



WSSDA Boards of Distinction Application

GENERAL INSTRUCTIONS

1. The board should complete the application and narratives as directed below, and provide supporting evidence.
 - The date range for this year's application is 9/1/15 – 9/1/16.
 - We recommend you review the following resources on the Boards of Distinction webpage to help inform your essays: *WA School Board Standards; Descriptors* that show the types of information that might be pertinent to each benchmark; and *Standards that Support Equity and Access*.
2. Submit the application — as a single Word or PDF document — by **September 21, 2016**, to Connie Lauderdale at C.Lauderdale@wssda.org.
Submission content:
 - a) This application with completed narratives and signatures. Please identify supporting documents by name within each essay, e.g. "Appendix A."
 - b) Supporting documentation for the narratives (no more than 3 pages each), ordered and titled to correspond with them.

DETAILED INSTRUCTIONS

Section I: District Information

Please complete the basic district and contact information, and check the box to indicating your district's size.

Section II: Application Certification

Please answer "yes" or "no" to the questions about who completed the application, then have all the board members and superintendent sign to certify that the information given throughout the application is accurate.

Section III: Boardsmanship

All WSSDA Boards of Distinction must demonstrate a commitment to responsible governance. Please check the boxes that best describe your boards' governance style and strategic plan status, and insert the dates in answer to questions 2, 3 and 5.

Section IV: Professional Development

Professional development as a board is an important practice. Please indicate any professional development of the board done through or independently of WSSDA from 9/1/15-9/1/16 by checking the box indicating either 1-2 board members or 3-5 board members participated, or N/A if the PD is not applicable.

Section V: Essays and Evidence

For each sub-section (3 standards, plus opportunity gap):

- Please submit an essay of no more than 300 words explaining up to three ways in which the board supports that section's benchmark or topic.
- Please consider mentioning whether this is an initial decision made by the board or you are monitoring progress towards goals.
- Please identify supporting documents by name within each essay, e.g. "Appendix A."

Immediately after each narrative, insert no more than three pages of evidence (e.g., portions of board meeting minutes, protocols, policies, evaluation tools, communications, etc.) to support that narrative.

- The same piece of evidence may be used to support more than one narrative.

Where possible, address how your board meets the needs of diverse students and steps they are taking to close the opportunity gap.

SECTION I: DISTRICT INFORMATION

School District Name: Riverview School District No. 407

Street Address or PO Box: 519

City: Duvall

State: WA

ZIP: 98019

Student enrollment: 1 – 1000 1001 – 9000 9001 and over

Board Chair: Carol Van Noy

Superintendent: Dr. Anthony L. Smith

SECTION II: APPLICATION CERTIFICATION

1. All members of the board discussed and provided input and direction on the content of this application. Yes No
2. The narratives in this application were written by:
 - a. One or more board members Yes No
 - b. The superintendent Yes No
 - c. Other (please specify): Yes No

We certify the accuracy of all the statements and representations made in this application.

We hereby grant the Washington State School Directors' Association permission to review and verify any information submitted as part of this application, and publish the content.

Signatures of the full board and superintendent:

[Redacted signature area]

SECTION III: BOARDSMANSHIP

1. How would you describe your board's governance:
- Traditional
 - Balanced
 - Coherence
 - Policy
 - A blend
 - Other: please describe: _____
2. What was the date of your most recent superintendent evaluation? 5/24/16
3. What is the date of your most recent board self-assessment? 5/10/16
4. Do you have a current strategic plan? Yes No
5. What years does it cover? 2015-2010

SECTION IV: PROFESSIONAL DEVELOPMENT

Event	1-2 Board Attendees	3-5 Board Attendees	N/A
1. WSSDA Annual Conference 11/15	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Fall regional meeting 2015	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Spring regional meeting 2016	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Individual board workshop	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> a. Board Work Study on 9/8/15 regarding WSSDA Board of Distinction Application Process and WSSDA Events b. Board Work Study on 9/11/15 to discuss Mindset Book Study, Technology Program, Board Business (i.e., initiatives, roundtables, enrollment and impact on boundary adjustments, Principal News You Can Use, superintendent evaluation and evaluations throughout the district, teacher negotiations) c. Board Work Study on 9/22/15 regarding board initiatives and updates from the WSSDA Leadership Meeting. d. Board Work Study on 10/2/15 to discuss the municipal league report, general business, and superintendent self-assessment e. Board Roundtable on 10/6/15 to discuss the Early Childhood Education Program (invited Early Childhood Education staff and Paula Steinke, Community Engagement manager for Child Care Resources) f. Board Roundtable on 10/13/15 to discuss Personalized Student Learning (invited staff from elementary, middle, and high schools) g. Board Roundtable on 10/20/15 to discuss the Technology Program Review (invited technology staff, including teachers, principals, and outside consultant, Conn McQuinn) h. Board Roundtable on 10/27/15 to discuss Student Voice (invited students from Tolt Middle School and Cedarcrest High School) i. Board Work Study on 11/6/15 to discuss the WSSDA Annual Conference and superintendent items j. Board Work Study on 12/4/15 to discuss technology and the Cedarcrest High School Interim 			

- k. Board Work Study on 1/8/16 to discuss board topics, update on Technology in the Classroom and 1:1 visitations, update on CHS interim principal, superintendent goal progress, interim principal and assistant principal report, and School Board one-on-ones with the superintendent
- l. Board Work Study on 1/12/16 to discuss property acquisitions and prioritization of the annual capital projects
- m. Board Work Study on 2/5/16 to discuss the mid-year superintendent evaluation and new rubrics for superintendent evaluation
- n. Board Work Study on 2/9/16 to discuss school start times, which included brief introductions, purpose, jigsaw meta-analysis research, discussion, and next steps (invited high school administration and student rep)
- o. Board Work Study on 2/23/16 to discuss the strategic planning for 2016-2017
- p. Board Work Study on 3/4/16 to discuss questions on the Strategic Plan, conference, one-on-ones with the superintendent, update on Technology in the Classroom and 1:1 School-Community Input, budget planning, negotiations, annexation, update on CHS assistant principal and other succession and staff planning, district Through-Line, student services challenges with intense student cases, and high school science fair
- q. Board Work Study on 4/1/16 to discuss the upcoming NSBA Annual Conference, one-on-ones with the superintendent, CHS assistant principal hiring update, Director of Business and Operations succession, budget, current challenges, celebrations, and future book study
- r. Board Work Study on 4/26/16 to meet with Strategic Plan Goal Managers to discuss their objectives and tasks for next year's Strategic Plan
- s. Board Work Study on 5/10/16 to conduct the WSSDA Online Board Self-Assessment
- t. Board Work Study on 5/13/16 to discuss the budget, staff issues and the WSSDA Fall Conference
- u. Board Work Study on 5/24/16 to discuss the superintendent evaluation
- v. Board Work Study on 6/3/16 to discuss superintendent goals, RSD Ambassador Program for WSSDA Annual Conference proposal, high school issue, and finalize superintendent evaluation
- w. Board Work Study on 8/23/16 to receive training on Office 365 and SharePoint with Chris Collins, IT Operations Manager

5. WSSDA Webinar (live or archived)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Legislative conference 1/16	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Legislative assembly 9/15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Book study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. WA School Board Standards reviews at board meetings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Video conference coaching session with WSSDA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other training or event (please list below)			
11. <u>Puget Sound ESD Equity Conference</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. <u>NSBA Annual Conference</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. <u>NSBA FRN Advocacy Conference</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 14. WSSDA Board Meetings
- 15. WSSDA Legislative Meetings
- 16. WSSDA Legislative Chair
- 17. WSSDA Board Member – Director Area II
- 18. WSSDA IAC Member – District 2
- 19. WIAA Honorary Board Member
- 20. Race to the Top
- 21. WSSDA Boot Camp for New Board Members

SECTION V: ESSAYS AND EVIDENCE

Standard 1: Provide responsible school district governance

Benchmark: ***Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.***

- Indicators:
1. Does board understand and comply with the Open Public Meetings Act? Yes, and the board continues to adhere to the Open Public Meetings Act in board work studies and board meetings.
 2. Does the board encourage the public to attend board meetings and provide input on topics before the board, including hosting informal opportunities for the public to discuss issues and district performance? Board Roundtables, RSD Ambassador Program (every other year, Strategic Plan Community Forum (every five years)
 3. Does the board make available to the public, with sufficient notice and time for input, information which supports board discussions and decisions? Yes, prior to making critical decisions, we ask for input, hire consultants, have work studies specific to that, roundtables to invite stakeholders in for input, various board members are assigned to outreach programs.
 4. Does the board follow a defined process for gathering input from the community, staff and other stakeholders prior to making critical decisions? Yes.
 5. Does the board carry out annual evaluations of its own performance and set goals for improvement? Yes.
 6. Does the board solicit input from the public regarding its own performance? The board asks for the public's thoughts on our performance with a survey, which we have done one of the last five years.

Enter narrative here, and underline it.

The Riverview School District has a hardworking board that is accountable, transparent, and very involved in our schools, communities and with advocacy at the state and national levels. We are committed to responsible governance and take our oath as elected officials seriously. We focus on the goals of our district strategic plan and reflect on both successes from the previous plan, as well as new ideas, programs, and processes for the coming year. We frequently gather community input and invite our community in to attend our meetings and meet with the superintendent and individual board members if desired. We appreciate input from our students, staff, parents, and community members (Appendix A).

We often have work studies with our "Round Table format" to invite divergent perspectives to assist up in our decision making. An example: the board hosted a roundtable on "Student Voice" (Appendix B) and at this meeting our students shared that they were concerned for ELL students at the high school – there was not enough support. We listened and at the start of the 2016-17 school year we now have dedicated staff at the high school to support our ELL students. We have gone one step further and are hosting a district-sponsored ESL class in partnership with Cascadia College for their parents and providing daycare.

We appreciate the work of WSSDA in helping us keep our policies and procedures up-to-date. We review our policies on a rotating basis to make sure we are familiar with them and they are current according to law.

We have taken online training on the Open Public Meetings Act and rarely have executive sessions or special meetings. Our meetings are welcoming and it is important to us that the public sees us as approachable and knowledgeable about the workings of the district. (Appendix C).

Standard 1 evidence: insert up to three pages of evidence below this line

- Appendix A – Order of Business and Audience Participation (brochure)
- Appendix B – Board Roundtable Process on Student Voice
- Appendix C – 2015-2016 Communications Report on Social Media Outreach

Order of Business and Audience Participation

Regular Board Meetings

Regular meetings are held at 7:00 PM on the 2nd and 4th Tuesday of each month in the Board Room. If regular meetings are to be held at places or times other than stated, notice shall be made in the same manner as provided for special meetings. When a regular meeting date falls on a legal holiday, the meeting shall be held on the next business day.

Special Meetings

Special meetings may be called by the president or on a petition of a majority of the board members. Written notice of a special meeting stating the purpose of the meeting shall be delivered to each board member not less than 24 hours prior to the meeting. Written notice shall also be sent not less than 24 hours prior to the meeting to each media that has filed a written request for such notices. Final disposition shall not be taken on any matter other than those items stated in the meeting notice.

Emergency Meetings

In the event of an emergency involving fire, flood, earthquake, possible personal injury or property damage, the board may meet immediately and take official action without prior notification.

Quorum

Three board member shall be considered as constituting a quorum for the transaction of business.

Public Notice

All meetings shall be open to the public with the exception of executive sessions authorized by law. Final action resulting from executive session discussions will be taken during a meeting open to the public as required by law.

Executive or Closed Sessions

Before convening in executive session, the president shall publicly announce the general purpose and the time when the executive session will be concluded. General purposes include real estate issues, negotiations of publicly-bid contracts, employee complaints or charges; evaluate qualifications of an applicant or employee performance; evaluate qualifications of a candidate for appointment to the board; or to discuss with legal counsel representing the district on litigation or potential litigation.

The Open Public Meetings Act does not apply and public notice is not required prior to holding a closed session for the following: Consideration of a quasi-judicial matter between named parties as distinguished from a matter having a general effect on the public or a class or group; or collective bargaining sessions with employee organizations or when the board is planning or adopting the strategy taken during the course of collective bargaining or negotiations. It also does not apply for Board Members traveling together for purposes other than meetings.

Order of Business

All board meetings will be conducted in an orderly and business-like manner using Roberts Rules of Order (Revised) as a guide. The order of business will be that indicated in the agenda. Any additions or changes in the prepared agenda may be requested by the superintendent or a board member and must be approved by majority vote of the board members present.

Audience Participation

The board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. In order to permit fair and orderly expression of such comment, the board will provide a period at the beginning of the meeting during which visitors may make formal presentations. A sign-up sheet will be provided and members of the public will be called in order of signing in. Each speaker will have three (3) minutes to address the board.

Individuals wishing to be heard by the board shall first be recognized by the president. Individuals, after identifying themselves, will proceed to make comments as briefly as possible.

The president may interrupt or terminate an individual's statement when it is too lengthy, personally directed, abusive, obscene or irrelevant. The board as a whole shall have the final decision in determining the appropriateness of all such rulings.



APPENDIX B

2015 Riverview School District Board Roundtable: Student Voice | Tuesday, October 27, 2015 |

Educational Service Center Tolt Middle School Students 5:00-5:45 pm
Cedarcrest High School Students 6:00-6:45 pm

Board Members Present: Carol Van Noy, Jodi Fletcher, Lori Oviatt, Sabrina Parnell, and Danny Edwards

RSD School Board Protocol for Roundtables

Purpose: Meet with the group, get input and updates, and better understand their needs and roles.

Process: Open dialog with group.

Payoff: For the RSD Board to make better decisions by understanding the needs and roles.

Agenda:

1. Introductions by the Superintendent (Dr. Anthony Smith, Introductions) and School Board President (Ms. Carol Van Noy, Explanation of Process)
2. Student Voice (input)

Guiding Questions:

1. What are your positive experiences as a Riverview Student?
 - For example, classes, experiences, programs, opportunities
2. Based on your education in Riverview, what would you like to see improved?
 - For example, classes, opportunities in the school, programs, experiences
3. Overall, do you feel your school environment is one where students, teachers, and staff respect each other? Respect students of diversity? Could you provide some examples?
4. Do you feel challenged in school?
5. What should our schools and district be focusing on for the future?

OBJECTIVE 3C: SOCIAL MEDIA OUTREACH



- Over 300 Posts made on our Facebook page over the course of the school year.
 - 61 articles posted on RSD Website and shared on FB this year.
 - 180 Daily Bulletins
 - More than 20+ Weekend Updates/Breaking News Alerts.
 - 30-35 Individual Promotional Posts
 - 7 photo albums



Sally Sanden good fight girls!! we are proud of you!!!

Like Reply Message 1 May 28 at 4:41pm



Helen Bell Great effort, Ladies.

Like Reply Message May 28 at 5:05pm



Shelley Heinson So proud of our Cedarcrest Fast Pitch team!! They are all true stars!!!

Like Reply Message May 28 at 6:38pm



Riverview School District

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THE DAILY BULLETIN for JUNE 9, 2016

(Today's picture of Tolt Middle School multi-age teacher Ruth Cruz comes courtesy of Jim Martin. Cruz, retiring this year after 23 years of teaching in the Riverview School District, was surprised yesterday evening with a party arranged by former students, parents, friends, and colleagues! Learn more below about how you can attend the RSD Retirement Celebration next week!)

RIVERVIEW LEARNING CENTER DRAMA HITS THE STAGE!
[See More](#)



Standard 2: Set and communicate high expectations for student learning; include clear goals and plans for meeting those expectations

Benchmark: ***Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.***

- Indicators:
1. Does the board, in collaboration with staff and the community, formulate and maintain a current plan with goals and outcomes? Yes – the board uses our strategic plan as our guiding document. The plan is a 5-year goal plan with staff, student, parent, and community input during a community forum. Objectives and tasks are revised and updated annually. We monitor the tasks on a monthly basis.
 2. Does the board incorporate educational research, local issues, educational legislative initiatives, and national and global trends in the district planning process? Yes. The board is highly motivated to attend board professional development opportunities and state and national conferences. We are all interested in educational research; participate in the legislative process to advocate for our students and staff, and we are aware of national and global learning trends.
 3. Does the board ensure that stakeholders, staff, and constituents have easy access to and understand the vision/goals/mission articulated in the district plan? Yes. Our mission is to **education children** and our goal #1 is to **increase the academic achievement of all students**. Our vision is to become a **"national model of educational excellence,"** and our motto is **"building bridges to the future."** We all work together to make our district successful. All this information is on our website and the superintendent consistently talks about our vision, mission, and goals with staff and community.
 4. Does the board base its ongoing policy development, decision-making and budgeting on the district plan? Yes.
 5. Does the board continually monitor implementation of the district plan and progress toward the plan's goals and outcomes? Yes. I know of no other board that monitors their strategic plan to the high level that we do. We monitor the strategic plan goals, objectives, and tasks on a monthly basis with goals managers reporting directly to the board.

Enter narrative here, and underline it.

Riverview's district plan is our Strategic Plan and we are in the fifth reiteration of the plan.

Our vision: To become a national model of educational excellence.

Our mission: Education Children

Our three goals focus on improvement of student learning – everything points to helping students be successful citizens and active participants in our democracy. Our strategic plan is a community effort – we solicit input from the superintendent, staff, students, parents, and community members. The board is updated on strategic plan tasks monthly by goal managers. Our goals provide focus and direction for all levels of the organization. We have worked hard to align all our systems around the goals of the strategic plan – budget, facilities, communications, hiring practices, technology, etc. (Appendix A). Our board, superintendent, and staff evaluations all have aspects of the plan within them. Our school improvement plans follow the goals of the strategic plan, as do agenda items for board meetings. The board insists on consistent improvement based on our data-driven model.

We work closely with Center for Educational Effectiveness on our data needs and meet with them annually (Appendix B). We know who our struggling students are, we know that transitions birth to

three: kindergarten; 5th-6th grade; 8th-9th grade, and graduation and beyond are critical times and that individual learning plans bring success. We made changes based on what we learned and are starting to see success.

Our superintendent is a servant leader who has the confidence of the board and staff. Our focused hiring practices are responsible for our amazing principals, teachers, and staff and several of our schools have been achievement winners or Schools of Distinction. Last year three of our seven schools were recognized (Appendix C).

We see evidence that our strategic plan and our focus on high standards is driving student success.

Standard 2 evidence: insert up to three pages of evidence below this line

- Appendix A – Strategic Plan Goals and Objectives
- Appendix B – CEE Critical Indicators of District Performance
- Appendix C – 2015-2016 Significant Accomplishments for Teaching and Learning

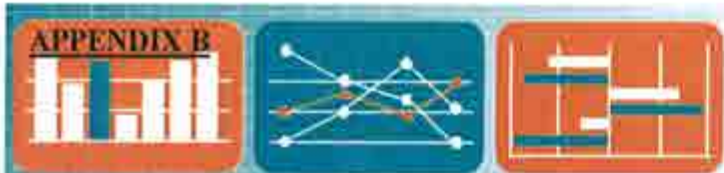
APPENDIX A

Strategic Plan Goals & Objectives

Goals are organizational outcomes that define what an organization is aiming to accomplish both programmatically and organizationally. Objectives define how the organization operationalizes the goals. Goals are measurable targets that include tasks, timelines, method of measurements, and assignment of responsibilities.

The following list identifies the goals and objectives. The remaining pages in this section describe in detail the goals, objectives and tasks.

- Goal 1 Increase the academic achievement of all students.**
- 1A Develop a collaborative process integrating department perspectives to focus on student outcomes.
 - 1B Improve student growth for all students in all areas.
 - 1C Improve student growth for at-risk students in all areas.
 - 1D Use technology to promote student growth.
 - 1E Identify and plan for the Classroom of the Future.
- Goal 2 Provide a financial process, business practices, and safe facilities to support the improvement of student learning.**
- 2A Provide a financial process that strengthens student learning and leverages financial markets to the benefit of the district taxpayers.
 - 2B Establish and implement a prioritized list of property acquisition and projects consistent with capital projects levy financing with the consent of the School Board.
 - 2C Manage all aspects of the district's Safety and Emergency Operations Plans.
 - 2D Continue to conduct reviews of the School Board's policies.
- Goal 3 Provide Human Resources and Communication practices to improve student learning.**
- 3A Continue to implement the 2013-2018 Human Resources (HR) Plan.
 - 3B Develop and implement the district's 2016-2019 Communications Plan process.
 - 3C Cultivate increased community outreach.



RIVERVIEW SCHOOL DISTRICT CRITICAL INDICATORS OF DISTRICT PERFORMANCE

Riverview School District - Indicators of District Performance

As stewards of the community, the leadership and staff of Riverview School District are entrusted with the education of the students of the Riverview Community. We are dedicated to the vision **to become a national model of educational excellence**. Our mission is to **Educate Children** and the goals in our strategic plan:

Goal 1: Increase the academic achievement of all students.

Goal 2: Provide a financial process, business practices, and safe facilities to support the improvement of student learning.

Goal 3: Provide human resources and communication practices to improve student learning.

The School Board are five dedicated community members, elected by you, our community, to oversee the operations and guide the school district. The Board approved focus areas:

Focus on District Outcomes and Indicators

Personalize Student learning

The School Board, working with district leadership and the Center for Educational Effectiveness have designed these critical indicators of district performance to help us monitor our progress toward achieving our mission.

- A. Academic Performance: In the core areas of English/Language Arts, Mathematics, and Science, how are we doing?
- B. Post-Secondary Readiness: Our role is to prepare our graduates for a future which enables them to become contributing members of our local and global community. For most, this implies being ready for educational opportunities or training beyond High School.
- C. Graduation Rate: One of the ultimate outcome measures of a *successful* K-12 system.
- D. Post-secondary Enrollment: Post-secondary readiness and graduation rates are leading indicators of opportunities beyond High School; it is also a critical measure to monitor the actual enrollment of our students in post-secondary educational institutions.
- E. Fiscal Stability. While the preceding indicators represent education processes and outcomes, we must operate in a responsible manner that ensures the fiscal stability of the district.

APPENDIX C

Strategic Plan Significant Accomplishments for 2015-2016

Goal 1: Teaching and Learning

- Two schools (Cherry Valley and Carnation) received Washington Achievement Award and one Alternative Program (PARADE) chosen as School of Distinction.
- AP Honor Roll for Expanding Opportunity and Improving Performance of AP Students. One of only nine school districts in the state to be recognized this year. Fourth year in a row for recognition.
- Systematic professional development continued to improve, district-wide and with administrative team. Marcy Yoshida's training on Danielson Framework is an example.
- Implemented Professional Development online registration system
- Refined assessment calendar
- Hired three Professional Learning Leaders (PLL)
- Created systems for job-embedded professional learning
- Created and began Math Leadership Team
- Provided professional learning for secondary science departments
- Continued professional learning with Ad-Council on Danielson Framework
- Implemented district defined assessments in Homeroom
- Second year of implementation of Transforming Professional Learning Committee
- Continued work on Reading and Science curriculum adoptions
- Continued collaborative work with Student Services and Technology Department
- Continued library media specialist professional community
- Continued math professional learning with Mary Ann Stine
- Provided professional learning with PLLs to incorporate student discourse into lessons at all levels
- Began set-up of new Career Center software
- Expanded summer school to targeted students at Tolt Middle School
- Successful implementation of Smarter Balanced Assessments
- Data continues to be used to monitor student growth

Standard 3: Create conditions district wide for student and staff success

Benchmark: *Employing and supporting quality teachers, administrators and other staff and providing for their professional development.*

- Indicators:
1. Does the board require and support recruitment of highly effective staff? Yes
 2. Does the board have policies in place to hire, evaluate and retain qualified staff to meet the needs of students? Yes
 3. Does board policy support and promote continuous staff development and mentoring? Yes
 4. Does the board celebrate and publicize staff successes? Yes

Enter narrative here, and underline it.

The board and superintendent are focused on student and staff success with key markers identified in our strategic plan (Appendix A). The board leads by example and makes it a priority to attend professional development opportunities several times a year. This year we are supporting our students and staff by making it a priority to have a counselor full-time in every elementary school. We know that our students need emotional health supports, as well as support with post high school plans. We also have partnerships with community organizations to support our students. We recognize that "student activities" are important to student success with more 90% our high school students involved in either athletics, activities, arts, and academic organizations.

Attached is a list of the 2015-2016 Professional Learning Leaders (PLL's) Accomplishments (Appendix B), which are all focused on raising the bar on teaching and learning. Also, we fund ITL's (Information Technology Leaders) and recently began funding instructional coaches for job-embedded professional development, who assist our teaching staff with ideas and coaching. The board supports our staff through successful negotiations with our unions and strive for win-win solutions.

We celebrate our students and staff successes at board meetings and in our minutes, on website, and through social media. We highlight a staff member monthly in our employee highlights section on the web (Appendix C). The board is also researching the Classroom of the Future and what teaching and learning will look like in 5-10 years.

The board gives two scholarships every year to an outstanding student and for our senior student representative to the board to celebrate their hard work and success.

We support our students and staff at a very high level.

Standard 3 evidence: insert up to three pages of evidence below this line

- Appendix A – Strategic Plan Status – Human Resources and Communications
- Appendix B – 2015-2016 Professional Learning Leaders Accomplishments Riverview
- Appendix C – Employee Highlight

APPENDIX A

From the minutes of the School Board meeting held on November 25, 2016.

Strategic Plan Status

Goal 3: Provide Human Resources and Communication practices to improve student learning.

Object 3A: Continue to implement the 2013-2018 Human Resources (HR) Plan.

Task 1: Recruit, select and retain highly qualified staff to increase student learning and report turnover/retention data. The Human Resources (HR) Team of Janet Gavigan, Director of HR, Donna Reier, HR Coordinator, and Stacy Cook, HR Program Assistant provided a PowerPoint presentation.

Donna Reier provided an overview of the 2014-2015 turnover data, which shows the district filled 85 open positions, hired 41 new certificated staff, and 25 new classified staff. This includes an additional 9.9 FTE certificated staff and 4.25 FTE classified staff. Our turnover certificated staff rose from 10.75% in 2013-14 to 13.74% in 2014-15, which includes retirements. Classified staff turnover rose slightly from 6.33% to 6.74%. Certificated administrative turnover went down from 7.14% in 2013-14 to 0% in 2014-15 and classified administrative turnover also went down from 16.67% to 0%. Classified exempt stayed at 0% for the second year in a row. Ms. Reier also went over the percentages of Baby Boomers, Generation X and Millennials and what the forecast holds regarding a tsunami of retirements.

Janet Gavigan explained the HR recruitment venues and strategies for 2015. With so many openings this year, the HR Department wanted to create more presence on the Riverview website, differentiate postings by position, attend career and job fairs, post on nation-wide sites, and use Facebook, Twitter, Constant Contact articles, reader board and newspaper announcements to increase the pool of applicants. This resulted in 994 applicants, which includes duplicates.

Stacy Cook went over the statistics about how applicants learned about the district. The majority learned about the district from district employees (44%), then community members (15%), job postings (13%), district website (10%) and job fairs (7%). Ms. Cook also said we currently have 1,247 volunteers in the district and 163 substitutes (certificated and classified).

Ms. Gavigan said they have learned that they need to start recruiting early for the coming school year. They are continuing to look at other ways to market the district to increase recruitment.

Mr. Edwards commented that he loved the enthusiasm in HR and the Riverview School District.

Ms. Fletcher thanked the HR Department for their informative presentation.

Object 3C: Cultivate increased community outreach.

Task 7: Begin to spotlight alumni with alumni recognition and feature articles. Mike Ward, Communications Coordinator, reported that spotlighting alumni is in the works. He is currently working on a story about Wes Pierce, who is a CHS grad and now a teacher in the district.

APPENDIX B

2015-2016 Professional Learning Leaders Accomplishments

K-12

- Created and carried out District Directed Day presentation and trainings
- Developed and taught Close Reading Book Study
- Attended Literacy Team Meetings
- Modeled lessons
 - Math
 - Active Listening
 - Writing
- Completed coaching cycles
- Worked with Matt Stewart to develop more robust New Teacher program
- Received additional Homeroom training in weekly meetings
- Collaborated and assisted Ben Hambleton to model Glad strategies in classrooms
- Leads on the TPL committee
- Completed, prepared, trained, scored and uploaded Performance Tasks to Homeroom
 - Developed scoring activities for buildings
- Assisted Karen Mayfield with iPad training
- Weekly meetings with principals
- Working with individual teachers when requested
- Working with Connie Schutte as the ELA Fellow for PSED
- Providing consistent communication throughout the District
- PLL Book Study- *Leading for Differentiation, Growing Teachers Who Grow Kids*, Tomlinson
- Attended Mentoring Meetings Bi Monthly
- Training and Regional Leadership Meetings
- PSED Math Leaders Cohort
- PSED Literacy Leaders Cohort
- Danielson Training with Marcy Yoshida
- Leading Adult Learners
- Teaching, Learning, Coaching Conference with Jim Knight
- MAP Training
- Homeroom Training
- BEST Mentoring-OSPI
- One Note Training



K-5

- Developed Math Leadership Teams
 - Facilitated trainings with Mary Ann Stine
 - Developed schedule to do studio classroom work
- Completed Performance Tasks that were not complete
 - Created anchor sets

6-12

- Attended OEL training with Science Departments
- Attend TPL Regional Meetings Bi Monthly
- Planned and lead TPL Meetings
- Creating Anchor Sets for Performance Tasks
- Creating and facilitating CCS online book study Fall & Winter
- Supporting teachers on the evaluation system
- Responding to individual teacher needs
- Pulling data in Homeroom

Opportunities

- Need clear definition of PLL role
- PLL's spread VERY thin
- Requests by building administrators that don't fit within the scope of the PLL work
- Support needed at secondary for math/science
- Continued work to bring Tech Integration Specialists, Ben Hambleton, Carol Gould together as collaborative team

Possible Plans for Next Year

- Designate one elementary PLL as the ELA Lead
- Designate one elementary PLL as the Math Lead
- Rotation would include one week in each building and one week for planning, organizing, designing, meeting together
- Keeping weekly schedule and changing building designations to balance "caseload"
- Plan who to assist Tracie at a secondary level
- Have one book study with a district focus
- Increase training on Homeroom
- Provide session at PLC in Issaquah and Summer Teachers Institute
- New Mentor Program Design: Support would be provided in the buildings throughout the year using a coaching cycle model.

APPENDIX C

Riverview Employee Highlight - Shelley Heinson



"Becoming an educator is the fulfillment of a lifelong dream," shares Stillwater Elementary third grade teacher Shelley Heinson. "I think I always wanted to become a teacher from the time I was a little girl, living in Edmonds. There was a little girl in my neighborhood with Down Syndrome and I soon became fast friends with her and enjoyed teaching her all the things I was learning in school."

Those moments shared with a childhood friend, along with fond memories of her first and second grade teachers, instilled a love of learning within Heinson, making her first experiences going to school a fun adventure. Even as she explored different career paths before becoming an educator, one constant has permeated throughout her working life - she has always placed herself in the position of wanting to help other people.

"Prior to receiving my teaching certificate, I worked in the medical field where I managed doctors and staff. When I returned to the workforce, I was employed by a solo physician, and had opportunities to do some front office work, manage, and even assist with the practice. Eventually though, I grew restless and decided to return to school."

The time spent in the medical field made Heinson see an opportunity to become a professor of nursing. She returned to school and began taking prerequisite nursing courses. However, a fortuitous series of challenges shuttered those plans. "I kept running into long waiting lists to enter the program and those frustrations, and a love of teaching, steered me toward elementary education."

Upon arriving at Stillwater Elementary in 2007, Heinson began teaching first grade, then second grade for three years, and then, as she describes, "I graduated up to third grade and have been teaching awesome eight- and nine-year-olds for the last five years."

"Shelley Heinson has one of the biggest hearts I have ever encountered," says Stillwater Principal, Jack Madigan. "She is a student advocate that believes every child can succeed and won't stop helping them until they do. Shelley is also very committed to own personal learning and is continually taking classes to improve her craft as a teacher. Mrs. Heinson is a leader by example and we are fortunate to have her on our staff at Stillwater."

In November 2015, Heinson became the Riverview School District's 24th National Board Certified Teacher, completing a rigorous, study-intensive program focusing on expert evaluation, self-assessment and peer review. Defined by a life of constantly trying to improve her skills to make greater impacts on her students, it comes as perhaps no surprise that when Riverview School District Superintendent Dr. Anthony L. Smith invited her to receive her recognition this past January from the Riverview School Board of Directors, she was unable to attend, required to be present for a class she needed to complete her Master's Degree. She graduates this June.

From young friends in the neighborhood where she grew up, to doctors, nurses, office staff, colleagues, peers, or that third-grade student tackling their latest class assignment, Heinson's ability in showing her students that learning can be fun and engaging makes her a teacher everyone admires. "My favorite part of teaching is being able to facilitate learning, where my students are so enthralled in the process that they are motivating and inspiring one another every day.

Opportunity gap

The benchmarks addressed above may or may not allow for the best examples of how your board addressed the opportunity gap over the past year, so please answer the following questions:

1. What decisions did your board make this past year to positively change the opportunity gap? See narratives below.
2. What evidence of success resulted from previous decisions by the board? See Appendix 1 and 2 with opportunity gap explanations below.
3. Demonstrate how you analyze data and how you apply the results towards closing the opportunity gap. The school board contracts with Center for Educational Effectiveness and analyzes data, including subgroup data and trends at a Work Study that includes the Superintendent and Director of Teaching and Learning each year.

Enter narrative here, and underline it.

Decision to continue to add to our excellent alternative school offerings by adding a 7th period credit recovery class at our high school and adding credit accrual courses in the summer at low cost for the first time, complemented by our K-12 Parent Partnership Program, and 9-12 Alternative Programs. This has resulted in consistent extended district graduation rates of over 90%.

Decision to host two Student Voice Work Study Roundtables: One with middle school students and one with high school students. This was the first time in district history that the student groups we met with directly matched our demographics. It was enlightening to have Students of Poverty, English Learners, Hispanic Students, Special Needs Students, as well as Students Across the Board give us direct feedback on successes and opportunities for improvement, all of which were acted upon.

Decision to increase partnerships with Post-Secondary and Early Childhood Agencies/Institutions: Contracted with Encompass to oversee ECEAP (Early Childhood and Education Assistance Program). Supported the superintendent in meeting with Eastside College Presidents and Superintendents to complete articulated pathway opportunities, including additional Tech Prep and College in the High School. This also resulted in the first ESL class for Hispanic Parents.

Decision to include Equity and Access as a priority for the District Moving Forward: Board members, the superintendent, and the entire administrative team enlisted in various trainings in anticipation of a 5-year Equity and Access plan to be implemented in 2016-2017.

Decision to implement and support 1:1 technology plan to increase student access and proficiency around technology: This five-year plan is designed to reduce the opportunity gap by providing laptop or tablet access for every student. Cloud based computing and Office 365 collaboration tools will also improve access for all students.

Opportunity gap evidence: insert up to three pages of evidence below this line

- Appendix A – SchoolDigger District Combined Index of Science, Math, and English Language Arts shows upward trend line and places the district as 18th best in the state.
- Appendix B – OSPI Report Card shows promising results and generally upward trends in two-year SBA and Science data. Note: Our district is one of two districts in the state to earn AP Honor Roll distinction four years in a row for Expanding Opportunity and Improving Performance of AP Students.

APPENDIX A

 School Rankings



Home / Washington / Riverview School District

Best Public Schools in Riverview School District

District Summary

15510 1st Ave NE
Duvall, WA 98019
(425) 844-4500

Grades served: PK, KG-12
Students: 3,322

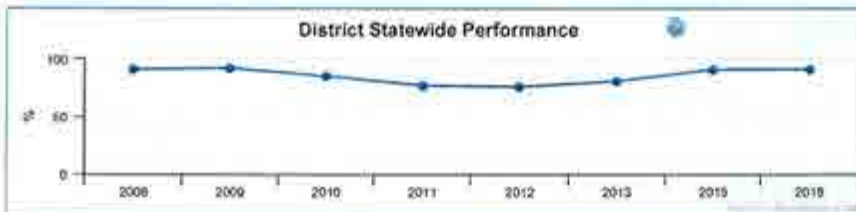
SchoolDigger Rank

18th of 203 Washington districts



Primary Schools: 4
Middle Schools: 1
High Schools: 2
Alternative Schools: 2

See the 2016 Washington District rankings!



We found 9 schools.

Schools: All Public | Sort by: SchoolDigger Rank | My Schools: 0 | Boundaries: District | Color: School Rank

List / Map Table

- Cedarcrest High School**
Riverview School District
Public 9-12
Rank: 15th of 306
Students: 937
★★★★★
- Carnation Elementary School**
Riverview School District
Public PK, KG-5
Rank: 160th of 1053
Students: 405
★★★★☆
- Toit Middle School**
Riverview School District
Public 6-8
Rank: 92nd of 441
Students: 730
★★★★☆
- Stillwater Elementary**

> Small Map Load more schools when map is moved

APPENDIX B



District | Non-District | ESD | P-20 High School Feedback

Tools: Compare My School

Summary | AYP | CTE | AMO | WaKIDS | HS Dual Credit | Graduation Progress Report

MSP/HSPE | EOC | Smarter Balanced | WAAS PORT | WA-AIM | WELPA | NAEP

Summary | Riverview School District | Search: School District

District > Washington State > Office of Superintendent of Public Instruction > Riverview School District

Print Friendly

Riverview School District

Superintendent Anthony Smith
425.844.4500

District Web Site

15510 1st Ave NE DUVALL 98019
Puget Sound Educational Service District 121

Select a year: 2015-16

2015-16 Results (Administration Info)

Grade Level	SBA ELA	SBA Math
3rd Grade	69.7%	73.0%
4th Grade	64.0%	66.0%
5th Grade	70.2%	57.3%
6th Grade	73.0%	59.6%
7th Grade	69.5%	58.1%
8th Grade	71.3%	45.3%
11th Grade	87.6%	45.4%

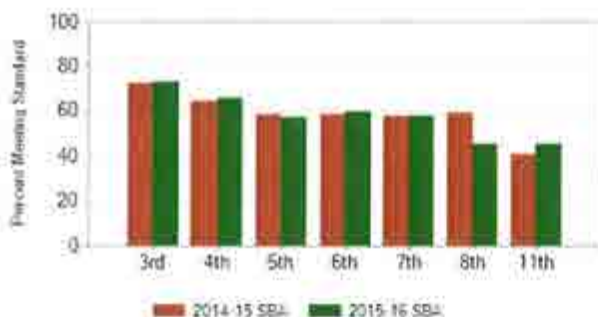
Grade Level	MSP Science
5th Grade	76.5%
8th Grade	84.4%

Grade Level *	EOC Biology
10th Grade	87.5%

English Language Arts



Math

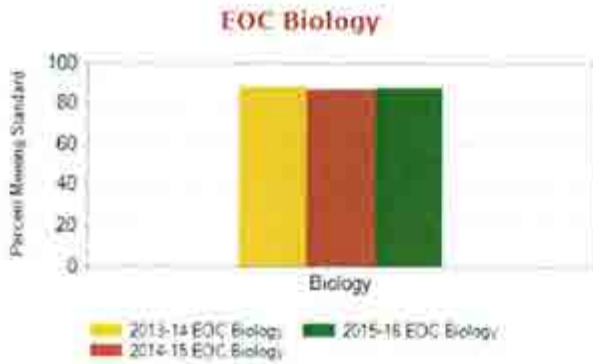
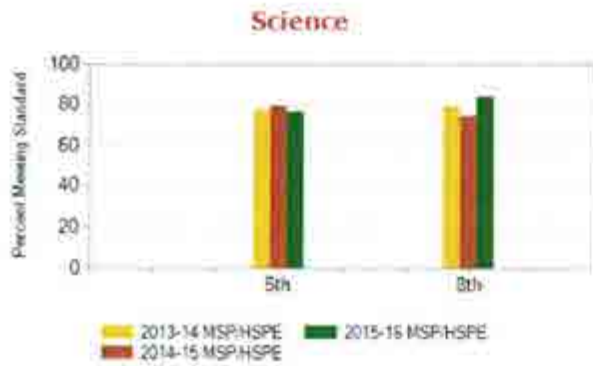


Student Demographics

Enrollment	
October 2015 Student Count	3,247
May 2016 Student Count	3,266
Gender (October 2015)	
Male	1,601 49.3%
Female	1,646 50.7%
Race/Ethnicity (October 2015)	
Hispanic / Latino of any race(s)	423 13.0%
American Indian / Alaskan Native	17 0.5%
Asian	90 2.8%
Black / African American	15 0.5%
Native Hawaiian / Other Pacific Islander	11 0.3%
White	2,543 78.3%
Two or More Races	148 4.6%
Special Programs	
Free or Reduced-Price Meals (May 2016)	484 14.8%
Special Education (May 2016)	373 11.4%
Transitional Bilingual (May 2016)	132 4.0%
Migrant (May 2016)	5 0.2%
Section 504 (May 2016)	116 3.6%
Other Information (more info)	
Unexcused Absence Rate (2015-16)	309 0.1%
Adjusted 4-Year Cohort Graduation Rate (Class of 2015)	90.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2014)	91.8%
College/University enrollment rates of graduates	

Teacher Information (2015-16) (more info)

Classroom Teachers	181
Hispanic / Latino of any race(s)	
Asian	3
Black / African American	1
White	172
Two or More Races	2
Average Years of Teacher Experience	11.8
Hispanic / Latino of any race(s)	
Asian	12.9
Black / African American	1.9
White	11.8
Two or More Races	19.6
Teachers with at least a Master's Degree	68.5%
Total number of teachers who teach core academic classes	153
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	543
ESEA Highly Qualified Teacher Information	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	96.3%



* End of Course (EOC) Biology is administered in any grade in which the course is offered. Prior to 2015, EOC Math exams were given in any grade in which the course is offered and served as the state's accountability test in mathematics. As of 2015, EOC Math tests are taken only for the purpose of meeting assessment graduation requirements by students in the classes of 2018 and prior.

** The "Makeup" exam was given to students who had already completed the Year 1 or Year 2 coursework. It was not a "retake".

% of classes taught by teachers who do not meet ESEA HQ definition	3.7%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	93.3%
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	6.7%
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	95.1%
% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	4.9%

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[Data Files](#)

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