basis. Title funding also provided the school with a full-time social worker to assist with the emotional and social needs of students.

Riverview is participating in the Reading Now Network (RNN) High Impact Learning (HIL) Project to improve early literacy and, ultimately, student achievement across all grade levels. We have made the commitment to implement the RNN findings and General Educational Leadership Network (GELN), Literacy Essentials. Riverview is also participating in The Coordinated Approach to Child Health (CATCH) involving direct education intervention, aiming to prevent childhood obesity in school-age children. The two main behavioral targets are helping children identify and choose healthy foods and increasing moderate-to-vigorous physical activity. We feel this contributes to the whole child and their academic performance.

Riverview staff are involved in Formative Assessments of Michigan Educators (FAME), a professional learning initiative driven by the Michigan Department of Education (MDE) that promotes effective formative assessment (FA) practice. Riverview's main FA focus is "quality of questioning." Students and staff reinforce "Respect & Dignity"; an initiative to reinforce the commitment to creating a positive environment for all to work, live, learn, and play regardless of any differences.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

Riverview embodies its purpose through creating an environment that promotes educational experiences challenging and supported by highly qualified staff, as well as, implementing a rigorous and common core standard-based curriculum. Staff consistently develop the implementation of relevant and rigorous lessons, administer highly effective assessments and promote data-driven analysis. Teachers deliver curriculum using differentiated instruction and disciplined-specific teaching approaches to reach all students. Riverview incorporates a multi-tier system of supports (MTSS) as targeted support for the whole child.

Staff is evaluated using the 5-Dimensions of Teaching and Learning which breaks down the dimensions into sub-dimensions. The staff starts each day using Dimension 1 “Purpose” by displaying the learning target, performance task and the success criteria on the classroom purpose board. Students’ learning success revolves around reviewing the purpose board and having them restate the targets in their own words, applying concepts or skills and communicating what they are learning. This is common across all subject areas each day.

Teachers check for understanding by using student self-assessments and formative assessments. Formative feedback and data continuously drive instruction. Students needing more assistance work with the teacher to determine the next steps. Students set learning goals with their teacher after the first round of assessments which are monitored until the next round of assessments to determine progress.

### **1b.** Reading/English language arts

Reading/English Language Arts:

Big Rapids district implements a balanced literacy curriculum that is aligned with Common Core Standards. Currently, Riverview is using Journeys in kindergarten through fourth grade. The ELA curriculum is supported by additional resources including Synthetic Phonics, Renaissance Place, Spelling City, Epic!, RAZ-Plus, Reading A-Z, ScootPad, Readagogo, and Words Their Way. These resources reinforce foundational skills, oral reading fluency, reading comprehension, vocabulary, and spelling.

Riverview’s Reading and Writing Committees meet frequently to interpret student data in order to drive teacher instruction. In addition, the committees discuss and analyze the curriculum to determine if the school improvement goals are being met. Having this collaboration allows for mutual understanding of school-wide expectations and individual goals.

Teachers engage in best practices to deliver the ELA curriculum to students. Learning targets and essential questions are used to help focus student learning and guide instruction during a 90-minute literacy block. This implementation has been powerful in the development and support of student literacy. Delivery of ELA standards is based on student needs such as whole and small groups, one on one, independent work, peer to peer discussion, questioning and student-driven collaboration.

Teachers administer the Fountas and Pinnell Benchmark Assessment System, the NWEA Reading Growth and STAR Reading assessments to find students’ independent and instructional reading levels, as well as to identify student focus areas. This information provides guidance to determine students’ strengths and areas of growth. When a student is in need of additional support, the student is referred to the Title One ELA teacher and is supported through the Fountas and Pinnell Leveled Literacy Intervention (LLI) program.

Reading literacy is also reinforced throughout the day by students working independently on silent reading or participating with other grades as reading buddies. Teachers read chapter books aloud each day in combination with asking quality questions about the book. Students have access to books in the school and

classroom libraries. Teachers use Renaissance Student Reading and Accelerated Reader programs to help guide, engage, practice and assess different reading components for literary success.

Riverview has adopted the writer's workshop model by using the Lucy Calkins Units of Study. This program is a student-centered framework that guides students through a writing process while teaching students how to be complete writers. The lesson format provides teachers with: a mini-lesson, independent writing time, mid-workshop teaching points, a rubric and opportunities for students to share. Having this balanced instruction allows students greater independence and success in all writing genres. Once the teacher delivers the mini-lesson, students begin their independent work. Students are completely engaged in their writing because they find their own voice by choosing their own topics of interest. Students work at their own pace for an extended amount of uninterrupted time until completion, then collaboration occurs with a writing buddy for student feedback and editing. Differentiated instruction is determined through student self-assessment and one on one conferencing with their teacher.

### **1c. Mathematics**

Big Rapids district uses Everyday Mathematics 4 to deliver the Common Core math curriculum. Everyday Math provides research-based strategies and algorithms using a spiral format and has been consistently used within our district for many years.

To reinforce the curriculum, students are introduced to rigorous online components that engage and differentiate learning. A variety of approaches are used within math instruction to effectively reach all learners. Some of the learning approaches include direct, differentiated, individualized, scaffolded and project/game/inquiry-based instruction. Teachers implement a variety of strategies including student-led instruction, student talk, problem-solving opportunities, discussion, and reflection. Teacher observations and various formative assessments provide effective feedback to drive instruction. Feedback allows teachers the opportunity to conference with their students regarding current and future goals.

Multiple assessment data is correlated to drive instruction. Staff utilizes NWEA Learning Continuum, previous year's data, grade-level teacher collaboration, unit tests, math fact fluency, online program reports, formative assessments, state testing results and teacher observations to create and implement individualized learning plans. Data is analyzed to find learning gaps so teachers can differentiate or scaffold instruction through whole and small groups, flexible grouping, one on one, peer to peer, online learning, and Title One support.

Teachers use additional interventions to reinforce the math curriculum such as Reflex, MobyMax, Mad Minute, Rocket Math, Touch Math, Khan Academy, Prodigy, ScootPad, iKnowit, and common core based math games. The use of kinesthetic activities such as S'cool Moves, Scoot and Go Noodle engage student learning to accommodate different learning styles.

### **1d. Science**

Riverview science curriculum is a three-dimensional approach that partners the Next Generation Science Standards (NGSS), Michigan State Standards, and the Common Core Reading, Writing, and Math Standards. Our students take on the role of scientific thinkers by exploring the NGSS within the Science and Engineering Practices Framework. Embedded in all grade levels' Earth, Life, and Physical science units are phenomena that engage students in the art of asking questions, engaging in collaborative science talk, developing and conducting investigations. Students present their ideas and analyze the ways in which they can revise their work. They research through multimedia platforms, as well as, identifying how their schema has been impacted.

Riverview teachers facilitate the science curriculum through the 5E Inquiry Model; engage, explore, explain, elaborate, and evaluate within the Cereal City Science Units. Differentiation and scaffolding are identified and developed through the use of on-going assessments such as; pretests, teacher observations or science moves, NWEA Science, formative and summative assessments. For example, Riverview identified Earth Science as a focus area through NWEA test scores among 3rd and 4th-grade students. Teachers use

questioning strategies as a means to identify misconceptions and areas of understanding. This supports our building's focus on establishing a safe, risk-taking classroom culture that promotes student ownership of learning. Equitable access for diverse learners is strategically planned through technology integration, multi-leveled text, and high-interest magazines such as National Geographic and Scholastic News, as well as, online resources such as Mystery Science.

The philosophy and implementation of a family-school-community network further extend students' understanding of our science standards and practices. Riverview and Ferris State University have an established partnership that nurtures science as a driving force in future educational choices and career endeavors. This partnership has produced well-attended STEAM nights for our families to experience how the different elements of science, math, and art interact in our everyday lives. In addition, it has created opportunities for field trips and piloting new avenues for teaching art/science/and literacy.

Teachers are involved with ongoing professional development with Cereal City and local ISD to increase their understanding of the NGSS. This is particularly important for teachers who have moved grade levels in order to stay effective in their presentation of science content.

#### **1e. Social studies/history/civic learning and engagement**

Riverview Social Studies curriculum is based on students understanding the world around them and learning how to be global citizens. Students learn about citizenship, geography, history, and economics. The curriculum is a vertical alignment between grade levels: kindergarten learns about content in relation to themselves, first grade in relation to their school, second grade in relation to their community, third-grade studies the core pillars of social studies within our state, while fourth grade focuses on the nation.

Currently, kindergarten through second grade uses the Michigan Open Book Project as its primary curriculum. This is an online curriculum that uses an essential question to guide discussion. Students participate as a whole class through the online text, and with links to trade books, songs, and interactive activities. Each unit ends with a problem-solving chapter. Students look for a way to make the school better and then create a plan of action to improve the school, for example addressing bullying or cleaning up garbage from the playground.

Third and fourth grade use Michigan Community Studies Weekly as their curriculum. This curriculum is also online with a newspaper for students to read as well. Teachers supplement with Scholastic News, The Mitten (Michigan History Magazine) and project-based learning for the units of study.

Teachers utilize various, developmentally appropriate forms of assessment to measure student understanding of grade-level standards and concepts. For example, summative unit tests, creation of models and real-world problem-solving situations.

All students participate in field trips and community-wide outreach projects. For example, at Thanksgiving, each class visits a neighboring street and hangs a holiday door tag on over 375 residential homes and local businesses. Students also have the opportunity to visit and learn from local businesses and services. These are highly anticipated and valued ways for students to foster community relationships, while learning valuable life experiences in connection with our social studies curriculum.

All social studies resources align with current Michigan Social Studies Content Standards. However, with the new social studies standards that are being rolled out, several teachers have been attending professional development focusing on inquiry-based learning. This will take our social studies curriculum in a more hands-on, student-driven and student-focused direction. Teachers are learning how to look at dimensions, in terms of skills versus concepts, as well as, aligning our guiding questions to a formative and summative performance task.

#### **1f. For secondary schools:**

#### **1g. For schools that offer preschool for three- and/or four-year old students:**

## 2. Other Curriculum Areas:

At Riverview Elementary School, all K-4 students are provided with the opportunity to engage in four enrichment classes: music, physical education, technology, and art. These classes are taught by four specialized and certified staff to give our students a well-rounded education. All students attend each of these enrichment classes once per week for 45 minutes.

The music curriculum at Riverview is centered on research related to music educator and music psychologist John Feierabend's "First Steps in Music" program. The curriculum is based on folk and traditional songs and rhymes because of their ability to connect generations and their natural expressiveness and flow of language. Guided by the National Standards for Music Education, students at Riverview develop skills and are assessed in music through singing, listening, moving, performing, playing instruments, and composing. Our music program exposes students to musical activities that develop accurate singing skills (tunefulness), rhythmic skills (beatfulness), and sensitivity to the expressive qualities in music (artfulness). Children who learn to be tuneful, beatful, and artful before they leave elementary school will likely grow to be adults who can benefit from what music can offer. Many of our students go on to sing in choirs or play an instrument in a more musical manner. Those students not choosing to later sing in choirs or play an instrument are still enriched by being able to share music in their daily lives and be informed music citizens and music consumers.

The art program was cut from all elementary buildings approximately 10 years ago. Just this year, the district hired a new elementary art teacher. Once a week, the teacher uses Davis Digital Art Space as the K-4 curriculum. Students are engaged in hands-on activities, exposed to a variety of art media, given opportunities to view different art pieces, learn about different artists and work on projects. Currently, fourth-grade students are working on a project in partnership with Big Rapids Community Library, Artworks, and Ferris State University. The project entwines student art and literacy by viewing different art pieces, creating a bi-animal picture and publishing a story about it. The projects are then put on exhibit for school and community members. Second-grade students are illustrating the new edition of Patriot Pup, a national publication. The students are assessed using the Art Space K-4 curriculum rubric, along with teacher observational notes. Art and creativity play an important role in improving cognition, fine motor skills, social interactions and a reduction in student anxiety. There are overlapping connections with reading, writing, math, science, and social studies.

Physical Education is taught once per week using the PE K-12 state standards to all K-4th graders and incorporates quality programs that are research-based, relevant and rigorous. The four domains of PE are implemented into lessons, such as motor skills, physical fitness, cognitive and affective domains. Our PE classes provide students the skills and knowledge needed to help and maintain a healthy, active lifestyle throughout their lives. Student activities are performed in an active, supportive and non-threatening environment, regardless of ability, that focuses on sportsmanship, cooperation, and respect for one another. Activities are modified for the physically impaired students yet challenging for their ability and assessed using the PE K-12 skills checklist. Our PE teacher is in collaboration with the Coordinated Approach to Child Health (CATCH) program that uses student nutrition and movement to influence a healthier lifestyle.

Technology class focuses on preparing the students to learn how to use the computer to express their learning in multiple ways. They learn the basic operations and functions of a computer. This foundation allows students to express their thoughts using multiple programs (Google Docs/Draw/Slides, Pixie 4) and internet-based websites (Storymaker, Create a Comic, Kidblog, Gmail, Typing Club, and others). Students' work is assessed on reports, research, blogs, letters, journals, story presentations, and other high-level learning activities to maximize their interest and skill levels. Students are also engaged with learning how to code throughout their time at Riverview. Each student has their own account with Code.org and continually progresses from 1st-4th grade. The students are also enriched with learning tasks on how to be a responsible digital citizen. It is with high performing direct instruction and guidance that students become masters of technology at Riverview.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

Riverview uses a multi-tier system of support to assist struggling students. This system focuses on the whole child by providing behavioral, social and emotional support. Riverview staff uses universal screenings at the beginning of the year to identify struggling students. Staff analyze data after the first round of assessments to gather information on student academic performance, then group students with similar content gaps together for group instruction. Staff use differentiation by carefully planning lessons and activities so it reaches students' diversity in learning. Teachers use a variety of formative assessments to check for understanding and provide additional support after a lesson is completed. Frequent monitoring occurs to analyze student progress and determine next steps for a student's learning pathway. Identified students move from whole group to additional small group RTI instruction. Struggling students may participate in the Title One program for additional instructional time to work specifically on focus areas. Progress monitoring occurs frequently to measure student growth and learning goals. Teachers reassess student progress and their academic pathway to make the necessary changes to meet student needs. Students may use tools such as peer tutoring, small group pullout, one-on-one instruction, online academic programs, manipulatives, visuals, and real-world connection experiences.

#### **3b. Students performing above grade level**

Riverview teachers use universal screenings at the beginning of the year to analyze student performance data and set goals for each student. Students above grade level help set the learning goals they must achieve. Students navigate a challenging personalized learning pathway for acceleration by using a variety of strategies that drive learning independence. Students benefit from having more choices with a range of texts, deeper questioning, research or projects. Teachers integrate technology into the learning pathway to drive independent, self-paced learning at a higher level. Technology gives our students access to a wide range of resources and learning opportunities, for example; teachers accelerate students by assigning them to Khan Academy and other online resources for additional instruction in higher grade-level content. Students also have the opportunity to work in an accelerated small group with a teacher, volunteer, or Ferris State University student. Students collaborate to challenge one another with creativity, goal completion, and project complexity. STEAM or writing projects are examples of students using their creativity. Learning pace is adaptable to the students learning needs, expectations, and self-assessments. Students have the opportunity to accelerate by participating in classrooms at higher grade levels for instruction.

#### **3c. Special education**

Riverview has a special education population made up of students with learning disabilities, and multiple impairments such as physical, emotional, cognitive, autistic, otherwise health impaired and Early Childhood Developmental Delay. Our special education program provides students with identified disabilities specialized instruction designed to meet their unique learning needs and gives them the opportunity to develop to their fullest potential. Students are put in the "Least Restrictive Environment" so they can learn alongside other students without disabilities to the greatest extent possible. General education teachers collaborate with the resource teacher on how to support these students and provide each student with an individualized and modified planned curriculum. Student's individual needs and accommodations are addressed and supported as defined in the student's Individualized Education Plan (IEP). The resource room differentiates through small group instruction, one-on-one, collaborative learning, visuals, verbal, digital, flexible pacing, modified assignments, and testing support. The resource teacher consistently provides opportunities for behavior interventions as well as modeling and coaching students on social skills. Riverview implements a full Response to Intervention (RTI) approach to aid in early identification and support for students with learning or behavioral needs. Teachers implement high-quality research-based instruction, ongoing student assessments, tiered instruction, and parent involvement. Teacher Assisted Teams (TAT), consisting of a general education teacher, the resource teacher, Title One Specialists, and an administrator, meet to collaborate every six to eight weeks regarding student progress. They evaluate goals set for the students, as well as, create focus groups for academic assistance. These At-Risk students were monitored closely in Title One before Special Education referral.

**3d.** ELLs, if a special program or intervention is offered

**3e.** Other populations (e.g., migrant), if a special program or intervention is offered

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

All stakeholders have a deep belief that students come first at Riverview, which is why there is a high emphasis on our school atmosphere and the relationship between staff and students. We are often told that the high positive energy that is felt when students come through the doors in the morning is contagious and like no other. Students are personally greeted each morning in the main corridor and at their classroom doors with welcoming arms, music and dancing. All students are offered a universal breakfast each morning. The students are provided best practices, differentiated learning, and intellectual engagement. Engagement strategies capitalize on and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Staff encourage equitable and purposeful participation and expect students to participate in learning. Quality of questioning is a school initiative focused on student collaboration reflecting discipline-specific habits of thinking, ways of communicating and ownership in learning.

The classroom environment is customized to the makeup of student dynamics. The physical arrangement of the room is conducive to student learning through the use of flexible seating options, access to a variety of resources to support learning, and routines that facilitate student responsibility, ownership, and independence. Staff set high expectations and beliefs about all students' intellectual capabilities and set norms that encourage collaboration and respect for thinking.

Riverview is aware that students may suffer psychologically, socially, and academically from mobility. To help students adjust psychologically and socially, mobile students meet with their admin, teacher, school social worker and counselor at varying times to gain background knowledge and start building a positive relationship with the student. Positive peer support is put in place to help students become more familiar with other students in the classroom and playground. Peer support also helps them in adapting to the new learning environment. Teaching staff discusses past learning experiences with the student to find their academic strengths and create a learning plan to aid in their academic achievement. Mobile students are closely monitored the first month in the areas of psychological, social and academic growth in order to make any necessary adjustments for student success. School staff reaches out frequently to offer information or assistance in regards to parent needs. The school social worker will also make regular phone calls or set up meetings with parents to provide support.

### **2. Engaging Families and Community:**

Parent involvement and community engagement are relative strengths at Riverview. A parent and family engagement plan, ESSA section 1116, is developed and followed throughout the year. The plan is available at the beginning of the year for Riverview parents at the Open House. Parents are invited to engage in such activities as Parent-Teacher Conferences, Title One Nights (math, reading, writing, and science), school improvement teams, Parent Teacher Organization (PTO), and many others. Riverview parental involvement not only enhances academic performance, but it has a positive influence on our students' attitudes and behavior. When parents are interested and encourage a child's education, it impacts the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation.

Riverview parents are informed on local and state assessments during conferences, IEP's and Title One information nights. Staff communicates with parents using a variety of online apps, emails, newsletters, phone calls, communication logs, and agendas. These opportunities reinforce academic skills and help parents to understand what their child is learning so that they are able to assist students at home.

Riverview PTO plays a valuable role in impacting student achievement. The school participates in an annual PTO "Get Movin' Crew" fundraiser that averages \$30,000 per year. This organization funds field trips, purchases playground equipment, technology devices, academic online programs, flexible seating, and classroom materials.

The school works with many community-based organizations and businesses, such as Ferris State University, Spectrum Health, Angels of Action, Isabella Bank, Chemical Bank, local dentists, and BRPS

students throughout the district. These organizations focus and present on the importance of academic performance and the lifelong skills needed for success. Ferris State University partners with Riverview by sending students from the following departments: social work, psychology, education, dental, optometry, engineering, surveying, nursing, and humanities. Community volunteers help in the school as tutors, reading buddies and classroom helpers.

### **3. Creating Professional Culture:**

All instructional staff is professionally trained to meet building and student needs. Professional development is ongoing and designed to address the needs of the school using a PD plan. This plan is developed and put in place at the beginning of the year, driven from last year's school improvement outcomes. The instructional staff engages in professional learning to develop or refine knowledge, skills, and abilities specific to their duties and responsibilities which support the learning outcomes of all students. All staff has many opportunities to attend professional development to learn new content, strategies, activities, and programs. All professional development is aligned to school goals and objectives to promote school improvement success. The professional learning culture is collaborative in decision making, responsibility, and accountability. Staff collaborate with parents and community members about the successes of the school, new initiatives, and events.

Sustained and ongoing professional learning focuses around school goals. Professional learning opportunities include but are not limited to grade levels, learning sessions, school improvement planning, various conferences and community stakeholder meetings. FAME (Formative Assessments for Michigan Educators) is one of the Professional Learning Communities (PLCs) that meet regularly, share expertise and work collaboratively to improve teaching skills and the academic performance of students. Professional learning has a direct impact on our instructional staff by improving skills, motivation, and self-esteem in order to enhance student learning. Teachers have many opportunities in creating and leading professional learning by teaching their peers in an area of expertise and sharing best practices.

### **4. School Leadership:**

Riverview's philosophy ensures school leaders shape the vision of academic success in the school and create systems that support staff, students, and families. Leaders facilitate change, analyze data to improve processes and create an intentional focus on improving instruction and increasing student achievement. School leaders may be formal or informal, involve both individuals and teams, and work collaboratively to increase student achievement. School leaders collaboratively create and communicate a shared vision that is clearly understood and supported by all stakeholders, sets high expectations and drives the success of meeting school improvement goals. Leadership structure starts with a cohesive well-versed Board of Education, superintendent, human resource director, building administrators, teacher, parent, and student leaders.

Leadership qualities are key to the success of the building. There is great emphasis on developing relationships that model respect, trust, and collaboration. Leaders model a positive healthy school climate, including social, emotional and physical health for students.

Riverview believes in shared leadership which distributes responsibility, such that staff within a team can lead each other. All staff has the opportunity to partake in leadership roles within the school. New to the district this year is a two-year leadership cohort to develop potential leaders by providing on-going learning opportunities in order to advance leadership skills. Leadership teams are created at the beginning of the school year that is committed to improving student learning, driving school improvement goals, participating in different PLCs, communicating to all stakeholders, and collaborating in decision making. Leadership teams ensure student success by monitoring data, interventions, best practices, and student engagement. Riverview family leadership opportunities encompass school success through participation in Parent-Teacher Organizations (PTO), leading academic sessions, or organizing special school events. Student leadership opportunities involve mentoring, peer to peer tutoring, working the lunch and safety programs, collecting products or materials weekly for recycling.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Riverview Elementary implemented “Looping” for different teachers at different grades over the past few years. This unique practice has positively impacted the students’ academic performance and learning environment. Looping has proven to motivate teachers to meet high expectations, and take ownership and accountability. It has increased teacher knowledge of the vertical relationships between grade-level content. Looping allows for a strong teacher-student-parent bond as well as an awareness of the social, emotional and physical needs of students. An increase in instructional time occurs at the beginning of the school year due to a decrease in the need to learn routines and expectations. There is a deeper understanding of student learning styles, instructional pace, and fluidity in the curriculum from year to year. Teachers know their students extremely well which increases their ability to identify learning gaps, as well as, accelerate student learning at higher levels. Students build strong relationships with classmates. This impacts small group learning, project collaboration, assignments, discussions, accountability and meeting high expectations. A strong teacher to student relationship motivates students to set high expectations for their own personal academic achievement. Positive outcomes from looping involve strong attendance and higher academic achievement. Teachers develop strong relationships with parents which correlates with better parent involvement, support and student expectations outside the classroom. The teacher has the opportunity to engage with students during the summer to work on projects and stay socially connected. Data from those students involved in looping supports positive gains in academic success. Assessment scores from NWEA, Math Fact Fluency, Fountas & Pinnell, Lucy Calkins, and M-STEP were analyzed. Overall, the successes from looping involve familiarity, continuity, relationships beyond elementary school, high teacher and student expectations and a positive learning environment.