

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Christina A. Theodoropoulos
(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 33 St. Mary's Place
(If address is P.O. Box, also include street address.)

City Denville State NJ Zip Code+4 (9 digits total) 07834-2122

County Morris County

Telephone (973) 983-6545 Fax (973) 627-3681

Web site/URL http://www.denville.org E-mail ctheodoropoulos@denville.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* Dr. Steven Forte E-mail sforte@denville.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Denville Township Tel. (973) 983-6530

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. Laura Wagner
(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

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

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
 - 0 High schools
 - 0 K-12 schools
- 3 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	49	32	81
1	35	37	72
2	51	30	81
3	31	24	55
4	35	24	59
5	37	32	69
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
Total Students	238	179	417

*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
 - 4.8 % Asian
 - 0.7 % Black or African American
 - 9.1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 80.1 % White
 - 5.3 % 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: 2%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2018	378
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Russian, Chinese, Georgian, Tamil, and Danish.

English Language Learners (ELL) in the school: 3 %
11 Total number ELL

7. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 10

8. Students receiving special education services: 21 %

89 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>10</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>20</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>48</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

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:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	21
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	23
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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 18:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	97%	97%
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.

Post-Secondary Status	
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.

Riverview educates the whole child by engaging all learners in rigorous curricula and social-emotional character development. Our learning community fosters respectful, responsible, empathetic citizens that are able to meet challenges with grit and grace.

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

Riverview Elementary School is a K-5 school located in Northern New Jersey in the town of Denville. The school district consists of two elementary schools and a middle school. Students attend regional high schools. Riverview School has approximately four hundred students and around eighty staff members. There are currently three to four sections of each grade level as well as two self-contained classrooms. Riverview Elementary School is located near Denville's picturesque downtown and is surrounded by fields and near local businesses and homes. Parents often walk to school events. The community and Parent Teacher Association (PTA) are highly involved. It is a tight-knit community; with many of the parents and teachers being Riverview alumni. The majority of students are white with a small percentage of minority students and English Language Learners. About two percent of students receive free or reduced lunch. The majority of parents own their homes. The district is progressive in updating its curriculum and offering students advanced classes in the Middle School. The student population continues to rise. The learning community values Riverview School's commitment to educating the "whole" child.

With input from the learning community Riverview developed its mission statement. The mission states: Riverview educates the whole child by engaging all learners in rigorous curricula and social-emotional character development. Our learning community fosters respectful, responsible empathetic citizens that are able to meet challenges with grit and grace. This mission is embedded in all decisions and has been instrumental in ensuring students thrive and succeed.

The learning community was asked what traits they would like students to possess upon graduation. The answers were utilized to create Riverview's ROCKET Acronym that symbolizes Riverview's core values. The ROCKET acronym states that Riverview Rockets are: Respectful, Optimistic, Compassionate, Kind, Empathetic Team players. Students learn about the mission statement and Rocket Acronym throughout the year through explicit instruction and opportunities to practice these values. They are visible throughout the school, they adorn Riverview's hallways, classrooms, spirit-wear, and website. They provide the school with common language, experiences and expectations. Monthly student-led assemblies occur during which students take the lead in teaching their peers, staff and parents about the ROCKET acronym. The ROCKET Acronym helps to promote a positive and welcoming school culture in which everyone is valued.

Riverview's commitment to social emotional learning and character development help students develop the skills for future successes. The school's schedule includes a fifteen minute social emotional health period each morning. During this period, morning meetings are conducted that teach social emotional learning and provide students with fun activities to strengthen these skills and build connections. Social emotional learning is embedded in the curriculum and throughout the day. Assemblies, guest speakers, and special events all support social emotional learning and character development. Riverview's School's dedication to character education has enabled Riverview School to become a National School of Character by character.org. It has also received a National Promising Practices Award from Character.org. Riverview staff have become advocates for social emotional learning by attending and presenting at various forums and conferences, including the National Forum on Character in Washington, DC.

Social emotional learning sets the foundation to help students reach their fullest potential. To further ensure students succeed academically, the use of common curricular language and expectations was developed through the implementation of the workshop model. Riverview Teachers have been trained on the Lucy Calkins Reading and Writing Project. The literacy coach provides ongoing support, training, and instruction on the workshop model. Students are taught literacy skills and provided with individualized instruction and feedback.

Professional development is ongoing, helping teachers provide highly effective instruction. The math coach helps teachers to provide innovative and effective math instruction to help all students increase their math achievement. The technology coach supports teachers effective implementation of current technological tools. Teachers consistent professional development and support from coaches has helped students make academic strides.

Collaboration is valued as teachers learn together. Providing teachers with three common planning times per week has been crucial for teachers to be able to work collaboratively to plan targeted instruction to the benefit of all students. Riverview has been awarded silver from New Jersey Future Ready Schools for its dedication to helping students develop 21st century skills. Teachers readily reflect upon their practice through specific feedback.

To further develop the whole child students' interests and passions are fostered through a variety of enrichment programs. During the school week, students in grades one through five choose their Mastery Enrichment Classes. These diverse courses include subjects, such as robotics, yoga, and leadership classes. Students also join after-school enrichment classes. Band, chorus, math club and K-Kids are a few of the clubs offered at Riverview School.

Working to ensure the mission statement becomes a reality has enabled Riverview to provide students with the academic and social emotional learning needed to reach their full potential.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Our overarching goal is to develop lifelong learners with the skills and knowledge necessary to fulfill their individual aspirations and potential. The primary curricular objective is to deliver instruction aligned to the New Jersey Student Learning Standards using methodology that focuses on student growth. Across all curricular areas, we utilize a consistent instructional model. Content is initially delivered in engaging ways through story-telling, technology, or hands-on discovery. This is followed by a real-world connection demonstrating why the content and/or skill is important, and how it relates to past and future learning. Teachers then model the skill before students participate in guided learning and discussion. Afterwards, the students have the opportunity for individual practice and mastery. During the practice portion of the lesson, teachers serve as coaches and provide specific feedback addressing each student’s individual needs for growth. The portion of the model with the most impact is the time spent providing this individual feedback. Educators analyze multiple pieces of collected data through various assessments to determine what feedback is required for the student to progress towards and eventually meet the grade level standard. Types of assessments include: anecdotal notes, discussion, projects, written work, quizzes, benchmark and standardized tests. Building the feedback loop directly into the instructional model provides frequent opportunities for intervention to either reteach or advance student skills and knowledge.

Planning for individualized experiences is essential. We are dedicated to providing time and resources for professional development in the use of this model and effective data analysis to drive instruction. We highly value the collaborative process and have built eight common planning periods per week into the teachers’ schedules, two of which are dedicated to working with instructional coaches. We also promote student ownership and accountability for learning by having students create individualized learning goals, track their progress and be part of the feedback conversation.

1b. Reading/English language arts

In the area of Language Arts, Riverview utilizes the workshop philosophy for reading, writing, and phonics instruction. In particular, we use the Units of Study in Reading (K-5), Writing (K-5), and Phonics (K-1), authored by Lucy Calkins and her colleagues at Teachers College Reading and Writing Project to guide us in designing and implementing our Language Arts curriculum. Our unit scope and sequence, featuring numerous opportunities for all students to read and write across both fiction and nonfiction genres, is closely aligned to the New Jersey Student Learning Standards.

The workshop philosophy emphasizes a balanced literacy approach to reading, writing, and phonics acquisition. This balanced approach incorporates both literacy instruction in the context of real reading and writing and explicit phonics instruction. The workshop model employs a three-step approach to gradually release the responsibility of skill implementation from the teacher to the students. Each day in Reading, Writing, and Phonics (K-1), teachers conduct a brief mini lesson to model, explain, and/or study a specific teaching point that students can apply when reading or writing their authentic texts. Students are then channeled to try out the strategy with the teacher’s support during the “active engagement” portion of the mini lesson. Last, students are invited to go off and work independently, or at times in groups or partnerships, orchestrating all of the strategies they have learned while they read or write authentic texts.

The most important aspect of the workshop philosophy is its emphasis on individualized feedback and differentiated paths to meet learning goals. In reading workshop, students read and analyze texts at their independent reading levels. In writing workshop, students write about topics of their choosing within authentic genres and for genuine purposes. Teachers analyze numerous formal (TC Running Records reading levels), informal (student writing pieces, reading reflections), and benchmark assessments (OnCourse Assessments) in order to determine students’ strengths and needs and create individualized learning goals along a continuum of literacy skills. While students independently engage with authentic

texts, teachers act as coaches, instructing, further assessing, and providing specific feedback to individuals and small groups of students on their learning goals. Students are invited to make many choices during each workshop session, and there are frequent opportunities for students to discuss and share with their peers. Through choice, authenticity, and individualized instruction, students demonstrate high levels of engagement within the workshop.

To round out our balanced literacy curriculum, students in all grade levels engage in daily phonics and word study sessions. Kindergarten and first grade classrooms utilize the Units of Study in Phonics curriculum (Calkins), which blends explicit phonics instruction and continuous opportunities to transfer phonics knowledge to authentic reading and writing work. Second through fifth grade classrooms combine the Words Their Way (Bear) word study curriculum, the Wordly Wise (EPS - Educators publishing Service) vocabulary program, and explicit grammar instruction to provide students with a strong foundation on which to continue to grow as readers and writers.

Through the workshop philosophy and our balanced approach to literacy instruction, students grow exponentially as readers and writers during their time at Riverview, developing the necessary literacy skills to succeed in all academic areas both within and beyond elementary school. Moreover, Language Arts instruction at Riverview fosters students' independence, builds community, and creates a lifelong love of literacy within our students.

1c. Mathematics

When the New Jersey Student Learning Standards were adopted, we moved from a more traditional textbook-based curriculum to one that addresses the three main shifts in math instruction; focus, coherence, and rigor.

Math topics have been categorized into major concepts, supporting clusters, and additional clusters, with priority on major concepts. This change in focus has reduced the overall number of concepts covered, and rather than rushing through twenty chapters in a math book, students have the opportunity to dig deeper into fewer concepts. This shift has allowed students to gain strong foundations: solid conceptual understanding, procedural skills and fluency, and the ability to apply the math to solve problems they encounter.

We have increased coherence by planning across grades and weaving supporting clusters to major topics within grades. There are clear progressions from grade to grade. Learning is carefully spiraled across grades, so that students can build new understanding onto foundations built in previous years. Each standard is not a new event, but an extension of previous learning. We have also connected the supporting and additional clusters to the major concepts. For example, instead of teaching a unit on graphs, they are taught in concert with a major concept as a supportive tool for understanding,

We offer a rigorous program by equally valuing conceptual understanding, procedural skill and fluency, and application. Concepts are taught from multiple perspectives in order for students to see math as more than a set of mnemonics or discrete procedures. They are given opportunities to practice core fluency, so that they have access to more complex concepts and procedures. Math is used flexibly for applications in problem-solving contexts and across content areas.

The curriculum is supported through the use of Envision Math K-5 (Pearson) and delivered through a workshop approach. Teachers provide a structured whole group math experience, introducing new content, modeling, and having students explore a concept with manipulatives before introducing a mathematical formula. Similar to reading and writing workshops, there is a gradual release of responsibility, from group practice to individual learning. After the introduction of content, students move through rotating learning stations, which include (M) Meeting with Teacher, A (At your seat), (T) Technology, and (H) Hands-on learning. Each station provides an opportunity to reinforce skills and knowledge through different modalities. Informal assessment is built into each station.

“Meeting with Teacher” is the essential opportunity for the students to demonstrate where they are in the learning progression, and teachers can provide specific feedback and intervention as necessary. “At your
NBRS 2020

Seat” allows for student independent practice and peer collaborative work. The “Technology” and “Hands-On” stations reteach and expand understanding through multiple modalities.

Formal assessment is also an integral part of our math sequence. The “Freckle Math” program provides a way for students to continually monitor progress on each of the grade level standards. Students complete problems through a digital interface, that includes remediation tutorials and instant feedback. The progression includes all standards K-8, so the measure reports accurate student levels, for all learners achieving below, at, and beyond grade level. Students also complete quizzes, tests, and benchmarks. These data helps determine next steps instructionally.

1d. Science

Our K-5 science curriculum is composed of two distinct but interconnected parts. Classroom teachers provide phenomenon-based instruction using the Amplify Science program. This program blends hands-on investigations in Earth, Life, and Physical Sciences with literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Each investigation starts with a real-world scenario that requires students to learn and apply the scientific practices, core ideas and crosscutting concepts to the given scenario. The investigations are aligned to the Next Generation of Science Standards (NGSS), and provide the sequence of learning for each grade level.

Students also attend a weekly S.T.E.M. class with our Science Specialist. The S.T.E.M. program follows the same content sequence as the classroom program, but enhances student conceptual understanding by building upon the engineering and experimentation aspect of the scientific practices. For example, students demonstrate understanding of the impacts of weather by researching and building hurricane houses that can withstand significant winds, and then modifying the design based upon the results.

The collaborative spirit of science is emphasized through group lab work and projects. Students are assessed using a rubric that addresses students’ levels of proficiency with scientific practices, core ideas, and crosscutting concepts. Throughout the investigation process, teachers probe students to explain their thinking and consider alternative outcomes and design choices.

Students have additional opportunities to explore science by participating in the annual science fair or selecting a science focused enrichment, such as robotics, during their weekly Mastery Enrichment period.

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

The K-5 social studies curriculum is rooted in social understanding and civic efficacy. The “My World” social studies series (Pearson) provides the backdrop for the study of our local, regional, and global communities. In Kindergarten, students begin to learn about the roles of the important people in their town and the impact they make on their lives. The study continues through the grades to expand the locus of study to include New Jersey, the Northeast Region, the United States, and by 5th grade, the World.

Students grow their social understanding of people near and far, from the past to present, through literature, story-telling, field trips, cultural immersions, and video evidence. Students explore their own histories through an ancestry project, and field trip to local American Revolution attractions. They experience different cultures through literature, primary resource discovery, an annual Artist-in residency, and participation in global humanitarian projects. Riverview partnered with the Georgia Badiel Foundation to raise awareness and funding to support the access of clean drinking water and sanitation in Africa. This project-based learning is highly engaging for students and requires them to acquire and use social skills outlined by the NJ Student Learning Standards and 21st Century Skills.

Civic efficacy is an essential focus of our Social Studies program. Students are taught democratic ideals which are regularly reinforced through our morning meeting structure, ROCKET behavioral expectations, student leadership programs, and interactions with local government officials and veterans. Students document their understanding through projects, community service, written work, and tests. These assessments are used to analyze student growth in the area of social studies.

1f. For secondary schools:

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

2. Other Curriculum Areas:

The other curriculum areas enhance students' educational experiences and help to develop the whole child while addressing content and skills outlined in the New Jersey Student Learning Standards. Students participate in related arts curricula which include: Art, Music, Physical Education, STEM Lab, Computer Lab, Library, and World Language (Spanish). Students participate in each of these subjects one to two times per a week depending on the grade level. These subject areas work together to promote and support Riverview School's mission. The offered programs provide students opportunities for diverse learning experiences and opportunities to discover their unique talents and passions.

Through the Visual and Performing Arts students are provided a means of communicating thoughts, ideas, and feelings through both the process and the product. The Music program offers vocal music in all grade levels and instrumental music in grades four and five. The music program provides an opportunity for self-expression and reflection. Through music, students learn the foundational skills to sing, enjoy, and explore music's history and significance. The music teachers work with the classroom teachers to create plays throughout the grade levels. Students are also offered opportunities to join band and choir that showcase their great learning through concerts. Through Art, students learn techniques to express themselves visually. Students' artwork is displayed throughout the school. Students join after-school art enrichment classes that create the scenery to adorn our concerts, assemblies and programs. Students use their artistic talents to create our Riverview agendas, mural, folders, and spirit wear.

The physical education teachers and counselors work in collaboration with the nurse to ensure that wellness is emphasized throughout our students' day. Students learn sportsmanship and strengthen their motor skills, reflexes, and bodies through physical exercise and activities. The health and counseling lessons aim to build self-esteem and awareness that informed health decisions support healthy lifestyles. Furthermore, participation in activities relating to physical and mental health provides support for our students to become active citizens in our community, who advocate for their needs and the needs of others. The Vice Principal runs school-wide, as well as grade level movement days to support healthy habits for students. Jump Rope for Heart, Apex Fun Run, and other initiatives support Riverview's focus on promoting healthy, happy, resilient students.

Character education is infused throughout the school day through the counselor's lessons, morning meetings, "Peaceful Dismissal," school-wide ROCKET behavioral expectations, student-led assemblies, and community meetings. It is also addressed throughout the curriculum through read alouds, mentor texts, writing and classroom discussions and lessons. Daily morning meetings teach the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies. Our school-wide service learning projects further provide students opportunities to demonstrate global citizenship. Students can choose Mastery Enrichment classes, that run weekly, that offer a variety of topics to further their learning including; "Leader in Me" classes, Riverview Representatives, Riverview Video Production and others. Students can choose a variety of classes based upon their own interests that also support character education.

The focus of the technology, library, and media programs are to bring students to their appropriate level as ethical researchers and original thinkers by developing literacy skills for all types of resources – traditional, new, and emerging. Students are taught explicitly 21st century skills and offered opportunities to utilize them as well as learn how to become responsible digital citizens. Science, Technology, Engineering and Math (STEM) classes offer students authentic experiences through problem based and "hands-on" learning. Students learn career and future readiness skills through the various learning experiences offered in library, STEM, computers, and media programs.

The World Language Program helps students develop an appreciation and awareness of Spanish speaking cultures from around the world. Students learn the basics of the Spanish language and how to have simple conversations in Spanish. Students from Kindergarten to fifth grade are taught Spanish through a native

speaker and engage in experiences to promote cultural awareness. Through songs, games, and learning activities students are immersed in the Spanish language and culture.

The specialists work diligently to create multidisciplinary learning experiences for all students. The related arts teachers review the curriculum scope and sequence for the different grade levels to align their work to what the students are learning in their classrooms. Each year, a Related Arts Night is held to involve families in these learning experiences. The related arts programs foster social emotional learning, healthy choices and recognizing students' unique strengths and abilities. The lessons and activities are geared to helping Riverview students develop a wide range of skills and interests. These other curriculum classes and enrichment opportunities provide instruction that is multi-dimensional and cross-curricular. They strengthen and build on learning that is occurring in the classrooms.

3. Academic Supports:

3a. Students performing below grade level

Learning experiences in the classroom are differentiated to support all learners. Student data is utilized to plan targeted small group instruction to meet the needs of all learners. Teachers review data during Collaborative Times built into their day and share strategies to provide students with innovative, data-driven, targeted support.

Students who may require additional support are referred to the Tiered System of Supports (TSS) Process. An action plan is created for each individual student, with goals and interventions aligned to areas of difficulty. Within Tier 1 support, all classroom-based interventions are provided by the classroom teachers, using strategies provided by special education teachers, support service teachers, math and literacy coaches and TSS Coordinators. Within Tier 2 support, students receive more intensive, small group push-in and pull-out support to further target their needs. Support Services for our students in Tier 2 include: Basic Skills Instruction for Math and Writing (push-in/pull-out), Reading Specialists, and Orton Gillingham (based on dyslexia screenings). Students work with Support Service teachers and data is collected upon entrance into the program and monitored closely to ensure that the transfer of skills is being made into the classroom. If Tier 1 and Tier 2 supports are not enough to enable the student to meet with success, a referral to the child study team may be warranted (Tier 3 support). This decision is based on progress monitoring that is done throughout the TSS process and will be determined at the end of the Action Plan cycle.

Additional support occurs through a variety of avenues. Students are offered after-school Student Success Academy Courses run by our teachers. Students receive support from their peers and others through our Morning Support Programs, Reading Buddies, and Community Volunteers. The reading specialists also work with the teachers to provide extra support within the classroom. All constituents work collaboratively to find effective ways to support students based on their individual needs.

3b. Students performing above grade level

Differentiation in the classroom is not only used to support struggling learners but to assist high performing learners as well. Data is utilized to create small group instruction aimed at ensuring high performing students continue to make progress. Students are offered opportunities for enrichment within and beyond their classrooms.

Within each classroom, there is multi-grade level math, reading, and writing. Differentiated math, reading and writing levels are utilized to drive what takes place within their independent learning experiences, as well as allows teachers to scaffold the learning taking place within their small group instruction. Teachers work with district Math and Literacy coaches to enrich the academic curricula, as needed. In order to determine performance levels, assessments are authentic and ongoing. Through the use of Freckle and Envision, there is adaptive math for all that allows students to work at their level. Teachers across all grade levels utilize differentiated math stations that allow students to work with content at their level through the concrete, representational and abstract approach to learning. Through workshop, enrichment happens through goal setting opportunities, book clubs, and technological tools. The district utilizes benchmark data

to ensure instruction is provided for students at their level.

Students working above grade level in any of the academic areas are provided with opportunities for enrichment beyond their classroom. Results from various assessments and teacher recommendations determine which of our students will be placed into the Expanding Program Opportunity (ExPO) Program. Students can experience enrichment through the use of content in mastery classes, after-school enrichment classes, along with opportunities in the community, such as the Spelling Bee and National Geography Bee. Students above grade level in their social emotional learning have opportunities to run Morning Meetings, lead rehearsals for school-wide assemblies, participate in various committees, and become integral members of our Leader in Me group.

3c. Special education

Students in our Special Education Programs are provided with an Individualized Education Plan (IEP) and are provided with an inclusive, yet very individualized instructional day. There are opportunities for students to be a part of general education (with instructional aide support), co-teaching, along with resource rooms, and self-contained classrooms. The needs of each student is determined at the IEP meeting, where instructional programming and placement is determined through a team-based approach with Child Study Team members, teachers, administrators, and parents/guardians.

Riverview offers differentiated support that ensures students are offered the least restrictive environment. All students are engaged in morning meetings. Replacement programs, such as Orton Gillingham are offered, when appropriate if students struggle with reading. The approach to instruction is flexible in that some students may participate in a co-teach model for Math, but work in the resource room for Language Arts. Students in the self-contained classroom go to all specials with their general education homeroom classes but may also go to co-teaching or resource rooms as needed. Students may receive adaptive Physical Education and Music classes to further support their needs. Students are also provided with services such as: Occupational Therapy (OT), Physical Therapy (PT), Speech Therapy, Mental Health Resources, Counseling Support and Behavioral Support. Peer mentors, lunch groups and peer buddies help students assist students that may struggle with social and unstructured settings.

Special Education teachers work collaboratively with grade level colleagues during collaborative times to ensure their instructional practices are aligned with scope and sequence, and topics of interest. This allows students to integrate in with peers for different opportunities (writing celebrations, reading clubs, assemblies, content-based field trips, in-house programs and experiences). Our school-based Child Study team members are advocates for their students and ensure they are consistent with classroom-based observations. They maintain continuous communication with teachers to ensure effectiveness of all programs. The School Principal meets with special education teachers to further evaluate data to drive instruction, share strategies, and provide additional professional development when appropriate.

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

Students who come from homes, in which the native language spoken is not primarily English have the opportunity to be screened to receive English as a Second Language (ESL) services. Once the screen is completed, students who qualify for services are placed into our program and begin receiving services. Our ESL teacher has received intensive training in order to become certified to teach the program, as well as administer all assessments. The ESL teacher provides authentic learning experiences that connect to the work that is being done in the classroom, with embedded language instruction. World-class Instructional Design and Assessment (WIDA) standards drive instruction and this work is also aligned to New Jersey Learning Standards. The ESL teacher works collaboratively with classroom teachers at each grade level to ensure their instructional practices are aligned with scope and sequence (based on access to review classroom teacher's lesson plans). There is regular communication to discuss how to best support each individual student. The ESL teacher utilizes technological tools to enhance audio-based support, along with texts in both English as well as the student's native language. Students have time built in for academic learning, social emotional learning, as well as cultural experiences to ensure that their ESL experience gives them a well-rounded perspective of the English language. ACCESS testing is done each year to measure

language proficiency in Speaking, Listening, Reading, and Writing. Students who test out of ESL services continue to be monitored to ensure progress post-services. If a student who is receiving ESL services demonstrates difficulty beyond the language proficiency component, that student can be referred to the Tiered System of Supports, with a focus on the academic success of that student. The philosophy of the program supports each student's ability to meet with academic success, with an increased level of confidence across all of their school-based experiences.

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

Students of all ability levels have the opportunity to experience meaningful, authentic learning experiences. Students with autism are provided these experiences through our Applied Behavioral Analysis (ABA) program. Riverview School has two ABA classrooms with students from kindergarten to second grade and second grade to fifth grade. Students receive academic instruction at their level, through the means in which that student can most available for learning and best learn the content.

Students are provided with targeted instruction in the classroom through discrete trials, one to one instruction, and small group instruction. The instructional aides receive intensive training to ensure effectiveness with mirroring that instruction. The Child Study Team, behaviorists, counselors, speech and other support services work together to provide the support students need to meet with success. Data is analyzed and collected consistently to ensure students make continuous progress. Within the school setting, specialized and individualized supports are offered including: technology assisted devices, token-boards, visual schedules, and sensory diets. A variety of support services, such as occupational therapy, speech, adaptive physical education, and others are provided to meet students needs. Special curriculum and programs are utilized based on students' needs and learning abilities such as Visualizing and Verbalizing, ReThink, Touch Math, and LiPS (Lindamood Phoneme Sequencing Program).

Students in the ABA program also participate in Community Based Instruction (CBI) which promotes the use of academic and functional skills in the student's natural environment. CBI trips occur concurrently with topics being focused on within the scope and sequence of their learning. Students learn life ready skills such as shopping, waiting in line and ordering in a restaurant. Students are taught life ready skills in the classroom, such as brushing their teeth, cooking and self-care skills. Classroom teachers, administrators, Child Study Team members, and the School Nurse all work closely together to ensure that programming is consistent, appropriate and that student progress is being made across all settings.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The Riverview School Mission Statement guides all our decisions and highlights Riverview’s commitment to the whole child. It emphasizes strengthening students' social, emotional, and academic skills. We are committed to ensuring students feel happy, safe, and excited to learn as they come to school each day. Students are enveloped in social-emotional learning and a positive school climate from the beginning to the end of the day.

The day begins in every class and grade level with a morning meeting. The meetings allow for a positive start of the day during, which each student is greeted and participates in dynamic learning experiences aimed at strengthening their social-emotional learning skills. These morning meetings set a positive that students carry with them throughout the rest of the day.

In each of the academic subject areas, teachers immerse students in engaging learning experiences, making the objectives and relevance of their learning clear. Students learn the “what,” “how,” and “why” of each teaching point. Teachers create motivating lessons that involve students’ interests, active engagement, and choice. Students partake in hands-on, exciting, and challenging learning experiences, such as STEM lessons. Teachers incorporate technology, movement, captivating read alouds, games, and multi-modal learning opportunities for students throughout the day. Teachers invite students to select the materials, topics, and tools they will use for reading, writing, and math. Students take ownership of their learning by setting and working towards individual goals and by presenting their work to authentic audiences.

Riverview further engages and motivates students with unique learning opportunities. Students choose their Mastery Enrichment classes based on their interests. The artist-in-residency program offers students opportunities to create with artists and learn how to present what they learned through the arts. Our school-wide service learning projects allow students to learn about current issues around the world and inspires them to make a difference in our global community.

Riverview’s physical environment also helps to increase students’ engagement. Students learn in diverse learning settings, including reading nooks, an outdoor classroom, the ROCKET playground, the BEAM Projector, as well as flexible seating options. In addition, the peaceful ambiance of the Riverview Sensory Room helps students self-regulate and remain available for learning.

The day ends at Riverview with a school-wide, student-led live broadcast of “Riverview Peaceful Dismissal,” in which students and staff come together to reflect on the day. During this time, student leaders announce daily “Rocket Shout-Outs.” Students and staff nominate members of the learning community who have exhibited ROCKET behavior. By enveloping students in this positive learning environment, they are empowered to take academic risks, connect with others, and ultimately meet with success.

2. Engaging Families and Community:

Riverview recognizes the significant roles that families and the larger Denville community play in our students’ success. Creating our Mission Statement was a community effort. We asked families, board members, teachers, students, and support staff what attributes they would like their students to possess when they graduated. Their responses were utilized when creating the Riverview Mission Statement and ROCKET acronym, creating a common language and purpose. The strategy of creating a shared vision was instrumental in unifying the learning community through a common goal.

Families are highly valued and have a strong presence at Riverview School. We welcome all new families to the learning community with Kindergarten and New Student Orientations. Parents play a vital role in ensuring students’ success and continuing to improve our school through their participation in Student Support Services, Child Study Team, School Culture and Climate Team, and the National School of Character Panel. Families complete annual surveys providing pertinent information to help make further

enhancements to our school.

Families also contribute to student success in a variety of settings. Riverview's active Parent Teacher Association supports and enhances students' learning experiences. Families regularly participate in literacy celebrations, Author's Day events, Math Matters discussions, and many other interactive learning events throughout the year. Parents also learn alongside students during our monthly student-led ROCKET character education assemblies.

Consistent communication with families is critical. Daily communication regarding student progress and school events occurs through diverse avenues, including the digital parent portal, the Riverview newsletter and website, Twitter and Facebook pages, the electronic Friday Folder and shared calendar, face-to-face meetings, and written letters and messages. Teachers have individual websites to provide daily information about student learning; and, families have links to online textbooks, videos, and resources so that they may offer academic support at home. Families also participate in the districts' Parent Academy for Student Success (PASS) and Special Education Parent Advisory Committee (SEPAC), inviting them to collaborate with the Assistant Superintendent of Curriculum and Instruction and the Director of Special Services.

We also partner with community stakeholders in and around Denville. Community members are invited, including police officers, bus drivers, veterans, librarians, and local government officials to present information, read to classes, and join in special events, such as the annual Veteran's Day Celebration. Riverview School has formed strong partnerships with the Denville Police Department, the Denville Library, the County College of Morris, and other surrounding universities. Relationships formed with the School Support Network and Character.org assist in providing our students with strong character education. Community Based Instruction centers around local businesses and provides students with authentic learning experiences. The Foundation of Denville provides funding for many enriching student activities. The Riverview staff, families, and the community work collaboratively to ensure the success of our students.

3. Creating Professional Culture:

The goals of Riverview's Mission Statement apply to our staff as much as they do for our students. Riverview is united in meeting the needs of the "whole" educator. Ongoing professional training and development are priority as is the strong belief that all staff are lifelong learners. Teachers new to Riverview immediately receive professional development and support through New Staff Academy and the New Teachers Mentoring Program. To ensure that all faculty and staff members are well-versed in current best practices, teachers, administrators, and support staff receive regular training by attending conferences, forums, and in- and out-of-district professional development opportunities. A high percentage of the staff and administrators have received training on the workshop model at Teachers College Reading and Writing Project at Columbia University. The district literacy, math, and technology coaches work with the teams and individual teachers to help them hone their instruction. The majority of faculty meetings also center around professional development. The "Ignite!" faculty meetings invite staff members to present their ideas to "ignite" thinking. Learning walks, peer observations, weekly collaborative and team meetings offer opportunities for staff to learn from one another. The School Improvement Panel uses the results of staff surveys to create a variety of professional development opportunities available to teachers and aides. Teachers are also provided with opportunities for self-directed learning. The Reflective Practice Protocol allows teachers to self-assess and set goals that will help improve their instruction and increase student achievement.

At Riverview we know that creating a positive work environment that values and empowers teachers and staff is critical. During faculty meetings, staff often participate in "morning meeting" activities, providing them with strategies to use in the classroom and also helping them form relationships with one another. Collaboration is a priority; teachers have time during the school day to articulate with colleagues several times a week. New staff members meet with their mentors and fellow new teachers regularly. The administrators consistently work with staff to help them recognize their strengths and to meet their fullest potential. Communication, feedback, and support is offered regularly. The administrators' open door policy allows for staff to share successes and concerns. The school counselor, support staff, and Child Study Team also have regularly scheduled meetings with administration to collaborate and receive support.

Celebrations occur throughout the year that highlight everyone's combined successes and hard work. The administrators make their appreciation and gratitude for staff apparent. End-of-the-year whole staff celebrations include staff scavenger hunts, games, and the making of music videos. The school's goal is to create an environment in which both students and staff thrive.

4. School Leadership:

The principal's leadership philosophy is based on ensuring that the mission statement is used as the guiding light for all decisions. The principal has been in education for over twenty-five years and her philosophy is the same one she employed as a teacher: help everyone recognize their fullest potential and work alongside them to enable them to reach it. She possesses an unwavering commitment to making Riverview's mission come true. The leadership philosophy concurs with Brene Brown's Leadership Manifesto. The learning community is encouraged to "dare greatly" by being fully engaged, willing to be vulnerable, to grow, and to learn for the benefit of all students.

The principal works closely with the vice principal to create a united team with the same consistent clear message: children first. The principals work with the office team to ensure the school functions smoothly and that the staff have all the tools they need to do the important work of inspiring and teaching young minds. They work collaboratively to attend to the needs and concerns of the staff, students and families. Being able to have a pulse of the school is critical to the school's success.

The principal and vice principal are highly visible throughout the day attending common planning meetings, helping at lunch/recess, greeting everyone at arrival and dismissal, and conducting walkthroughs in the classrooms. They understand the value of forming positive relationships throughout the learning community. By being visible, the principals are able to gauge students' learning, be accessible and assist as needed.

The principals work side by side with educators to increase student achievement. It is the belief of the administrators that educators must have the resources, training, and support they need to be successful and it's the administrators role to provide these. The administration makes clear the expectations for the staff. Feedback is offered consistently and conversations about instruction and curriculum happen constantly. The principals recognize the value of staff's strengths, efforts, and contributions. Staff take on many leadership roles such as running committees, bringing in new initiatives, and being mentors, team leaders.

The principal and vice principal empower not only the staff but also the students to take an active role in their learning and in their school. They work to make students accountable for their behavior and learning. Students' success increases as their level of investment becomes deeper. Student leadership, independence, and accountability are school goals.

Families and the community as well as the staff and students are empowered to share their concerns, ideas, and passions and to have a positive impact on our school through various committees. The principals' leadership is shared with the entire learning community to ensure the success of our students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Riverview School's strength has always been caring for our students. Upon entering our doors, one can feel the dedication to our students' happiness and well-being. The staff maintain their commitment to students in the forefront of all that they do. Recognizing that caring for students entails a strong commitment to the continuous professional growth has been instrumental in the success of Riverview School.

Caring for students translates to not only creating a welcoming and positive environment for our students to learn but also involves providing them with the best instruction possible. The staff is dedicated to lifelong learning. At Riverview School the staff keep close to their hearts the school's mission statement and the reasons why they became educators. They embrace the belief that being dedicated to students also means being dedicated to their craft. This dedication requires an ability to receive and welcome feedback that will aid in the continuous advancement of their instructional skills and knowledge.

At Riverview an environment has been created that celebrates each individual's unique talents and strengths and that encourages taking risks and above all growing. From the interview process, the administrators ask potential candidates to conduct demo lessons and afterwards meet for a debriefing. During the debriefing, the candidates receive feedback on their lesson. From the start of their career, the importance and value of feedback is communicated. Expectations are made clear and this continues throughout their educational journey.

Feedback is timely, aimed at improvement, focused on specific strategies, and conducted as a collaborative conversation. Feedback is consistent and provided as a result of walkthroughs, formal and informal observations, data meetings, and requests for assistance. Feedback comes from a variety of sources and educators are involved in the conversation as they discuss their goals for improvement. The discussions involve sharing of ideas, recognition of strengths, and specific strategies aimed to improve instruction.

The school leaders, teachers, and support staff work in collaboration to benefit all students. Conversations are honest and transparent. The transparency, constant communication and feedback enables staff to take accountability for their learning and growing. Resources, ideas, professional development training, and support is ongoing and happens as a result of feedback and a willingness to grow as educators.

Empowering teachers to share their knowledge, struggles, insights at their team meetings, "Ignite!" faculty meetings, and with their peers helps everyone grow and learn from one another. The Reflective Practice Protocol enables staff to record themselves and use feedback from administrators, students, and their own observations to help them implement new strategies to strengthen their instruction. The self-reflection and conversions are critical to staff's growth. Being willing to grow and improve our instruction is a key factor in our students' success.