

2025-2026 Riverview School Continuous Improvement Plan Goals

Vision Statement: A connected community of innovators and problem solvers prepared to lead the future.

Mission Statement: At Riverview, we are committed to ensure high levels of learning for all by encouraging leadership, inspiring lifelong learning, building character, and promoting collaboration in a safe and respectful environment where relationships thrive.

Goal A: By May 2026, a minimum of 22% of students in grades 3-8 will achieve proficiency in Math, and minimally proficient will be reduced 3%, which would be reduced to 53% as measured by AASA. By May 2026, a minimum of 35% of students in grades 3-8 will achieve proficiency in ELA, and minimally proficient will be reduced to 45%, which is a 3 % decrease, as measured by AASA. By May of 2026, the number of proficient students in 5th and 8th grade science will increase by 3%, and the number of minimally proficient students will decrease by 3% as measured on AzSCI. Our special education population will increase proficiency by 3% in ELA and math as measured by AASA.

Action Steps:

- Staff will receive professional development on PLC practices, analyzing common formative assessment data, planning for and implementing effective Tier I, Tier II, and Tier III instruction with strategies outlined in the Dysart Instructional Protocol.
- Professional Learning Teams (PLTs) will review unit assessments, discuss and identify essential standards, develop a minimum of two aligned common formative assessments, and use backwards design planning to plan effective instruction for students.
- Staff will engage in data analysis with administration and instructional coaches to plan instruction using effective instructional strategies and use of district approved resources and provide scaffolds, interventions, and enrichment for students.
- Professional development will be provided to strengthen Tier I and Tier II instructional access for students with disabilities through inclusive co-teaching models, differentiation, and accommodation strategies.
- Before or after school tutoring will be provided to English Language Learner and ESS students.
- We will plan and promote school-wide awareness of the importance of attendance. Letter communication will go out to parents of students who miss 5, 10, 15, and 18 days. A conference will be scheduled when a chronically absent student has missed 10 days with administration to create an attendance/academic plan. If the absences continue, a meeting will be scheduled to assess the need for initiating the retention process. Grade level and school-wide incentives will be in place to reinforce attendance goals.
- Our staff will review the mission and vision and create collective commitments by the end of September 2025, and communicate the mission and vision to families, staff, and students in a variety of communication methods. We will align our mission, vision, and values, to all professional learning.

Assess/Monitor:

- PLC processes and practices included in professional development calendar and PLT protocols/agendas
- Minimum of two common formative assessments per unit
- Grade level data chats after unit assessments and data digs after benchmark assessments using the data protocol
- Lesson design will include interventions and extensions for students and scaffolds for EL, ESS and gifted students
- Professional development on instructional strategies and SDI practices used in an inclusive environment will be noted on professional learning calendar
- Tutoring goals and plans along with sign in sheets
- Attendance plan and tracking on chronic absenteeism.
- Agreed upon collective commitments and mission and vision will be in all communications to staff and parents

Goal B: Safety Goal: By May of 2026, through the implementation of a school-wide behavior system of support, referrals for physical aggression and disrespect will decrease by 10%. We will increase the survey question of students treating adults with respect by 10% on the student and staff survey. The staff survey in 2025 had 53% of staff disagreeing or strongly disagreeing with students treating staff with respect, and the student survey had 42% of students disagreeing or strongly disagreeing with how students treat staff with respect.

Action Steps:

- A behavior support team led by a guiding coalition member will develop a matrix of expectations and create lessons for teachers to implement aligned to the expectations. The team will review and refine the reinforcement system and accountability flow chart and tracking system. Resources used will be Leader in Me and Dysart Values, and other district approved resources.
- Staff will implement the school-wide system of behavior support to include the teaching, reinforcement, and accountability system, and increase student learning in the classroom and maintain a safe and orderly school-wide environment.
- The behavior team and grade level teachers will analyze monthly behavior data to identify students that are showing a need for Response to Intervention with behavior and goals will be set and tracked to monitor progress.
- The student support technician schedules will be driven by the use of Response to Intervention data to support behavior goals and interventions for students identified as needing additional support.

Assess Monitor:

- School-wide system with all components will be developed and provided to all staff
- Monitor implementation of the system and provide feedback and professional development accordingly
- RtI for behavior will occur monthly, goals will be in RtI platform
- Schedule for the student support technician reflecting support for students data is showing need additional support

Goal C: Culture Goal: By May of 2026, we will increase the number of family engagement opportunities and events that are offered to parents to increase knowledge of what students are expected to know and learn along with how they can help. As a result, the percentage of parents and staff who are likely or very likely to recommend our school will increase by 10%, as measured by the Dysart Annual Survey.

Action Steps:

- The English Language Learner Coalition Lead in collaboration with teachers and administration will plan and prepare a minimum of three English Language Learner family engagement opportunities to present targeted and integrated instruction, discuss goals for their child, and review what students need to know and be able to do on the AZELLA assessment, and review AZELLA data.
- The Family Engagement Coalition Leader, in collaboration with administration and teachers, will plan for monthly events that will increase parent involvement on our campus. There may be materials that students and families receive at these events to support our academic goals.
- Partner with the Parent Teacher Organization (PTO) to coordinate meaningful events, aligned to our school mission and vision throughout the school year that strengthen family engagement and cultivate a strong sense of pride in our school.

Assess/Monitor:

- EL family night communication and agendas
- Monthly family events calendared and communicated to families
- PTO events calendared and communicated to families