



2017-2018 School Statistics

Community: Rural
Enrollment: 557
Grade Levels: Grade 5 & 6
School Schedule: Flexible Team Block

Student Demographics

White 72%
Hispanic 23%
Multi-Racial 2%
Free/Reduced Lunch 57.6%
English Learners 15.4%

- 2017 School to Watch Re-Designation 2
- 2017 STEM School recognition
- 2016 New Tech Demonstration
- 2015 New Tech Demonstration
- 2015 Generation On School
- 2014 School to Watch Re-Designation 1
- 2011 School to Watch Designation

ISTEP	2015	2016	2017
Math ISTEP	68.9	64.2	66.7
ELA ISTEP	71.4	65.2	68.6
Attendance	96.6	96.2	95.9

School Characteristics and Replicable Practices

Academic Excellence

- Professional growth activities are plentiful and varied for the staff members.
- Teachers meet weekly to discuss the needs, interventions and implementation of the State Standards through weekly Professional Learning Communities and a grade-level meeting
- Teachers incorporate differentiated instruction lessons and interdisciplinary projects for each learning unit
- Study Tables are available for students after school.
- Use of visual supports identifying objectives throughout the building are evident and make the school a cohesive unit
- Teachers are innovative with communication efforts to parents so all students have the chance to be successful
- Students are provided with purposefully planned reading intervention program daily
- Non-fiction reading has increased with the use of Achieve 3000 at grades 5 and 6.
- Classrooms are fully equipped with technology
- Assessments are formative and summative
- High ability students are identified in a variety of formats in elementary and at Riverside
- High ability math groups are provided and taught by highly qualified staff for both 5th and 6th grades.
- Data from ISTEP+ and Common Assessments drives instruction at Riverside Intermediate School.
- Riverside Intermediate School's Response to Instruction and Special Education program is the catalyst for expeditious interventions.
- Students are taught in a fully inclusive environment
- Flexible scheduling supports differentiated instruction and intervention classes
- Project Based Learning has benefitted students' academic and social growth, as well as public speaking and presentation skills in both the PBL and traditional school setting
- One team per grade level is designated as a Project Based Learning Team - member of the New Tech Network.
- Students are given a solid curriculum with PLTW, Achieve 3000, STEM, SOAR, and technology-supported hardware
- Parents and students are pleased with the opportunity of choice between traditional and PBL
- Traditional model allows scaffolded collaboration time for students, teachers and community stakeholders
- Community stakeholders connect with PBL students through projects that improve the community
- Junior Achievement program is provided to both grades 5 and 6

Developmental Responsiveness

- Students feel safe at Riverside Intermediate School
- Everyone is considered family at Riverside Intermediate School which directly affects the climate and culture

- Although the staff believes at times the Hispanic population is a challenge academically, they do it well and involve other students in the process to assist with translation
- Daily collaboration and teaming are strong points for this staff
- The PRIDE program was very evident in the school; the students have definitely bought into this program
- Teachers liked 5th/6th grade in one building; this was nice developmentally as well as easing the transition to Jr. High levels
- Parents feel there is always open communication and daily feedback; the overarching belief that it is not about a score but about growth is communicated
- The social worker is a HUGE asset to everyone in the building by leading three different groups of students, creating a safe environment for the students to choose to share with their parents their involvement in counseling, and teaching life-skills in classrooms during homeroom
- Teachers are organized in interdisciplinary teams that support middle school-aged students and create a personalized learning environment Department Collaboration meetings are held to discuss students both academically as well as behaviorally.
- SOAR and Math Intense are designed to meet the needs of the high ability student and the struggling student.
- Students have a full range of co-curricular activities (various sports and clubs).
- Students are recognized for high achievement (Achieve 3000, Roster Party) and for showing P.R.I.D.E.
- Student attendance is encouraged and rewarded (individually and as a class) - STAR Status
- Advanced math classes are offered
- Individualized instruction is available to students with IXL, Achieve3000
- Students participate in a variety of career-type education opportunities (SLED, PLTW, PBL projects, JA in a Day, etc.)
- CONNECT Program has helped students gain a better understanding of their classmates and has encouraged an anti-bullying week at Riverside (created by students)
- Home school communication happens in a variety of ways- all teachers send home RED Monday folders. Newsletters, emails, text messages, phone calls, and conferences are all ways teachers communicate with parents. Many teams have Twitter accounts and/or websites. Riverside also has a Facebook page to connect with parents.
- Student led conferences enhance communication between home and school.
- Students can choose traditional or PBL instruction by application
- Even though there is a PBL team, traditional team teachers also use PBL as an instructional strategy Foundation Community member facilitates Project Lead the Way and STEAM activities
- Catch Up Café allows students to make up work or receive remediation
- In-school suspension room is available, can accommodate four students, and is often empty
- Student Council consists of two representatives from each homeroom, providing student choice
- Homeroom provides time to turn in homework, make up work, build relationships, promote character education opportunities
- Students are afforded multiple opportunities to develop citizenship skills while serving the community
- Taking part in community service projects has become the culture of Riverside Intermediate School (canned food drive, humane society collections, sponsoring a family at Christmas, "Stuff a Bus", Relay for Life, Riley collections, etc).
- Community partners appreciate the enthusiasm of students willing to put forth the extra effort with community service projects, e.g. Relay for Life
- Millers Assisted Living is very appreciative to the school for allowing students to visit the elderly; while the program was intended to be for reading time, the main emphasis has simply become more about communicating

- Community partners believe the connection through PBL is awesome; students realize they can make a difference in their community, learn more about various careers, and most importantly, allow students that are not entirely motivated to become more interested in the other side of education

Social Equity

- Riverside's "Welcome Center" supports new EL students to the school.
- Riverside has several Spanish-speaking faculty in the building to support EL students that comprise roughly 25% of the population.
- Rosetta Stone and Dual Lingo are used to transition Spanish-speaking students to English
- Riverside Intermediate School keeps parent/community members informed throughout the school year through our school website, School Reach, Newsletters, committees, and Power Parent (through PowerSchool)
- Students are taught to value generational knowledge through visits to an assisted living facility to read and converse with the residents.
- PBL provides students opportunities to connect with and improve the community.
- School rules are clear, fair, and consistently applied
- Students have the opportunity to express their opinions and thoughts regularly
- The entire staff works in the best interest of all students
- College & Career Readiness is a definite goal within the school; all students are aware of this goal and working toward achieving this
- The school's social worker has established several groups to work with students in need
- CONNECT program is evident in this building; there is a cohesiveness among all students within the student body
- Behavioral issues are dealt with immediately and comprehensively
- The teams are comprised of various levels and abilities of students; classes are full inclusion with support
- Fifth grade is piloting a co-teaching program for special education
- Balance balls and isokinetic disks for seat surfaces are widely used in classrooms to help alleviate behavior issues
- School has an open door for parents to feel welcome to contribute their time and talents

Organizational Support

- Riverside Intermediate School partners with various businesses in the community.
- The schedule offers a great deal of flexibility to meet the needs of ALL students.
- Teachers meet once a week as a team to address student programs and to plan instruction.
- There is a great deal of pride among Riverside Intermediate School students.
- There is support and collaboration by the district leadership.
- Transition program for incoming fifth grade students and for outgoing sixth grade students
- Professional development opportunities are plentiful; delayed starts on Monday allow for PD
- Teachers lead PD and share what they have learned
- School is involved in the community Relay for Life
- School is clean and orderly
- Class Dojo and Remind allow teachers to communicate daily with parents
- All staff participates in the writing and review of the school improvement plan
- All staff was well-versed in the STW application process and took part in the writing of the application

- The central office administration works closely with the building level administrators to provide the needed resources to ensure the students and staff are given every opportunity to be successful
- Parents believe discipline concerns are addressed immediately by both the administration and staff; a solid effort to work together to solve issues is in place
- Teacher communication with parents to ensure student growth is essential
- Parents spoke highly of administration's support of projects taking place in the classrooms
- There is much evidence of a high degree of unity among the staff
- Staff felt they had an open door to freely discuss ideas and/or concerns with the administration