



School Improvement Plan

River Valley Middle High School

River Valley School District

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TABLE OF CONTENTS

Introduction	1
Executive Summary	
Introduction	3
Description of the School	4
School's Purpose	7
Notable Achievements and Areas of Improvement	9
Additional Information	11
Improvement Plan Stakeholder Involvement	
Introduction	14
Improvement Planning Process	15
School Data Analysis	
Introduction	18
Demographic Data	19
Process Data	22
Achievement/Outcome Data	26
Perception Data	32
Summary	37

School Additional Requirements Diagnostic

Introduction 40
School Additional Requirements Diagnostic 41

Title I Targeted Assistance Diagnostic

Introduction 44
Component 1: Needs Assessment 45
Component 2: Services to Eligible Students 47
Component 3: Incorporated Into Existing School Program Planning 48
Component 4: Instructional Strategies 49
Component 5: Title I and Regular Education Coordination 51
Component 6: Instruction by Highly Qualified Staff 52
Component 7: High Quality and Ongoing Professional Development/Learning 53
Component 8: Strategies to Increase Parental Involvement 54
Component 9: Coordination of Title I and Other Resources 57
Component 10: Ongoing Review of Student Progress 59
Evaluation 60

2016/17 School Improvement Plan

Overview 62
Goals Summary 63
 Goal 1: 85% of all students will demonstrate proficiency in math by June 30, 2022..... 64
 Goal 2: 85% of all students will demonstrate proficiency in reading by June 30, 2022..... 70
 Goal 3: 85% of all students will demonstrate proficiency in writing by June 30, 2022..... 76
 Goal 4: 85% of all students will demonstrate proficiency in science by June 30, 2022..... 82

Goal 5: 85% of all students will demonstrate proficiency in social studies by June 30, 2022.....	88
Activity Summary by Funding Source.....	95

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

COMMUNITY

The River Valley School District is located in southwestern Berrien County in the state of Michigan. The school district covers an area encompassing the towns and villages of Three Oaks, Sawyer, Harbert, New Troy, Galien and Lakeside. I-94 and the Red Arrow Highway traverse the district which includes the Warren Dunes State Park. We are just a short drive from South Bend, Indiana, and St. Joseph, Michigan and Three Oaks is just 100 minutes from Chicago.

Our school district is a quiet, rural area that emphasizes agricultural commodities. The area is a popular vacation destination for nearby Chicagoans and many out-of-state residents occupy summer homes, which contributes to our tax base. River Valley Schools draws from a population of approximately five thousand people living in nine townships. The community supports two elementary buildings and one middle/high school building. River Valley School District is debt free! The River Valley School District is part of the Berrien County Region Education Service Agency which offers many academic opportunities throughout the county.

STUDENT INFORMATION

The Middle School and High School programs are housed together in one building encompassing grades 6-12. While some staff is unique to just the middle school or the high school, the majority of staff teaches both middle school and high school levels. Most subject areas have a single instructor teaching each of the sections for that course (e.g., one Algebra I teacher, one English 9 teacher).

There were 307 students enrolled in 2015-16, with 21 full-time RVMHS teachers, two counselors, and two administrators. All are certified in their areas and many hold a Master's Degree or above. Eighty-nine percent of the student body is Caucasian. Our socioeconomic subgroup is reported at 42.8%. It was noted by all stakeholder groups that our smaller size is an asset to students. Students and parents feel that students have better access to teachers and instructional support.

CURRICULUM

River Valley's Middle/High School curriculum meets or exceeds Michigan Department of Education requirements in all subjects and integrates state and national core standards. Subject area curricula and materials are evaluated and revised through the River Valley Curriculum Council and departmental meetings.

The secondary school program offers students many options as they prepare for post-secondary education and/or the workforce. The curriculum presents to students a wide variety of subject areas including foreign languages, business, and fine arts courses which draw interest and enthusiasm for students. Berrien County does not have a vocational center, however, River Valley High School students are afforded the opportunity to take Career & Technical Education (CTE) shared-time classes in their career pathways and/or direct credit courses through Lake Michigan College. CTE programs are offered at River Valley as well as through a local consortium program.

credits of Social Studies, one credit of Health/Physical Education, one credit of fine arts.

In addition to traditional high school courses, River Valley High School offers many alternatives to students who learn at a different pace. These alternatives include virtual classes, dual enrollment course for college credit, and Berrien County CTE programs. Virtual courses may be taken for credit redemption, acceleration, and/or course offering not offered in-house. River Valley offers an Advanced Placement U.S. History course.

Though the core courses of Language Arts, Science, Social Studies, and Mathematics provide the foundation of our curriculum, students are encouraged to seek out electives that in some way will enrich their lives and guide them in their career pathways. Once in high school, students are encouraged to follow one of six career pathways: Arts and Communication; Business, Management, and Marketing Technology; Engineering, Manufacturing and Industrial Technology; Agriscience; Human Services; or Health Sciences.

The River Valley School District is proud of its academic, artistic and athletic achievements. By combining ample opportunity, flexible scheduling and dynamic teaching, we can provide diverse programs that allow a student to participate in activities of their choice. Once a student has established themselves in the core curriculum, there is nothing holding them back to enrich their academic progress or spark their creativity. Qualifying students are able to earn dual enrollment college credits on site in English, Culinary Arts and Accounting. There are many paths to follow:

- Sciences: River Valley offers courses which can set the stage for a career in forensics, biology, physical science or chemistry.
- Business Services and Technology: This curriculum not only provides the business foundation courses, but allows students to advance into international business, accounting, eCommerce, and more. River Valley was the first school in Berrien County to offer Direct Credit business courses with Lake Michigan College. The River Valley Chapter of the Business Professional of America (BPA) has a strong showing at regional and state competitions. Through a local business partnership students participate in a Social Media Marketing internship program.
- Foreign language: Our middle and high school offers a multi-year program in Spanish. Students also have the opportunity to participate in Spanish Club and international field trips. Qualifying students may take a high-school credit Spanish course in their 8th grade year.
- Instrumental Music and Choir Program: Our instrumental music program starts with participation in band beginning in the sixth grade, continues with participation in the Middle School Band, and then advances to the Marching and Concert Bands at the high school level. The River Valley Marching Mustangs have taken Division I ratings at competition for multiple years. The choir program features both Middle School and High School Concert Choirs. Students can develop as well-rounded musicians by participating in both the band and choir programs.
- Fine and Performing Arts: The foundation for art begins at our elementary schools and is reinforced once the student enters the Middle School program. Artists can pursue fundamental skills, 2-Dimensional, 3-Dimensional, and independent study. Artists have opportunities to enter work in multiple local art shows. Drama and theater are supported by an active Drama Club.
- Physical Fitness and Athletics: Just as we provide tools to stimulate academic achievement, the River Valley School District provides the opportunity to build a strong, healthy body to carry on life's work and enjoy its pleasures. Our physical fitness program begins in the elementary schools. Beginning in the sixth grade, the students develop more of their gaming skills that include playing organized games with specific rules. Students can exercise their option to choose physical education courses as their elective in both the middle and high schools. They can also participate in middle school, junior varsity, and varsity sports teams. Our student athletes must include high academic standards, along with their physical skills, to be part of team play at River Valley Schools.

Students are graded on a 4.0 scale (plus and minus scores are not calculated in the overall grade point average). No classes are weighted. The school year includes four quarters, two semesters, and provides 1098 state approved contact hours. The school day consists of six class periods which meet on a daily basis for 60 minutes each.

River Valley Middle High School is accredited through AdvancED.

Schools in Michigan are rated on a five-color scale to report overall points earned on the Michigan Accountability Scorecard. In the 2013-14 school year, River Valley High School is rated Lime, having attained at least 70% but less than 85% of possible points. In the Statewide top to bottom ranking, River Valley High School ranks at the 60th percentile. (There will be no public reporting of the Accountability Scorecard for the 2014-15 school year. Accountability Scorecard reporting will return for the 2015-16 school year.)

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

IVER VALLEY SCHOOL DISTRICT MISSION: The mission of River Valley School District is quality education.

RIVER VALLEY SCHOOL DISTRICT VISION: The River Valley School District will:

- become an exemplary learning community that supports innovation and is committed to continuous improvement;
- be a place where a collaborative community develops curricula, instructional strategies, interventions and assessments to ensure all students learn;
- address the academic, social, emotional and physical needs of all learners; and
- prepare all students for college and career achievement through a high-quality learning environment at all grade levels.

To reach our goal, we will increase the percentages of elementary, middle and high school students who perform at the proficient levels in core academic subjects, as measured the M-STEP, ACT and/or SAT.

RIVER VALLEY SCHOOL DISTRICT BELIEFS: Administrators and staff will impact student achievement by implementing eight Key Practices that provide direction and meaning to comprehensive school improvement. The Key Practices are

1. High Expectations: Set higher expectations and help all students meet them.
2. Academic Rigor: Guide students in completing an academic core that accelerates their learning, challenges them to achieve at higher levels and appeals to their interests.
3. Career/Technical Studies: Provide opportunities for all students to engage in career/technical studies and to use technology in academic courses.
4. Students Actively Engaged: Provide varied learning activities to help all students link challenging academic content to real-world applications.
5. Teachers Working Together: Provide all teachers time to work together to plan, develop and conduct high-quality learning experiences and to share student work that meets standards.
6. Guidance: Base guidance activities on the belief that all students matter and that they need long-term, personal relationships with adults at the school who will work with them and their parents to set learning goals and to make plans for further education and careers.
7. Extra Help: Provide a structured system of extra help and quality time that will enable all students to complete an accelerated program of study and to meet rigorous and consistent standards.
8. Data: Use data on student achievement and school and classroom practices to revise curricula, instructional strategies and interventions.

2013-2018 RIVER VALLEY SCHOOL DISTRICT STRATEGIC GOALS:

Goal Area 1: Student Achievement -- Our schools will implement relevant, rigorous curricula utilizing research-based instructional practices to improve student achievement, thereby preparing all students for college, career and life challenges in a competitive global economy.

Goal Area 2: Staff Professional Development -- The district will provide staff with relevant, research-based training to improve cross-curricular instruction where technology is an integral part to improve student achievement.

Goal Area 3: Learning Environment/Facilities -- Improve Learning Environment and Facilities.

Goal Area 4: Community Relations -- To Increase engagement between the River Valley School District and the community.

RIVER VALLEY MIDDLE HIGH SCHOOL CORE VALUES: "PRIDE"

- Plan for your future
- Raise your expectations
- Inspire progress
- Dare to try
- Expect to excel

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In 2015-16, the River Valley Business Professionals of America had 12 members. At the BPA Region 10 Conference, ten members qualified in 11 events to participate in the State Conference. The Economic Research Team placed 7th at the State Conference.

A high percentage of students annually receive the WorkKeys National Career Readiness Certificate based on scores received on the WorkKeys assessment. In 2014-15, 100% of 11th grade students earned the certificate.

Our National Honor Society chapter, Phoebus, has an average GPA of 3.80. In 2016, eleven students were inducted. Our 2011 NHS president, a CMU graduate, earned a full ride tuition scholarship to pursue a doctoral degree at Harvard.

River Valley Middle High School has developed a positive behavior support system through the MiBLSi grant. Through the Student Achievement Framework model, River Valley Middle High School has developed systematic pyramid of interventions matched to student needs through the careful analysis of student learning rate data. All students are benchmark tested in reading and math followed up by data review days for planning of instructional programming. RTI time is imbedded into the school day for all students. Twice weekly, 42 minutes is devoted to interventions and enrichment activities.

RV Drama Club students put on productions of both "Fairy Tale Unit" and "Pirates of Penzance" during the 2015-16 school year.

Performing Arts Awards and distinctions:

- The River Valley High School Marching Band earned first division ratings at the MSBOA marching band festival this fall. They took 2nd place at the Otsego Marching Band invitational, the Lakeshore Marching Band Competition, and the Jenison Band Invitational.
- The high school choir earned a "Good" (equivalent of a second division rating) rating at solo and ensemble. The small men's ensemble earned an "excellent" rating and were eligible for state competition.
- Three 8th grade students auditioned and were accepted to the Lake Michigan Youth Orchestra which is typically comprised of high school students in the tri-county area (Berrien, Cass, and Van Buren counties).
- The Middle School and High School concert bands both received 1's at their band festivals.

Visual Arts Awards and distinctions:

- Several art students had their work chosen for display at the Whirlpool Technology Center.
- Two middle school students won awards at the Buchanan Art Show.
- Two students had artwork displayed at the Box Factory for the Arts. Their art was ranked in the top 100 entries.

CTE Awards and distinctions:

- The culinary students won 1st place at Tablescape and 4th place overall at the Lake Michigan College Chili Cookoff in December.
- The application for CTE status for the Culinary class was approved by the state of Michigan. \$23,000 in grants were granted for program improvements.
- Five of our top seniors were recognized at the BCS Conference All-Academic luncheon.

The FIRST Robotics competition team (Team #5745 "The Gearheads") competed in two district events. The team ranked 301th in the state of Michigan out of 411 teams.

Schoology was implemented as a classroom management tool. Two staff members presented on the use of the Schoology platform at the MACUL conference in March.

A social worker was added to the staff.

Parent attendance: Back-to-School Night -- 78 students represented by 76 parents. Fall conferences 70% of students represented by a parent at conferences. Spring conferences 54% of students represented by a parent at conferences.

Each high school class did college visits. Colleges toured included: Notre Dame, Grand Valley, Western, Lake Michigan College, and Southwest Michigan College.

After school supervision is available for students in the library after school.

The middle school science Olympiad team took home honors in every event they participated in.

A new science curriculum was proposed and approved by the school board for implementation in the 2016-17 school year.

Middle School students are given the opportunity to compete in the Modern Woodmen School Speech Contest. The 2015-16 topic was "Hunger in America". To prepare for this contest, all students researched the topic and gave a 3-5 minute speech in their own words to their Language Arts class. Six students progressed to the district level speech contest. River Valley Middle School has participated in this oration contest since the early 1980s.

One student placed second in the annual Rotary Club Essay Contest. The contest is countywide, and only one senior per school is nominate to participate.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

OPPORTUNITIES FOR STUDENT INVOLVEMENT:

Multiple sport activities are run on a competitive basis and several clubs and organizations are presently active at River Valley. In addition, a wide variety of other extra-curricular activities are offered which appeal to students at all levels. These activities are offered to both males and females.

Writing, Publication, & Editorial Opportunities

- Yearbook

Special Interest, Leadership, & Competitive Opportunities

- Business Professionals of America (BPA)
- Drama/Theater
- FIRST Robotics
- National Honor Society
- Spanish Club
- Student Congress
- Talent Show
- Heart and Soul (Girls on the Run)
- Expanding Your Horizons (STEM)

Musical Opportunities

- Choir
- Concert/Marching Band
- Jazz Band
- Pep Band

Athletic Opportunities

- Baseball
- Basketball (Boys & Girls)
- Cheerleading
- Cross Country
- Football
- Golf
- Softball
- Track
- Volleyball
- Wrestling

Travel Opportunities

- In 2013 the River Valley Spanish Club traveled to Puerto Rico. The Spanish Club will return to Puerto Rico in 2016.
- Every summer, 8th grade students travel to Washington, D.C.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Members of the School Instructional Leadership Team (SILT) include both building administrators, all department chairpersons, and parent representatives. Department chairpersons are selected through an application process. Parent members are invited based on responses to the request for volunteers issued to all families in the fall.

An agenda is determined by the facilitating administrator with input from SILT members prior to the meeting date. Minutes from SILT meetings are distributed to all SILT members via email following the meeting. An ongoing Action Plan detailing assigned action items and due dates is available to all SILT members in a shared document; members are asked to frequently review and update the Action Plan. Other communications are shared via email as they become available throughout the month.

The meeting schedule is set prior to the beginning of the school year and is published in the staff handbook. Meetings are scheduled to be held immediately after school. The general meeting is held on the first Monday of the month. This meeting covers school improvement items. The work session meeting is held on the same date as the district improvement team meetings and gives members time to work on action plan items. Parents/community members are not invited to attend the work session meeting so that SILT members may review student data and speak about specific student concerns if needed. In addition, three full work days were set aside for SILT members to meet with Intervention Team members to review and analyze benchmark data in order to make educational decisions; parents were not invited to participate in data review days.

Two administrators and two department chairpersons attend the district school improvement meetings following the SILT work sessions.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The SILT consists of two building administrators and five department chairpersons. Each SILT member is assigned one or more roles during meetings. In addition each SILT member is asked to review documents and/or diagnostic data prior to meetings and to complete Action Plan items on an ongoing basis as assigned.

SILT members discuss school improvement plan progress and concerns in their department meetings based on agenda items determined at SILT committee meetings. These discussions and discussions at the District Improvement Meetings form the framework for the school improvement plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

reviewed and discussed based on the agenda items determined by the SILT committee.

The school improvement plan is posted on the district website for all stakeholders to access. Stakeholders without computer/internet access may request a printed copy from the school office.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

A three year trend in data shows that River Valley Middle High School enrollment has declined slightly. In 2015-16 the total enrollment was 294 students. In the 2013-14 school year the total enrollment was 332 students. This is a 11.4% decrease.

When considering economically disadvantaged students, data indicates that this number is declining. Currently 126 students (42.8% of all students) are reported as economically disadvantaged. In 2013-14 that number was 166 students (50% of all students).

A significant number of River Valley families choose to attend school in a neighboring district through the schools of choice option. In 2015-16 the total number of River Valley Middle High School students attending a neighboring school was 178; this is a 9.8% increase from the 2013-14 total which was 162 students. In contrast, 13 school of choice students from other districts enrolled at River Valley Middle High School in 2015-16 and 29 school of choice students in 2013-14.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

A three year trend in data shows that attendance rates at River Valley Middle High School have remained stable. Attendance rate data was not calculated for the combined Middle and High School grades.

In 2012-13, 107 students were identified as chronically absent. In 2014-15 this number decreased to 87 students. This is a decrease of 18.7%.

When compared to the whole student body, a greater portion of economically disadvantaged students are identified as chronically absent. In 2014-15, the number of economically disadvantaged students identified as chronically absent was 61 students (41.7% of all economically disadvantaged students, 18.9% of the total student enrollment).

There was no significant difference in attendance rates between males/females.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

The trend data for the past three years shows a decrease in the amount of discipline referrals, suspensions, and expulsions from year to year. The biggest challenge is finding ways to limit the events that contribute to out-of-school suspensions. We are committed to keeping students in the classroom as much as possible to maintain access to their education. The implementation of in-school suspension has allowed students to serve behavior consequences while continuing with their education. The number of days students spend suspended out of school has decreased each year that in-school suspension has been implemented. The challenge is to continue to utilize consequences that allow students to be productive while still satisfying the need for discipline.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

The Handbook Committee has worked to reduce student absences through a attendance portfolio procedure.

In order to increase student proficiency and engagement, the I.C.E. (Intervention.Collaboration.Enrichment) period was introduced in the 2014-15 school year. This time period allows students to receive extra attention or go deeper into areas of interest during the regularly scheduled school day.

Additionally, all staff collaborate in departmental groups and grade level groups to discuss students and behaviors of concern and to plan interventions for these students.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Percentages of administrators, counselors, and teachers with years of experience:

0-3 years: 8%

4-8 years: 28%

9-15 years: 28%

More than 15 years: 36%

Staff and administrators have worked together for enough years to have a shared vision and commitment to the community.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Both veteran teachers and newer teachers have much to offer students at River Valley Middle High School. The expectation is that veteran teachers have an expertise in classroom management techniques and a strong content area knowledge. Newer teachers bring a fresh vision to the school and are well versed in digital learning techniques and common core standards.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

There are many ways in which administrators influence school quality. The presence of the administrators in the school building directly affects the school culture in student behavior, staff attitude and effective instruction. Administrator attendance at professional learning activities guide initiatives.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Research indicates that the teacher is one of the most important factors in student achievement. There is a direct correlation between teacher absenteeism and student performance, therefore high value is placed on teacher attendance. The more days a teacher is out of the classroom, the lower their students tend to score on assessments.

It does however remain important that teaching staff continue to be highly qualified in their content areas and continually refine their skills in order to increase student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Staff absences due to "sick days" have decreased with the implementation of the merit pay plan. Absenteeism affects areas related to teacher effectiveness including classroom management and student achievement; these areas are considered on the teacher evaluation tool.

These areas are addressed in the school improvement plan activities:

-- Instructional Monitoring: Building administrators will develop protocols to monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

These indicators were scored at a Level 4 on the Interim Self Assessment:

- Indicator 1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.
- Indicator 2.1 The governing body establishes policies and supports practices that ensure effective administration of the school.
- Indicator 2.2 The governing body operates responsibly and functions effectively
- Indicator 2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
- Indicator 2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.
- Indicator 2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.
- Indicator 3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.
- Indicator 4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.
- Indicator 4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.
- Indicator 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.

- Indicator 4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.
- Indicator 4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.

Overall, the standard with the highest score was Standard 2: Governance and Leadership (score 3.83). Also strong was Standard 4: Resources and Support Systems (score 3.71)

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

These indicators were scored at a Level 1 on the Interim Self Assessment:

- Indicator 3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

These indicators were scored at a Level 2 on the Interim Self Assessment:

- Indicator 3.6 Teachers implement the school's instructional process in support of student learning.
- Indicator 3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.
- Indicator 3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

-- Indicator 5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Overall the standard with the lowest score was Standard 3: Teaching and Assessing for Learning (score 2.67). Another challenging area is Standard 5: Using Results for Continuous Improvement (score 2.8).

12. How might these challenges impact student achievement?

3.6 Lack of consistency could make it hard for students to know what to expect; lack of formative assessment could cause students to be left behind if teachers aren't adjusting instruction based upon students' needs.

3.8 and 3.9 Could impact students' motivation to put forth their best efforts

3.10 Lack of consistency could make students unsure about what to expect in different classes if everyone grades differently.

4.6 When students' physical, social and emotional needs are not being met, they will be distracted in the classroom which will affect learning.

5.4 If teachers are not able to use the data to prepare the students for the next level, then they may be deficient as they move on to that next level.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

We already have systems in place to address some of these challenges. These areas are addressed in the school improvement plan activities. Additionally, Indicator 3.9 and 3.10 were identified as areas for improvement in the 2013/14 AdvancED External Review; these items have specific action plans associated with them.

We can communicate the purpose of the Pyramid of Interventions. We can specifically train new staff on the Pyramid, and we can revisit the Pyramid as a whole staff to ensure that we are fully utilizing it. We can also see what's working and what's not and possibly revise the Pyramid itself. It isn't being used to its full capacity.

Work to implement research-based practices consistently and with fidelity throughout the school. Staff will participate in a book study during the 2016-17 school year designed to increase depth of instruction and quality of assessment. A Berrien RESA consultant will work with each department on a monthly basis regarding core instruction.

It is a challenge for teachers to effectively collaborate when some serve in more than one department and most teach multiple grade levels. Having PLCs meet in a common location allowed for teachers to contribute to multiple teams during the meeting time period. During the 2016-17 school year, administrators have prioritized the need to have each teacher serve in only one department.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Title 1 qualification is based on a ranking sheet. Students with disabilities are included in that ranking.

Benchmark testing in reading is conducted for students in grades 6-11 using the AIMSweb materials. An Intervention Team is in place to analysis benchmark testing data as well as other data in order to put in place interventions for tier 3 students. Students who are not making progress in tier 3 interventions are referred for special education.

Special education students are afforded the same enrichment and intervention opportunities as nondisabled peers.

All eighth grade students are able to take high school credit courses through advanced placement opportunities.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

ICE enrichment/extensions activities for all grade levels.

Virtual classes (grades 9-12)

Dual enrollment classes for college credit (grades 9-12)

Advanced Placement U.S. History (grades 11-12)

FIRST Robotics Program (grades 9-12)

Business Professionals of America (grades 9-12)

Mustang Writers (all grades, opportunity for students with a Career Pathway in writing to write and publish articles in the local newspaper)

Yearbook class (grades 10-12)

Drama/Theater Club (all grades)

National Honor Society (grades 11-12, by invitation)

Spanish Club (grades 9-12)

Student Council (grades 6-8), Student Congress (grades 9-12)

Science Olympiad (grades 6-8)

Washington DC Trip (grade 8, Discover Program)

Expanding Your Horizons (grades 6-8, STEM activity for girls)

Heart and Soul/Girls on the Run (girls in grades 6-8)

National Geography Bee (grades 6-8)

Woodman of America Oration Contest (grades 6-8)

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students have choice for ICE enrichment/extension sessions; teachers also recommend students attend certain sessions.

Many other opportunities are promoted by the teachers who advise the programs; teachers identify students who are interested in extended learning opportunities or who may benefit from them, and then teachers "recruit" these students.

Parents are notified of various opportunities via the e-newsletter, personal communication with teachers (including emails, teacher webpages and parent-teacher conferences), Middle School PTO.

Advanced placement can be requested by a parent or through teacher recommendation. Once a request/recommendation is received, a form is circulated to teachers for placement consideration. This process will be written in the Student Handbook beginning in the 2015/16 school year. Parents are required to provide input and permission for an advanced placement.

A procedure is in place for students who wish to test out of a required course in order to advance themselves. This procedure is outlined in the student handbook.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Essential Standards (which are based on CCSS) are reexamined every year to ensure that they are being implemented with fidelity and to ensure that they continue to be properly aligned. K-12 teachers will participate in aligning the essential standards in August 2015. Departmental meetings discuss progress on essential standards and make adjustments as deemed necessary.

18. How does your school use health survey/screener results (i.e. MiPHY) to improve student learning? Answer only if you completed a health survey/ screener.

The Michigan Profile for Healthy Youth (MiPHY) is an online student health survey offered by the Michigan Departments of Education and Community Health to support local and regional needs assessment. The MiPHY, administered bi-annually provides student results on health risk behaviors including substance use, violence, physical activity, nutrition, sexual behavior, and emotional health in grades 7 and 9. The survey also measures risk and protective factors most predictive of alcohol, tobacco, and other drug use and violence. MiPHY results, along with other school-reported data, helps the River Valley physical education department to make data-driven decisions in determining the focus of the health curriculum.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Closely Monitored (testing school wide)

10-12th grades have great cloze reading strategies and use textual evidence to support their claims in discussions and writing.

Students have begun to read for pleasure with the integration of SSR in the classroom

6th graders have an AR program that promotes reading for pleasure

19b. Reading- Challenges

AIMSweb and STARR data shows that we need more intervention, especially at the High School level

Comprehension (Students are focusing on reading fast instead of understanding what they are reading)

Reading for pleasure(Still many reluctant readers; over 50% of 6th graders do not meet their AR goal)

Reading for endurance (M-Step is a lengthy test)

Reading out loud with emotion

We were not able to have as many interventions sessions as we would like due to time constraints

19c. Reading- Trends

Students did better on the ELA M-Step than other subject areas

Students that struggle with reading often continue to do so in upper grade levels, which creates a gap

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The School Improvement Plan directly states that reading is a priority

There are tiered interventions during ICE for students that struggle with specific reading skills

20a. Writing- Strengths

Students are progressing as they continue through their education

The way we have our essential standards aligned supports student growth

Students are very creative with their writing

20b. Writing- Challenges

Writing sentences without MUG (Mechanics/Usage/Grammar) issues

Writing has been low on standardized tests

Getting students to write; students will purposefully not turn in writing assignments

Getting students to add specific details

Transitions

Writing a formal (no 1st/2nd person) piece

Backing up claims with citations

Students rush through their writing and do the bare minimum. They struggle with the revision process.

20c. Writing- Trends

Students that struggle with writing often continue to do so in upper grade levels, which creates a gap

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The School Improvement Plan includes writing in conjunction with reading.

There are tiered interventions during ICE for students that struggle with writing skills or revisions.

21a. Math- Strengths

ED vs. Non-ED gap is shrinking as students move through the system.

We had a sophomore that scored in the 99th% on the fall PSAT

Data we are using to place students in advanced classes matches the State testing data.

21b. Math- Challenges

Students are taking standardized assessments too fast, not taking it seriously

Figure out what's happening between 5th-6th grade.

Working with testing strategies - for students not performing.

Try asking more similar type questions that are being asked on test (ex. multiple answers).

Juniors should not be allowed to skip math class regardless.

7th Grade class in general is a challenge, many low performers

21c. Math- Trends

Boys vs. Girls

Middle School - Boys are outperforming girls in every grade, 20% in 6th, 4.9% in 7th, and 19.7% in 8th.

High School - Girls are outperforming boys by 23.1%

The gap between ED vs. Non-ED is shrinking from 6th grade to 11th grade. Is it because of relationship building?

Most of the students that are in advanced math classes are scoring advanced on the M-Step.

Work with Not proficient/Partially Proficient students on test taking skills.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Give accelerated students ICE sessions early in the year to fill any anticipated gaps

Transitioning to AIMSWeb will give us better data

Annual 5th to 6th grade transition meeting will take place to discuss supports, strengths, etc.

22a. Science- Strengths

The science staff is dedicated to their students by having extensive training in the subject matter. This core discipline is content-specific. Each science staff member is teaching in their area of expertise, as well as teaching the subject matter they are most passionate about. The science staff is consistent with classroom management and provide continuity from grade level to grade level and continually link the connections between the life, physical, and the Earth sciences. The science staff collaborate naturally and are always looking to each other for new ideas and ways to help each other become better teachers. We are visible before and after school. We assign our students to peer tutoring and arrange strategy groups in our classes to differentiate between the various learning style and abilities. We discuss testing data and we have adjusted our curriculum to best fit the needs of our students.

Our students are highly engaged and that is directly linked to what we teach. Our subject matter requires a hands-on, minds-on approach to learning. All of our classes are required, yet we are like "science whisperers" who have a special knack to get the kids excited despite the

fact some do not want to take the class. Our students are always trying and that alone will give them an education in science. Many discoveries were found out by accident, so we encourage our students to be risk-takers. We encourage our students to continually reflect on their learning. Teachers and students collaborate on ways to make every day a great day to learn something new in science.

22b. Science- Challenges

Our biggest challenge in the science department is having state-mandated classes for all students. Prior to 2007, only the college-bound students took the upper-level courses. Now, all students, no matter the reading level or ability, have to pass these classes in order to graduate from high school. We, as well as other core areas, struggle with the varied writing and reading abilities among our students. Differentiation has helped, but we have a long way to go and we are constantly adjusting what we teach and how we teach it.

Student absences has been an on-going problem. When a student misses days on end, some as many as 10-15 days, those daily experiences are not happening. Labs have to be made- up and they lose the teamwork approach that is so important in our subject. Most of these students do not even bother to get help when they are absent. This subject matter is very difficult to learn on one's own. Absenteeism is getting worse and we, as well as other staff, need tools and support with how to deal with this challenge.

22c. Science- Trends

As for achievement gaps, students struggled expressing what they know and use of scientific terms. Reading and writing have been a work in progress all year long. We use a variety of formative assessments to reach the grade level standards and benchmarks. Based on grade-level curriculum, it can be difficult using all of the activities. We would like to use and still cover everything. Summative assessment data was better this year over last year. Chapter review guides and review activities helped my students this year focus on what was expected of them on the test. We also made it a priority that all students had to redo assessments, if they were not proficient.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will continue to differentiate our classes in order to best enhance the learning of science. More of us will try the peer tutoring because that is a type of enrichment. We will incorporate more writing in the form of lab reports. Reading will always be a struggle, so we will make those adaptations as we progress with each essential standard.

23a. Social Studies- Strengths

Essential standards were met at a level above 80% proficient for all identified standards. Preliminary M-Step data shows strong performance in 11th grade proficiency.

23b. Social Studies- Challenges

The department has reported consistently a lack of work completion by students. Assignments are not being turned in at a level that is considered acceptable. ICE sessions were geared toward offering chances to get the work completed.

23c. Social Studies- Trends

The students showed tremendous ability to work with the technology for getting classwork completed. The use of Schoology was noted in several courses, including Econ, Government, US History, 7th Geography, and Current Events. Trend 2 is a strong desire for capable students to try AP courses in the department. Performance data is limited, as we are in year 2 of AP courses, but year 3 features an addition of three AP courses to the Social Studies offerings.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The school will begin to assess and report behaviors separately on report cards in 16/17. This should improve communication with parents on the lack of work completion. Secondly, the master schedule will allow a three member department to be exclusively social studies. We anticipate the efficacy of our ICE sessions will improve.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

The overall score on the student survey was 3.17 with 160 responses.

Survey responses with the highest average scores:

- In my school, the principal and teachers have high expectations of me. Score 3.65
- All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught. Score 3.57
- My school gives me multiple assessments to check my understanding of what was taught. Score 3.46
- In my school, the purpose and expectations are clearly explained to me and my family. Score 3.45
- All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed. Score 3.45
- All of my teachers explain their expectations for learning and behavior so I can be successful. Score 3.45

Student comments include:

- The teachers, most of them truly care about me and the other students and will do everything in their power to help the student in time of need.
- What I like most about my school is that teachers will help you get ready for the next grade instead of just shoving you off to the next grade with no warning of what's to come.
- I like that the school is small and that we have more one-on-one time with the teachers.
- I like that it is small and the teachers connect well with the students .

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Survey responses with the lowest average scores:

- In my school, students respect the property of others. Score 2.29
- In my school, students help each other even if they are not friends. Score 2.32
- In my school, students treat adults with respect. Score 2.38
- My school considers students' opinions when planning ways to improve the school. Score 2.43

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

- The counseling department will be encouraged to continue to offer I.C.E. sessions to build interpersonal skills of students.
- The SILT committee will continue to strengthen protocols of the positive behavior initiative program.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

he overall score on the parent survey was 3.2 with 12 responses.

Survey responses with the highest average scores:

- My child has up-to-date computers and other technology to learn. Score 3.77
- Our school's purpose statement is clearly focused on student success. Score 3.77
- My child knows the expectations for learning in all classes. Score 3.77
- Our school's governing body does not interfere with the operation or leadership of our school. Score 3.69
- Our school provides opportunities for students to participate in activities that interest them. Score 3.69

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Survey responses with the lowest average scores:

- All of my child's teachers meet his/her learning needs by individualizing instruction. Score 2.31
- All of my child's teachers keep me informed regularly of how my child is being graded. Score 2.46
- All of my child's teachers give work that challenges my child. Score 2.54

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

These areas are addressed in the school improvement plan activities:

- Active Learning Environment: Building staff will provide frequent opportunities for students to apply knowledge in a real world context. Some cross-curriculum integrated units of instruction will be taught. Many lessons will emphasize higher order thinking skills and take into account multiple aptitudes, learning styles, and intelligences.
- Student Identification for Support: Staff will identify students for supplemental support (including remediation and enrichment) by the essential standard that a student is struggling to master.

-- Targeted Intervention Professional Development: Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement in [subject area]. Topics include but are not limited to differentiated instruction, multitiered systems of support (MTSS), common core standards, smarter balance assessments, professional learning communities, and prescriptive learning.

Additionally, the issue of how students are graded is an area targeted for improvement. We are in a three-year review cycle for improving grading practices.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The overall score on the teacher/staff survey was 3.39 with 26 responses.

- Our school provides a plan for the acquisition and support of technology to support student learning. Score 4.17
- Our school's purpose statement is clearly focused on student success. Score 4.13
- All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas. Score 4.13
- In our school, a formal process is in place to support new staff members in their professional practice. Score 4.13
- Our school's leaders hold all staff members accountable for student learning. Score 4.04
- In our school, all staff members participate in continuous professional learning based on identified needs of the school. Score 4.04
- Our school provides a variety of information resources to support student learning. Score 4.04
- Our school has a continuous improvement process based on data, goals, actions, and measures for student growth. Score 4.0
- All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice. Score 4.0
- Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning). Score 4.0

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

- All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria. Score 2.7
- Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership. Score 2.91
- In our school, all school personnel regularly engage families in their children's learning progress. Score 3.04
- All teachers in our school provide students with specific and timely feedback about their learning. Score 3.26
- In our school, a professional learning program is designed to build capacity among all professional and support staff members. Score 3.26

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

These areas are addressed in the school improvement plan activities:

-- Common Grading and Reporting System: Staff will develop and implement a common grading and reporting system based on criteria corresponding to standards, knowledge, and skills attained by students. The policy will include consistent measures to demonstrate students' ability and achievements in class. All teachers will incorporate these policies into the structure of each class. In addition, the staff will be able to analyze data from grading to improve student learning. The policies, processes, and procedures will be formally evaluated on a regular basis.

-- District/Community Collaboration: Building staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.

-- Targeted Intervention Professional Development: Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), and prescriptive learning.

-- Pedagogical Professional Development: Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in math. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the MCTM Conference in order to support and advance high quality teaching and learning of mathematics for all students. Selected staff will attend the MRA Conference to improve students' skills, word study, and to learn strategies to improve assessment scores. Selected staff will attend the MSTA Conference and the NSTA Conference to improving science literacy at all levels and to ensure that all students have sufficient knowledge and skills in science and technology for success in the 21st century. Selected staff will attend the Michigan Joint Social Studies Conference to improve program development with respect to issues of significance to social studies education. Additional conferences may include, but are not limited to: Anthony Muhammad Transforming School Culture, Solution Tree Assessment NOW, Schoology NEXT User Conference, as well as offerings available at the Berrien RESA.

The School Board operating procedures details School Board oversight responsibilities.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

A stakeholder/community survey was not administered separate from the parent survey.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

A stakeholder/community survey was not administered separate from the parent survey.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

A stakeholder/community survey was not administered separate from the parent survey.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

STRENGTHS:

- The number of students identified as economically disadvantaged is declining.
- Indicator 1.3 (The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning) ranked high on all perception surveys: student score 3.39, parent score 3.67, staff score 4.00.
- Standard 1 (Purpose and Direction) ranked high on all perception surveys: student score 3.16, parent score 3.53, staff score 3.80.

CHALLENGES:

- A significant number of local families choose to place their children in neighboring school districts through the schools of choice option.
- Indicator 3.10 (Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses) was ranked 1 on the self-assessment. This was also ranked in the lowest scores on parent (score 2.96) and staff (score 3.09) perception surveys.
- Standard 5 (Using Results for Continuous Improvement) ranked low on the interim self assessment and on perception surveys: student score 2.94, parent score 3.25, staff score 3.65.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Teachers identify student attendance, student engagement, and the gap in performance on local assessments versus state assessments as areas affecting student achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Action Plan items for the 2016/17 school year will include:

- Review the Pyramid of Interventions and ICE program and revise if necessary. Review protocols with the whole staff. Train new staff members. Communicate to family members and other community stakeholders.
- Review department essential standards and revise if necessary. Review student tracking charts and teacher data collection procedures.
- Review the indicators identified for improvement in the Interim Self Assessment. Create an action plan to address these items if necessary.

- Review the survey results, needs assessments, and Mi-PHY data and address areas of need.
- Offer professional development in reading strategies for all content areas, researched based interventions, and depth of knowledge.
- Continue to strengthen the protocols of the positive behavior initiative program; remind teachers of the purpose of the lasso tickets, investigate incentives to be on time (not tardy), collect hallway data and balance areas of hallway supervision.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	N/A -- School building encompasses grades 6-12	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Available also on district website http://www.rivervalleyschools.org/district-information/districtreports/index.html	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	EDPs are completed online using the Career Cruising platform. EDP completion standards are set by the Berrien RESA consortium. All students completed their EDPs during the I.C.E. time period.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Each grade level is assigned differing areas to complete in their EDPs. Students also review and update previously entered data. During the 2015-16 school year, EDPs were completed during the I.C.E. time period.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

School Improvement Plan

River Valley Middle High School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Any person who believes that he or she has been discriminated against or denied equal opportunity or access to the District's programs, activities, or services may contact the District's Civil Rights Coordinator: Mrs. Cynthia Ursprung, MHS Principal, 15480 Three Oaks Road, Three Oaks, MI 49128, 269-756-7872.	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Compact

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	2016-17 Professional Development Plan	2016-2017 PD Plan

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Ongoing data analysis is conducted at building inservice, committee, and department meetings. Weekly collaboration meetings with all teachers are held which include grade level and department groups. The majority of data analysis meetings are conducted at the MHS in the media center.

Following administration of building benchmark assessments, members of the SILT committee, Intervention Committee, Title 1 and Special Education meet to analyze the data and make educational recommendations.

The School Data Analysis report is compiled by the Data Resource person and the SILT committee following the data analysis days. All teachers and administrators are asked for input on the portions of the School Data Analysis report which pertain to their job description.

Several parents serve on the district school improvement team

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Identification data is collected which includes socio-economic status, homeless status, AIMSweb R-CBM reading fluency and MAZE reading comprehension scores, STAR reading assessment scores, and MSTEP reading scores. These scores are assigned values (high being most at risk) and students are ranked. When determining placement in Title 1, teacher recommendation, current course grades, and MSTEP mathematics scores are also considered.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

The following student risk ranking system is used to establish need:

- MSTEP Reading Performance Score: Level 3-4 (Proficient or Advanced) = 0 points; Level 2 (Partially Proficient) = 1 point; Level 1 (Not proficient) = 2 points
- STAR Reading End Grade Equivalent (GE) Score: GE is -0.9 or above Grade level = 0 points; GE is 1 year below grade level = 1 point; GE is 2 or more years below grade level = 2 points
- 5th Grade DIBELS ORF Score: 124 or more = 0 points; 103 - 123 = 1 point; 0 - 102 = 2 points
- 5th Grade DIBELS Daze Score: 24 or more = 0 points; 18 - 23 = 1 point; 0 - 17 = 2 points
- AIMSweb R-CBM Score: 150+ = 0 points; 126 - 149 = 1 point; 0 - 125 = 2 points
- AIMSweb Maze Score: 23 or more = 0 points; 18 - 22 = 1 point; 0 - 17 = 2 points
- Homelessness and Socio-Economic status: Yes = 1 point, No = 0 points.

All students are ranked according to their score totals, organized from highest to lowest. When data is discussed in committee, only the
SY 2016-2017

ranking is viewed, other demographic data are not provided to the committee. As resources allow, services will be extended to students scoring a five or higher, in coordination with regular education and special education teachers.

Please note that the DIBELS scores are used for placement determination of 5th graders entering the 6th grade program and the AIMSweb scores are used for students currently enrolled in grades 6-8.

The committee has decided to use percentiles in the student risk ranking system for the 2016-17 school year instead of raw scores. The percentiles more accurately reflect students' ability.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Not applicable; River Valley Middle High School encompasses grades 6-12.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Students targeted for support in reading receive intervention through small group instruction. Students needing intensive support are assigned an additional class period of Title 1 reading skills instruction in a small group setting. Additional reading interventions are assigned to students during the ICE period as needed. Students not under the Title 1 program may be assigned a period of Language Skills in addition to their language arts class for additional intervention.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Strategy: Targeted Intervention - Building staff will develop and implement intervention plans based on identified individual student needs to improve student achievement in reading. Intervention plans will be monitored and revised as needed by instructional staff and administration.

- Activity: Intervention Monitoring - Building administrators will develop protocols to monitor the implementation of intervention plans through periodic visitations and program fidelity checks.

- Activity: Student Interventions - The district will employ staff to work strategically with students needing intensive and/or strategic support to improve student achievement in core skills. Staff will collaborate to develop a system of interventions to meet the needs of all students.

- Activity: Student Identification for Support - Staff will identify students for supplemental support (including remedial and enrichment) by the essential standard that a student is struggling to master.

- Activity: Targeted Intervention Professional Development - Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), and prescriptive learning.

The intervention team meets biweekly to review student data and determine appropriate interventions which could include Title 1 services.

All teachers participate in ongoing and sustained professional development activities throughout the school year designed according to specific standards which are tied to state content and student performance standards, reflect current research on teaching and learning, and are designed to have a positive impact on the teachers' performance in the classroom.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Strategy 1: Data-Driven Decision Making Building staff will utilize data to drive decisions made regarding instructional practices to improve student achievement in reading.

Strategy 2: Focused Instruction District staff will develop and implement instructional plans based on identified individual student needs to improve student achievement in reading. Instructional plans will be monitored and revised as needed by instructional staff and administration.

Strategy 3: Collaborative Learning Culture District staff will work in a collaborative manner to identify, plan, implement, and analyze protocols to improve student achievement in reading.

Strategy 4: Targeted Intervention Building staff will develop and implement intervention plans based on identified individual student needs to improve student achievement in reading. Intervention plans will be monitored and revised as needed by instructional staff and administration.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

The following research drives building initiatives:

- Boutz, Abigail L., Harvey F. Silver, Joyce W. Jackson, and Matthew J. Perini. Tools for Thoughtful Assessment: Classroom-ready Techniques for Improving Teaching and Learning. Woodbridge, NJ: Thoughtful Education Press, 2012.
- Buffum, Austin, Mike Mattos, and Chris Weber. Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree, 2009.
- Buffum, Austin, Mike Mattos, and Chris Weber. Simplifying Response to Intervention: Four Essential Guiding Principles. Bloomington, IN: Solution Tree Press, 2012.
- Dueck, Myron. Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids and Help Them Learn. Alexandria, VA: ASCD, 2014.
- Fisher, Douglas, and Nancy Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd ed. Alexandria, VA: ASCD, 2014.
- Marzano, Robert J. Formative Assessment & Standards-based Grading. Bloomington, IN: Marzano Research Laboratory, 2010.
- Muhammad, Anthony. Transforming School Culture: How to Overcome Staff Division. Bloomington, IN: Solution Tree Press, 2009.
- O'Connor, Ken. A Repair Kit for Grading: 15 Fixes for Broken Grades. 2nd ed. Boston: Pearson, 2011.
- Silver, Harvey F., Richard W. Strong, and Matthew J. Perini. Tools for Promoting Active, In-depth Learning. 2nd ed. Woodbridge, NJ: Thoughtful Education Press, 2001.
- The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF). Silver Strong & Associates. <http://www.thoughtfulclassroom.com/>

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Supplemental materials used in the Title 1 program include Read Naturally, Spelling City, readtheory.org and Scootpad. Each of these materials supports the Common Core State Standards and River Valley language arts essential standards for instruction. These materials are used in small group sessions.

All students in the building have access to the I.C.E. program. This program provides two 42-minute sessions each week for intervention and enrichment activities. Students needing intervention in reading or other core areas are assigned specific sessions to attend.

All students in the language arts classes receive additional reading intervention support in the classroom through PALS or 6-Minute Solution. Materials from Smekens Literacy are utilized.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

For direct instruction, students are assigned to a supplemental instruction class in place of an elective so as to not interfere with core instruction. Students needing additional intervention are pulled during the I.C.E. sessions.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

The Intervention Team, consisting of teachers and Berrien RESA consultants, reviews data regularly. Data analysis for entering/exiting the program is reviewed by the school leadership team (SILT, intervention team, Title 1, and special education) to determine instructional recommendations. All staff participates in data review of reading data to develop strategies for targeted students.

The Title I instructors also teach core Language Arts classes. The Title I instructors participate in Language Arts department meetings to share concerns and progress regarding participating students. At these meetings, data is reviewed, and recommendations/strategies are shared to ensure student success.

ELL students are included in the Title 1 ranking sheet. If the data determines a need for services they are placed in the program. The ELL coach also participates in the Language Arts meetings, building collaboration meetings, and build professional development activities.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Not applicable; River Valley Middle High School encompasses grades 6-12.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	The Title I instructors are highly qualified, certified/licensed teachers and meet the NCLB requirements. Each Title 1 instructor has an M.A. +30 credit hours. They participate in ongoing and sustained PD activities throughout the school year designed according to specific standards which are tied to state content and student performance standards, reflect current research on teaching and learning, and are designed to have a positive impact on the teacher's performance in the classroom. Administrative observations and evaluation have found each of them to be effective.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All River Valley Middle School teachers are highly qualified, meeting the NCLB requirements.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

The Title I instructors participate in all building professional development activities. In addition, they attend the Michigan Reading Assoc. conference annually. The Title I instructors have also attended conferences presented by Anita Archer (explicit instruction) and Smekens conferences for Literacy and Writing. Monthly collaborative Title 1 meetings are held in the district.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

One-on-one meetings with parents are held during fall and spring Parent-Teacher Conferences, scheduled in October and March respectively. Parents may request additional one-on-one meetings. Home visits are available as requested for parents unable to attend meetings at the school. Contacts are also made frequently by phone or email. During these one-on-one conversations, individual assessment scores and progress towards State standards are discussed.

To assist parents in understanding the Michigan content standards and assessments, the Title I instructor specifies how classroom interventions and suggested literacy activities correlate with the standards and help targeted students become proficient in assessed areas.

Parapros are not used at the Middle High School.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		2016-2017 PD Plan

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents receive a letter of referral and progress updates. Parents are invited annually to serve on the building and district school improvement committees for input on building programs.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Program evaluation is on-going. All parents have an opportunity to commit on school/program effectiveness in a school improvement survey. Parents are invited annually to serve on the building and district school improvement committees for input on building programs. At parent teacher conferences, the Title 1 information night, and in other one-to-one contacts strategies for success are provided to parents.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	All parents have an opportunity to commit on school/program effectiveness in a school improvement survey. This information will be used for the purpose of planning more effective activities for the upcoming school year.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Section 1118 (e) BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents and to support a partnership among and between the school, parents, and the community for the purpose of improving student academic achievement, RVMHS has implemented the following strategies:

(1) To assist parents in understanding the State's content standards and assessments one-on-one meetings with parents are scheduled during fall and spring Parent-Teacher Conferences, scheduled in October and March respectively. Parents may request additional one-on-one meetings. Contacts are also made frequently by phone or email. During these one-on-one conversations, individual assessment scores and progress towards State standards are discussed. Parents are also invited to discuss assessment results with the guidance counselor. Strategies for success are provided to parents.

(2) Materials and training is provided to parents to assist them in working with their children. Literacy techniques are suggested via the teacher webpage which is updated monthly. Staff is trained to provide effective parent involvement through building inservice and professional development activities.

(3) Staff is trained to build effective parent involvement through building inservice and professional development activities. The Title I instructor works closely with the classroom teachers in order to focus interventions, open lines of communication to parents, offer assistance

to parents, and coordinate parent programs.

(4) Parent involvement is coordinated through collaboration with other programs. Parenting programs are offered through the Berrien RESA, United Way, and advertised in the building newsletter. Additionally programs are coordinated with the elementary school.

(5) Information is provided in a format and language that parents can understand. Spanish interpretation services are provided to parents at no cost for any parent-teacher conference or meeting. A Spanish interpreter is also available to speak with parents on the phone. Print materials are written at a level and using terms parents can readily comprehend without jargon or technological terms.

(14) Parents unable to attend Parent-Teacher conferences due to conflicts with work schedules, limited mobility, and/or lack of transportation are offered the option of having the Title I instructor schedule a separate meeting or phone conference.

Section 1118 (f) For parents with disabilities, the special education department provides assistance when needed and the Berrien RESA is available to offer further assistance. An ELL coach works with teachers throughout the district to provide strategies for success.

5. Describe how the parent involvement activities are evaluated.

This information will be used at the annual meeting for the purpose of planning more effective activities for the upcoming school year. Program effectiveness is reviewed and decision is made regarding appropriate research-based structure/methods to continue using or to begin implementing.

6. Describe how the school-parent compact is developed.

The school-parent compact was developed by the Title I committee. A parent volunteer offered input.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Parent Compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

An email is sent to parents with a summary of their students' building benchmark assessment results at each benchmark period. The Title I Teacher will discuss individual assessment results with parents at Parent-Teacher Conferences which are held in the fall and spring each year. Parents may also schedule an appointment with a guidance counselor. Interpretation of results is provided in terms that parents can understand. Spanish interpretation services are provided to parents at no cost for any parent-teacher conference or meetings. A Spanish interpreter is also available to speak with parents on the phone. For parents with disabilities, the special education department provides assistance when needed and the Berrien RESA diagnostic staff is available to offer further assistance. Parents unable to attend Parent-Teacher conferences due to conflicts with work schedules, limited mobility, and/or lack of transportation are offered the option of having the Title I instructor schedule a home visit.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Parent Involvement Policy

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Not applicable; River Valley Middle High School encompasses grades 6-12.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Internal Resources:

- The Parent Teacher Organization (PTO) helps promote and coordinate events, distribute information, collect and organize resource materials being offered to families.
- The building intervention team consisting of Title 1 instructors, counselor, social worker, administrators, and special education professionals monitor student progress and make necessary referrals into the Title I program.
- River Valley School District provides computers, textbooks, software, and other materials through its general fund and/or grant funds.
- Professional Development aligned with the school improvement plan is paid for through the district's Title IIA funds.
- Grants are obtained to assist in paying for field trips.
- The Homeless Liaison person coordinates services to identified students.
- ELL services are coordinated with the Title IIB person.
- Special education programs and services are coordinated with special education personnel and in conjunction with the students' Individualized Education Plan (IEP). The Title I instructor participates in identification (Child Find) and IEP meetings as appropriate on a case-by-case basis.
- All 7th through 12th grade students complete an Educational Development Plan (EDP) to grade level standards. Plans are completed electronically and are kept on file.

External Resources:

- Berrien County Regional Educational Service Agency (BRESA) provides the following services: School Psychologist, School Social Worker, Data and technology support, Truancy Officer, Student/Family Liaison, Professional Development, special education services.
- Berrien County Health Department (BCHD) provides on-site vision and hearing screening and dental services. Students needing immunizations and other medical services may be referred to the BCHD.
- Suspicions of child abuse and neglect are report to Child Protection Services, managed by the Berrien County Family Independence Agency.
- The Pokagon Fund and other area agencies provide assistance to eligible families through the Blessing in a Backpack food distribution program and The Children's Vision Program.
- Area churches coordinate services for families through the school office.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Referrals are made via the student services office for students needing community resources (glasses, mental health care, etc.). Lori's Place offers grievance counseling on site to qualifying students. Riverwood offers mental health services as appropriate. The Berrien RESA school social worker works with school employees on the Intervention Team. Blessings in a Backpack provides students who are on the Federal Free and Reduced Price Meal Program with a backpack of food to take home each weekend during the school year. The Pokagon Fund and the New Buffalo Lions Club work together to provide free comprehensive eye exams to area children.

The River Valley School District offers a hot lunch and breakfast program in all schools. A free and reduced meal program is available for families who qualify. Application forms are available in the school office. All applications are kept confidential. ALL STUDENTS in grades K-12 are invited to eat breakfast DAILY, FREE of charge.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Before entering the Title I program, an entrance assessment is administered to the targeted students. Assessment results will help determine the level of intervention students will receive. Targeted students are progress monitored weekly at grade level using the AimsWeb R-CBM & MAZE probes. Documentation that goals have been met will be in the form of a program exit assessment or M-STEP scores.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Program evaluation is on-going. Reading inventories, supplemental materials, classroom grades, essential standards assessment data, and feedback from the classroom teacher, counselor and parent(s) are used to monitor individual student progress and response to the interventions. Strategies are be adjusted to ensure student success.

The Title I committee collaborates monthly to review the program using assessment data and surveys provided to the participating students, their parents and classroom teachers.

Tri-annual data review meetings are held in order to analyze assessment data. The risk assessment is updated at benchmark periods for the purpose of creating a new list of targeted students.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

All staff reviews reading data multiple times throughout the year. At these data meetings, classroom strategies are determined for individual students. In addition, the Intervention Team meets weekly; interventions are made for students needing more intensive support. The risk assessment ranking profile is updated at each benchmark period for the purpose of creating a new list of targeted students. The intervention team monitors high risk students in all academic areas.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Data is reviewed in multiple settings including, but not limited to, department meetings, committee meetings, collaborative grade level meetings, Intervention Team meetings, whole staff, and school improvement. Based on data analysis, the effectiveness of the targeted assistance program is determined.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

Using data from the State's annual assessments, building benchmark assessments, and other indicators of academic achievement staff collaborates to review trend data and item analysis data.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

Staff considers evidence of increasing student proficiency on state and building assessments as well as student performance as measured by essential standards assessments. Students released from the program continue to be monitored.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

The plan is reviewed as needed/appropriate under the direction of the Title 1 administrator. Adjustments are made in the provision of services model and materials. Collaboration with elementary staff ensures a continuum of services for students as they transition into middle school.

2016/17 School Improvement Plan

Overview

Plan Name

2016/17 School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	85% of all students will demonstrate proficiency in math by June 30, 2022.	Objectives: 1 Strategies: 4 Activities: 21	Academic	\$13600
2	85% of all students will demonstrate proficiency in reading by June 30, 2022.	Objectives: 1 Strategies: 4 Activities: 21	Academic	\$66557
3	85% of all students will demonstrate proficiency in writing by June 30, 2022.	Objectives: 1 Strategies: 4 Activities: 21	Academic	\$13600
4	85% of all students will demonstrate proficiency in science by June 30, 2022.	Objectives: 1 Strategies: 4 Activities: 21	Academic	\$13600
5	85% of all students will demonstrate proficiency in social studies by June 30, 2022.	Objectives: 1 Strategies: 4 Activities: 21	Academic	\$13600

Goal 1: 85% of all students will demonstrate proficiency in math by June 30, 2022.

Measurable Objective 1:

50% of Sixth, Seventh, Eighth and Eleventh grade students will demonstrate a proficiency on state standards in Mathematics by 06/30/2018 as measured by state assessments.

Strategy 1:

Data-Driven Decision Making - Building staff will utilize data to drive decisions made regarding instructional practices to improve student achievement in math.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber), What Works in Schools: Translating Research into Action (Marzano), Results: The Key to Continuous School Improvement (Schmoker), Beyond the Numbers: Making Data Work for Teachers and School Leaders (White), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour)

Tier: Tier 1

Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer benchmark or interim assessments three times a year using a valid and reliable Universal Screening tool, and use the assessments to inform instruction for each student.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Common Assessments/Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer common pre- and post-assessments in each math course, covering all essential standards taught. Each item in the common assessments will be aligned to the depth of knowledge required to demonstrate proficiency with the common core standards.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement including readiness for and success at the next level.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use benchmark and progress monitoring data a minimum of every 2-3 weeks to monitor the performance of struggling students and to develop meaningful intervention strategies.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Strategy 2:

Targeted Intervention - Building staff will develop and implement intervention plans based on identified individual student needs to improve student achievement in math. Intervention plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber); MDE School Improvement Framework; What Works in Schools: Translating Research into Action (Marzano); Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour); Failure Is Not An Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein); Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, Perini); Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini)

Tier: Tier 2

Activity - Intervention Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will develop protocols to monitor the implementation of the system of interventions through periodic visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level administrators

Activity - Student Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will employ staff to work strategically with students needing intensive and/or strategic support to improve student achievement in math. Staff will collaborate to develop a system of interventions to meet the needs of all students, including developing and advanced students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$2600	General Fund	Building level staff and administration

Activity - Student Identification for Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

River Valley Middle High School

School personnel will provide or coordinate programs to meet the academic physical, social and emotional needs of all students. Staff will identify students for supplemental support (including remedial and enrichment) by the level of essential standard mastery. Improvement plans will be designed and implemented when needed to more effectively meet the needs of students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
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Activity - Targeted Intervention Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement in math. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), common core standards, smarter balance assessments, professional learning communities, and prescriptive learning.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$5500	General Fund, Title II Part A	Building level staff and administration

Strategy 3:

Focused Instruction - District staff will develop and implement instructional plans based on identified individual student needs to improve student achievement in math. Instructional plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber); Explicit Instruction (Archer); MDE School Improvement Framework, What Works in Schools: Translating Research into Action (Marzano), Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour); Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, Perini); Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini)

Tier: Tier 1

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

River Valley Middle High School

Digital tools/technology will be integrated into classroom instruction on a regular basis to enhance student engagement and to improve student comprehension and retention of math skills. Students will use digital tools/technology to gather, evaluate, and/or use information for learning; conduct research, solve problems, and/or create original works for learning; communicate and work collaboratively for learning.	Technology	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Active Learning Environment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will provide frequent opportunities for students to apply knowledge in a real world context. Some cross-curriculum integrated units of instruction will be taught. Many lessons will emphasize higher order thinking skills and take into account multiple aptitudes, learning styles, and intelligences.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Student Tracking/Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with a data portfolio for the purpose of self-monitoring progress toward mastery of math essential standards taught in each course. At least once a quarter, students will conference with teachers, peers, and parents about the data in their portfolio.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Instructional Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will develop protocols to monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level administrators
Activity - Instructional Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building level staff will develop protocols for a multi-tiered system of support (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

River Valley Middle High School

All teachers will use an instructional process that informs students of learning expectations and standards of performance. Exemplars will be provided to guide and inform students. The process will include multiple measures, like formative assessments, to inform the ongoing modification of instruction and to provide data for possible curriculum revision. The process will provide students with specific and timely feedback about their learning.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
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Activity - Pedagogical Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in math. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the MCTM Conference in order to support and advance high quality teaching and learning of mathematics for all students. Additional conferences may include, but are not limited to: BRACE Conference, Solution Tree Daily Differentiation at Tier 1, Student Learning Objectives (SLO's), Safe and Civil Schools Classroom Management, as well as offerings available at the Berrien RESA.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$5500	Title II Part A, General Fund	Instructional staff and administration

Activity - Student Advocacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to a teacher advocate. Teachers will formally meet with students a minimum of 3 times a year to establish a supportive relationship, and to interact with their learning skills, thinking skills, and life skills.	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/30/2017	\$0	No Funding Required	Building level staff and administration.

Strategy 4:

Collaborative Learning Culture - District staff will work in a collaborative manner to identify, plan, implement, and analyze protocols to improve student achievement in math.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber), The Key to Continuous School Improvement (Schmoker), Beyond the Numbers: Making Data Work for Teachers and School Leaders (White), What Works in Schools: Translating Research into Action (Marzano), Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour), Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein)

School Improvement Plan

River Valley Middle High School

Tier: Tier 1

Activity - K-12 Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement. Using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.	Implementation	Tier 1	Implement	07/01/2013	06/01/2017	\$0	No Funding Required	Building level staff and administration
Activity - Building Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement. Instructional plans may include: common assessments, strategies to enhance student engagement and/or mastery of the essential standards, strategies for supplemental support, and protocols for feedback.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - K-12 Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will work in a collaborative manner to identify, monitor, and revise as necessary essential standards for each math course and to improve and align instructional practices district-wide.	Direct Instruction	Tier 1	Monitor	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - District/Community Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration, parents, and community members

School Improvement Plan

River Valley Middle High School

Activity - Common Grading and Reporting System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop and implement a common grading and reporting system based on criteria corresponding to standards, knowledge, and skills attained by students. The policy will include consistent measures to demonstrate students' ability and achievements in class. All teachers will incorporate these policies into the structure of each class. In addition, the staff will be able to analyze data from grading to improve student learning. The policies, processes, and procedures will be formally evaluated on a regular basis.	Other	Tier 1	Getting Ready	09/02/2014	06/30/2017	\$0	No Funding Required	Building level staff and administration

Goal 2: 85% of all students will demonstrate proficiency in reading by June 30, 2022.

Measurable Objective 1:

60% of Sixth, Seventh, Eighth and Eleventh grade students will demonstrate a proficiency on state standards in reading in English Language Arts by 06/30/2018 as measured by state assessments.

Strategy 1:

Targeted Intervention - Building staff will develop and implement intervention plans based on identified individual student needs to improve student achievement in reading. Intervention plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber); MDE School Improvement Framework; What Works in Schools: Translating Research into Action (Marzano); Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour); Failure Is Not An Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein); Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, Perini); Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini)

Tier: Tier 2

Activity - Intervention Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will develop protocols to monitor the implementation of the system of interventions through periodic visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level administrators

Activity - Student Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

River Valley Middle High School

The district will employ staff to work strategically with students needing intensive and/or strategic support to improve student achievement in reading. Staff will collaborate to develop a system of interventions to meet the needs of all students, including developing and advanced students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$55557	General Fund, Title I Part A	Building level staff and administration
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Activity - Student Identification for Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School personnel will provide or coordinate programs to meet the academic physical, social and emotional needs of all students. Staff will identify students for supplemental support (including remedial and enrichment) by the level of essential standard mastery. Improvement plans will be designed and implemented when needed to more effectively meet the needs of students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Activity - Targeted Intervention Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), and prescriptive learning.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$5500	General Fund, Title II Part A	Building level staff and administration

Strategy 2:

Data-Driven Decision Making - Building staff will utilize data to drive decisions made regarding instructional practices to improve student achievement in reading.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber), What Works in Schools: Translating Research into Action (Marzano); Results: The Key to Continuous School Improvement (Schmoker); Beyond the Numbers: Making Data Work for Teachers and School Leaders (White); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour)

Tier: Tier 1

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

River Valley Middle High School

Teachers will use benchmark and progress monitoring data a minimum of every 2-3 weeks to monitor the performance of struggling students and to develop meaningful intervention strategies.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer benchmark or interim assessments three times a year using a valid and reliable Universal Screening tool, and use the assessments to inform instruction for each student.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement including readiness for and success at the next level.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Common Assessments/Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer common pre- and post-assessments in each Language Arts course, covering all essential reading standards taught. Each item in the common assessments will be aligned to the depth of knowledge required to demonstrate proficiency with the common core standards.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Strategy 3:

Collaborative Learning Culture - District staff will work in a collaborative manner to identify, plan, implement, and analyze protocols to improve student achievement in reading.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber), The Key to Continuous School Improvement (Schmoker); Beyond the Numbers: Making Data Work for Teachers and School Leaders (White); What Works in Schools: Translating Research into Action (Marzano); Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour); Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein)

Tier: Tier 1

School Improvement Plan

River Valley Middle High School

Activity - K-12 Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement. Using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Building Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement. Instructional plans may include: common assessments, strategies to enhance student engagement and/or mastery of the essential standards, strategies for supplemental support, and protocols for feedback.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - K-12 Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will work in a collaborative manner to identify, monitor, and revise as necessary reading essential standards for each ELA course and to improve and align instructional practices district-wide.	Direct Instruction	Tier 1	Monitor	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - District/Community Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration, parents, and community members
Activity - Common Grading and Reporting System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

River Valley Middle High School

Staff will develop and implement a common grading and reporting system based on criteria corresponding to standards, knowledge, and skills attained by students. The policy will include consistent measures to demonstrate students' ability and achievements in class. All teachers will incorporate these policies into the structure of each class. In addition, the staff will be able to analyze data from grading to improve student learning. The policies, processes, and procedures will be formally evaluated on a regular basis.	Other	Tier 1	Getting Ready	09/02/2014	06/01/2017	\$0	No Funding Required	Building level staff and administration
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Strategy 4:

Focused Instruction - District staff will develop and implement instructional plans based on identified individual student needs to improve student achievement in reading. Instructional plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber); Explicit Instruction (Archer); MDE School Improvement Framework; What Works in Schools: Translating Research into Action (Marzano); Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour); Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, Perini); Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini)

Tier: Tier 1

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Digital tools/technology will be integrated into classroom instruction on a regular basis to enhance student engagement and to improve student comprehension and retention of reading skills. Students will use digital tools/technology to gather, evaluate, and/or use information for learning; conduct research, solve problems, and/or create original works for learning; communicate and work collaboratively for learning.	Technology	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use an instructional process that informs students of learning expectations and standards of performance. Exemplars will be provided to guide and inform students. The process will include multiple measures, like formative assessments, to inform the ongoing modification of instruction and to provide data for possible curriculum revision. The process will provide students with specific and timely feedback about their learning.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Activity - Active Learning Environment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will provide frequent opportunities for students to apply knowledge in a real world context. Some cross-curriculum integrated units of instruction will be taught. Many lessons will emphasize higher order thinking skills and take into account multiple aptitudes, learning styles, and intelligences.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Student Tracking/Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with a data portfolio for the purpose of self-monitoring progress toward mastery of essential reading standards taught in each ELA course. At least once a quarter, students will conference with teachers, peers, and parents about the data in their portfolio.	Monitor	Tier 1	Implement	07/01/2013	06/01/2017	\$0	No Funding Required	Building level staff and administration
Activity - Instructional Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will develop protocols to monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/01/2017	\$0	No Funding Required	Building level administrators
Activity - Instructional Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building level staff will develop protocols for a multi-tiered system of support (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2013	06/01/2017	\$0	No Funding Required	Building level staff and administration
Activity - Pedagogical Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

River Valley Middle High School

Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in reading. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the MRA Conference, Smekens Literacy Conference, and the Michigan World Language Association Conference to improve students' skills, word study, and to learn strategies to improve assessment scores. Additional conferences may include, but are not limited to: BRACE Conference, Solution Tree Daily Differentiation at Tier 1, Student Learning Objectives (SLO's), Safe and Civil Schools Classroom Management, as well as offerings available at the Berrien RESA.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$5500	General Fund, Title II Part A	Instructional staff and administration
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Activity - Student Advocacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to a teacher advocate. Teachers will formally meet with students a minimum of 3 times a year to establish a supportive relationship, and to interact with their learning skills, thinking skills, and life skills.	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/01/2017	\$0	No Funding Required	Building level staff and administration

Goal 3: 85% of all students will demonstrate proficiency in writing by June 30, 2022.

Measurable Objective 1:

60% of Sixth and Eleventh grade students will demonstrate a proficiency state standards in Writing in English Language Arts by 06/30/2018 as measured by state assessments.

Strategy 1:

Targeted Intervention - Building staff will develop and implement intervention plans based on identified individual student needs to improve student achievement in writing. Intervention plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber); MDE School Improvement Framework; What Works in Schools: Translating Research into Action (Marzano); Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour); Failure Is Not An Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein); Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, Perini); Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini)

Tier: Tier 2

School Improvement Plan

River Valley Middle High School

Activity - Intervention Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will develop protocols to monitor the implementation of the system of interventions through periodic visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level administrators
Activity - Student Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will employ staff to work strategically with students needing intensive and/or strategic support to improve student achievement in core skills. Staff will collaborate to develop a system of interventions to meet the needs of all students, including developing and advanced students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$2600	General Fund	Building level staff and administration
Activity - Student Identification for Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School personnel will provide or coordinate programs to meet the academic physical, social and emotional needs of all students. Staff will identify students for supplemental support (including remedial and enrichment) by the level of essential standard mastery. Improvement plans will be designed and implemented when needed to more effectively meet the needs of students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Targeted Intervention Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), common core standards, smarter balance assessments, professional learning communities, and prescriptive learning.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$5500	Title II Part A, General Fund	Building level staff and administration

Strategy 2:

Data-Driven Decision Making - Building staff will utilize data to drive decisions made regarding instructional practices to improve student achievement in writing.

Category:

School Improvement Plan

River Valley Middle High School

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber), What Works in Schools: Translating Research into Action (Marzano); Results: The Key to Continuous School Improvement (Schmoker); Beyond the Numbers: Making Data Work for Teachers and School Leaders (White); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour)

Tier: Tier 1

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use benchmark and progress monitoring data a minimum of every 2-3 weeks to monitor the performance of struggling students and to develop meaningful intervention strategies.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer benchmark or interim assessments three times a year using a valid and reliable Universal Screening tool, and use the assessments to inform instruction for each student.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement including readiness for and success at the next level.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Activity - Common Assessments/Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer common pre- and post-assessments in each ELA course, covering all writing essential standards taught. Each item in the common assessments will be aligned to the depth of knowledge required to demonstrate proficiency with the common core standards.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Strategy 3:

Collaborative Learning Culture - District staff will work in a collaborative manner to identify, plan, implement, and analyze protocols to improve student achievement in writing.

Category:

School Improvement Plan

River Valley Middle High School

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber), The Key to Continuous School Improvement (Schmoker); Beyond the Numbers: Making Data Work for Teachers and School Leaders (White); What Works in Schools: Translating Research into Action (Marzano); Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour); Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein)

Tier: Tier 1

Activity - K-12 Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement. Using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Activity - Building Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement. Instructional plans may include: common assessments, strategies to enhance student engagement and/or mastery of the essential standards, strategies for supplemental support, and protocols for feedback.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Activity - K-12 Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will work in a collaborative manner to identify, monitor, and revise as necessary essential standards for writing in each core content course and to improve and align instructional practices district-wide.	Direct Instruction	Tier 1	Monitor	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Activity - District/Community Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

River Valley Middle High School

Building staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration, parents, and community members
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Activity - Common Grading and Reporting System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop and implement a common grading and reporting system based on criteria corresponding to standards, knowledge, and skills attained by students. The policy will include consistent measures to demonstrate students' ability and achievements in class. All teachers will incorporate these policies into the structure of each class. In addition, the staff will be able to analyze data from grading to improve student learning. The policies, processes, and procedures will be formally evaluated on a regular basis.	Other	Tier 1	Getting Ready	09/02/2014	06/30/2017	\$0	No Funding Required	Building level staff and administration

Strategy 4:

Focused Instruction - District staff will develop and implement instructional plans based on identified individual student needs to improve student achievement in writing. Instructional plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber); Explicit Instruction (Archer); MDE School Improvement Framework; What Works in Schools: Translating Research into Action (Marzano); Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour); Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, Perini); Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini)

Tier: Tier 1

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Digital tools/technology will be integrated into classroom instruction on a regular basis to enhance student engagement and to improve student comprehension and retention of writing skills. Students will use digital tools/technology to gather, evaluate, and/or use information for learning; conduct research, solve problems, and/or create original works for learning; communicate and work collaboratively for learning.	Technology	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use an instructional process that informs students of learning expectations and standards of performance. Exemplars will be provided to guide and inform students. The process will include multiple measures, including formative assessments, to inform the ongoing modification of instruction and to provide data for possible curriculum revision. The process will provide students with specific and timely feedback about their learning.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Active Learning Environment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will provide frequent opportunities for students to apply knowledge in a real world context. Some cross-curriculum integrated units of instruction will be taught. Many lessons will emphasize higher order thinking skills and take into account multiple aptitudes, learning styles, and intelligences.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Student Tracking/Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with a data portfolio for the purpose of self-monitoring progress toward mastery of writing essential standards taught in each ELA course. At least once a quarter, students will conference with teachers, peers, and parents about the data in their portfolio.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Instructional Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will develop protocols to monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level administrators
Activity - Instructional Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building level staff will develop protocols for a multi-tiered system of support (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Activity - Pedagogical Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in reading. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the MRA Conference, Smekens Literacy Conference, and the Michigan World Language Association Conference to improve students' skills, word study, and to learn strategies to improve assessment scores. Additional conferences may include, but are not limited to: BRACE Conference, Solution Tree Daily Differentiation at Tier 1, Student Learning Objectives (SLO's), Safe and Civil Schools Classroom Management, as well as offerings available at the Berrien RESA.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$5500	General Fund, Title II Part A	Instructional staff and administration
Activity - Student Advocacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to a teacher advocate. Teachers will formally meet with students a minimum of 3 times a year to establish a supportive relationship, and to interact with their learning skills, thinking skills, and life skills.	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/30/2017	\$0	No Funding Required	Building level staff and administration

Goal 4: 85% of all students will demonstrate proficiency in science by June 30, 2022.

Measurable Objective 1:

54% of Seventh and Eleventh grade students will demonstrate a proficiency on state standards in Science by 06/30/2018 as measured by state assessments.

Strategy 1:

Data-Driven Decision Making - Building staff will utilize data to drive decisions made regarding instructional practices to improve student achievement in Science.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber), What Works in Schools: Translating Research into Action (Marzano); Results: The Key to Continuous School Improvement (Schmoker); Beyond the Numbers: Making Data Work for Teachers and School Leaders (White); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour)

Tier: Tier 1

School Improvement Plan

River Valley Middle High School

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use benchmark and progress monitoring a minimum of every 2-3 weeks to monitor the performance of struggling students and to develop meaningful intervention strategies.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer benchmark or interim assessments three times a year using a valid and reliable Universal Screening tool, and use the assessments to inform instruction for each student.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement including readiness for and success at the next level.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Common Assessments/Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer common pre- and post-assessments in each Science course, covering all essential standards taught. Each item in the common assessments will be aligned to the depth of knowledge required to demonstrate proficiency with the common core standards.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Strategy 2:

Focused Instruction - District staff will develop and implement instructional plans based on identified individual student needs to improve student achievement in Science. Instructional plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber); Explicit Instruction (Archer); MDE School Improvement Framework; What Works in Schools: Translating Research into Action (Marzano); Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour); Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, Perini); Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini)

School Improvement Plan

River Valley Middle High School

Tier: Tier 1

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Digital tools/technology will be integrated into classroom instruction on a regular basis to enhance student engagement and to improve student comprehension and retention of Science skills. Students will use digital tools/technology to gather, evaluate, and/or use information for learning; conduct research, solve problems, and/or create original works for learning; communicate and work collaboratively for learning.	Technology	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use an instructional process that informs students of learning expectations and standards of performance. Exemplars will be provided to guide and inform students. The process will include multiple measures, like formative assessments, to inform the ongoing modification of instruction and to provide data for possible curriculum revision. The process will provide students with specific and timely feedback about their learning.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Active Learning Environment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will provide frequent opportunities for students to apply knowledge in a real world context. Some cross-curriculum integrated units of instruction will be taught. Many lessons will emphasize higher order thinking skills and take into account multiple aptitudes, learning styles, and intelligences.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Student Tracking/Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with a data portfolio for the purpose of self-monitoring progress toward mastery of essential standards taught in each Science course. At least once a quarter, students will conference with teachers, peers, and parents about the data in their portfolio.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Instructional Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

River Valley Middle High School

Building administrators will develop protocols to monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level administrators
Activity - Instructional Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building level staff will develop protocols for a multi-tiered system of support (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2013	06/01/2017	\$0	No Funding Required	Building level staff and administration
Activity - Pedagogical Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in science. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the MSTA Stage Conference, the NSTA Regional Conference, Solution Tree Daily Differentiation Tier 1, and Science Series Unpacking NGSS to improving science literacy at all levels and to ensure that all students have sufficient knowledge and skills in science and technology for success in the 21st century. Additional conferences may include, but are not limited to: BRACE Conference, Student Learning Objectives (SLO's), Safe and Civil Schools Classroom Management, as well as offerings available at the Berrien RESA.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$5500	Title II Part A, General Fund	Instructional staff and administration
Activity - Student Advocacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to a teacher advocate. Teachers will formally meet with students a minimum of 3 times a year to establish a supportive relationship, and to interact with their learning skills, thinking skills, and life skills.	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/01/2017	\$0	No Funding Required	Building level staff and administration

Strategy 3:

Collaborative Learning Culture - District staff will work in a collaborative manner to identify, plan, implement, and analyze protocols to improve student achievement in Science.

School Improvement Plan

River Valley Middle High School

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber), The Key to Continuous School Improvement (Schmoker); Beyond the Numbers: Making Data Work for Teachers and School Leaders (White); What Works in Schools: Translating Research into Action (Marzano); Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour); Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein)

Tier: Tier 1

Activity - K-12 Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement. Using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Building Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement. Instructional plans may include: common assessments, strategies to enhance student engagement and/or mastery of the essential standards, strategies for supplemental support, and protocols for feedback.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - K-12 Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will work in a collaborative manner to identify, monitor, and revise as necessary essential standards for each Science course and to improve and align instructional practices district-wide.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - District/Community Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

River Valley Middle High School

Building staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration, parents, and community members
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Activity - Common Grading and Reporting System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop and implement a common grading and reporting system based on criteria corresponding to standards, knowledge, and skills attained by students. The policy will include consistent measures to demonstrate students' ability and achievements in class. All teachers will incorporate these policies into the structure of each class. In addition, the staff will be able to analyze data from grading to improve student learning. The policies, processes, and procedures will be formally evaluated on a regular basis.	Other	Tier 1	Getting Ready	09/02/2014	06/30/2017	\$0	No Funding Required	Building level staff and administration

Strategy 4:

Targeted Intervention - Building staff will develop and implement intervention plans based on identified individual student needs to improve student achievement in Science. Intervention plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber); MDE School Improvement Framework; What Works in Schools: Translating Research into Action (Marzano); Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour); Failure Is Not An Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein); Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, Perini); Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini)

Tier: Tier 2

Activity - Intervention Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will develop protocols to monitor the implementation of intervention plans through periodic visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level administrators

Activity - Student Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

River Valley Middle High School

The district will employ staff to work strategically with students needing intensive and/or strategic support to improve student achievement in core skills. Staff will collaborate to develop a system of interventions to meet the needs of all students, including developing and advanced students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$2600	General Fund	Building level staff and administration
Activity - Student Identification for Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School personnel will provide or coordinate programs to meet the academic physical, social and emotional needs of all students. Staff will identify students for supplemental support (including remedial and enrichment) by the level of essential standard mastery. Improvement plans will be designed and implemented when needed to more effectively meet the needs of students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Targeted Intervention Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), common core standards, smarter balance assessments, professional learning communities, and prescriptive learning.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$5500	General Fund, Title II Part A	Building level staff and administration

Goal 5: 85% of all students will demonstrate proficiency in social studies by June 30, 2022.

Measurable Objective 1:

63% of Eighth and Eleventh grade students will demonstrate a proficiency on state standards in Social Studies by 06/30/2018 as measured by state assessments.

Strategy 1:

Data-Driven Decision Making - Building staff will utilize data to drive decisions made regarding instructional practices to improve student achievement in social studies.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber), What Works in Schools: Translating Research into Action (Marzano); Results: The Key to Continuous School Improvement (Schmoker); Beyond the Numbers: Making Data Work for Teachers and School Leaders

School Improvement Plan

River Valley Middle High School

(White); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour)

Tier: Tier 1

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use benchmark and progress monitoring data a minimum of every 2-3 weeks to monitor the performance of struggling students and to develop meaningful intervention strategies.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer benchmark or interim assessments three times a year using a valid and reliable Universal Screening tool, and use the assessments to inform instruction for each student.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement including readiness for and success at the next level.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Common Assessments/Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer common pre- and post-assessments in each Social studies course, covering all essential standards taught. Each item in the common assessments will be aligned to the depth of knowledge required to demonstrate proficiency with the common core standards.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Strategy 2:

Focused Instruction - District staff will develop and implement instructional plans based on identified individual student needs to improve student achievement in Social studies. Instructional plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber); Explicit Instruction (Archer); MDE School Improvement Framework; What Works in Schools: Translating Research into Action (Marzano); Accountability for Learning: How Teachers and School Leaders Can

School Improvement Plan

River Valley Middle High School

Take Charge (Reeves); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour); Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, Perini); Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini)

Tier: Tier 1

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Digital tools/technology will be integrated into classroom instruction on a regular basis to enhance student engagement and to improve student comprehension and retention of Social studies skills. Students will use digital tools/technology to gather, evaluate, and/or use information for learning; conduct research, solve problems, and/or create original works for learning; communicate and work collaboratively for learning.	Technology	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use an instructional process that informs students of learning expectations and standards of performance. Exemplars will be provided to guide and inform students. The process will include multiple measures, like formative assessments, to inform the ongoing modification of instruction and to provide data for possible curriculum revision. The process will provide students with specific and timely feedback about their learning.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Activity - Active Learning Environment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will provide frequent opportunities for students to apply knowledge in a real world context. Some cross-curriculum integrated units of instruction will be taught. Many lessons will emphasize higher order thinking skills and take into account multiple aptitudes, learning styles, and intelligences.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Activity - Student Tracking/Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with a data portfolio for the purpose of monitoring progress toward mastery of essential standards taught in each Social studies course. At least once a quarter, students will conference with teachers, peers, and parents about the data in their portfolio.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Activity - Instructional Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will develop protocols to monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level administrators
Activity - Instructional Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building level staff will develop protocols for a multi-tiered system of support (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Pedagogical Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in social studies. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the AP Summer Institute, the Michigan Joint Social Studies Conference, the Great Lakes History Conference, and the Social Studies Series to improve program development with respect to issues of significance to social studies education. Additional conferences may include, but are not limited to: BRACE Conference, Solution Tree Daily Differentiation at Tier 1, Student Learning Objectives (SLO's), Safe and Civil Schools Classroom Management, as well as offerings available at the Berrien RESA.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$5500	General Fund, Title II Part A	Instructional staff and administration
Activity - Student Advocacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to a teacher advocate. Teachers will formally meet with students a minimum of 3 times a year to establish a supportive relationship, and to interact with their learning skills, thinking skills, and life skills.	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/30/2017	\$0	No Funding Required	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Strategy 3:

Collaborative Learning Culture - District staff will work in a collaborative manner to identify, plan, implement, and analyze protocols to improve student achievement in social studies.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber), The Key to Continuous School Improvement (Schmoker); Beyond the Numbers: Making Data Work for Teachers and School Leaders (White); What Works in Schools: Translating Research into Action (Marzano); Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour); Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein)

Tier: Tier 1

Activity - K-12 Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement. Using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Activity - Building Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement. Instructional plans may include: common assessments, strategies to enhance student engagement and/or mastery of the essential standards, strategies for supplemental support, and protocols for feedback.	Academic Support Program	Tier 1	Implement	07/01/2013	06/01/2017	\$0	No Funding Required	Building level staff and administration

Activity - K-12 Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will work in a collaborative manner to identify, monitor, and revise as necessary essential standards for each social studies course and to improve and align instructional practices district-wide.	Direct Instruction	Tier 1	Monitor	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration

Activity - District/Community Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

River Valley Middle High School

Building staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration, parents, and community members
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Activity - Common Grading and Reporting System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop and implement a common grading and reporting system based on criteria corresponding to standards, knowledge, and skills attained by students. The policy will include consistent measures to demonstrate students' ability and achievements in class. All teachers will incorporate these policies into the structure of each class. In addition, the staff will be able to analyze data from grading to improve student learning. The policies, processes, and procedures will be formally evaluated on a regular basis.	Other	Tier 1	Getting Ready	09/02/2014	06/30/2017	\$0	No Funding Required	Building level staff and administration

Strategy 4:

Targeted Intervention - Building staff will develop and implement intervention plans based on identified individual student needs to improve student achievement in social studies. Intervention plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber); MDE School Improvement Framework; What Works in Schools: Translating Research into Action (Marzano); Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves); Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour); Failure Is Not An Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein); Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, Perini); Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini)

Tier: Tier 2

Activity - Intervention Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will develop protocols to monitor the system of interventions through periodic visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level administrators

Activity - Student Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

River Valley Middle High School

The district will employ staff to work strategically with students needing intensive and/or strategic support to improve student achievement in core skills. Staff will collaborate to develop a system of interventions to meet the needs of all students, including developing and advanced students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$2600	General Fund	Building level staff and administration
Activity - Student Identification for Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School personnel will provide or coordinate programs to meet the academic physical, social and emotional needs of all students. Staff will identify students for supplemental support (including remedial and enrichment) by the level of essential standard mastery. Improvement plans will be designed and implemented when needed to more effectively meet the needs of students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Building level staff and administration
Activity - Targeted Intervention Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), common core standards, smarter balance assessments, professional learning communities and prescriptive learning.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$5500	General Fund, Title II Part A	Building level staff and administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Interventions	The district will employ staff to work strategically with students needing intensive and/or strategic support to improve student achievement in core skills. Staff will collaborate to develop a system of interventions to meet the needs of all students, including developing and advanced students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$2600	Building level staff and administration
Targeted Intervention Professional Development	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), and prescriptive learning.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$2600	Building level staff and administration
Targeted Intervention Professional Development	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), common core standards, smarter balance assessments, professional learning communities and prescriptive learning.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$2600	Building level staff and administration

School Improvement Plan

River Valley Middle High School

<p>Targeted Intervention Professional Development</p>	<p>Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), common core standards, smarter balance assessments, professional learning communities, and prescriptive learning.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2013</p>	<p>06/30/2017</p>	<p>\$2600</p>	<p>Building level staff and administration</p>
<p>Pedagogical Professional Development</p>	<p>Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in science. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the MSTA Stage Conference, the NSTA Regional Conference, Solution Tree Daily Differentiation Tier 1, and Science Series Unpacking NGSS to improving science literacy at all levels and to ensure that all students have sufficient knowledge and skills in science and technology for success in the 21st century. Additional conferences may include, but are not limited to: BRACE Conference, Student Learning Objectives (SLO's), Safe and Civil Schools Classroom Management, as well as offerings available at the Berrien RESA.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2013</p>	<p>06/30/2017</p>	<p>\$2600</p>	<p>Instructional staff and administration</p>

School Improvement Plan

River Valley Middle High School

Pedagogical Professional Development	Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in reading. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the MRA Conference, Smekens Literacy Conference, and the Michigan World Language Association Conference to improve students' skills, word study, and to learn strategies to improve assessment scores. Additional conferences may include, but are not limited to: BRACE Conference, Solution Tree Daily Differentiation at Tier 1, Student Learning Objectives (SLO's), Safe and Civil Schools Classroom Management, as well as offerings available at the Berrien RESA.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$2600	Instructional staff and administration
Student Interventions	The district will employ staff to work strategically with students needing intensive and/or strategic support to improve student achievement in core skills. Staff will collaborate to develop a system of interventions to meet the needs of all students, including developing and advanced students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$2600	Building level staff and administration
Pedagogical Professional Development	Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in reading. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the MRA Conference, Smekens Literacy Conference, and the Michigan World Language Association Conference to improve students' skills, word study, and to learn strategies to improve assessment scores. Additional conferences may include, but are not limited to: BRACE Conference, Solution Tree Daily Differentiation at Tier 1, Student Learning Objectives (SLO's), Safe and Civil Schools Classroom Management, as well as offerings available at the Berrien RESA.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$2600	Instructional staff and administration

School Improvement Plan

River Valley Middle High School

Targeted Intervention Professional Development	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement in math. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), common core standards, smarter balance assessments, professional learning communities, and prescriptive learning.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$2600	Building level staff and administration
Targeted Intervention Professional Development	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), common core standards, smarter balance assessments, professional learning communities, and prescriptive learning.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$2600	Building level staff and administration
Pedagogical Professional Development	Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in math. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the MCTM Conference in order to support and advance high quality teaching and learning of mathematics for all students. Additional conferences may include, but are not limited to: BRACE Conference, Solution Tree Daily Differentiation at Tier 1, Student Learning Objectives (SLO's), Safe and Civil Schools Classroom Management, as well as offerings available at the Berrien RESA.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$2600	Instructional staff and administration

School Improvement Plan

River Valley Middle High School

Student Interventions	The district will employ staff to work strategically with students needing intensive and/or strategic support to improve student achievement in core skills. Staff will collaborate to develop a system of interventions to meet the needs of all students, including developing and advanced students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$2600	Building level staff and administration
Student Interventions	The district will employ staff to work strategically with students needing intensive and/or strategic support to improve student achievement in math. Staff will collaborate to develop a system of interventions to meet the needs of all students, including developing and advanced students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$2600	Building level staff and administration
Pedagogical Professional Development	Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in social studies. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the AP Summer Institute, the Michigan Joint Social Studies Conference, the Great Lakes History Conference, and the Social Studies Series to improve program development with respect to issues of significance to social studies education. Additional conferences may include, but are not limited to: BRACE Conference, Solution Tree Daily Differentiation at Tier 1, Student Learning Objectives (SLO's), Safe and Civil Schools Classroom Management, as well as offerings available at the Berrien RESA.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$2600	Instructional staff and administration
Student Interventions	The district will employ staff to work strategically with students needing intensive and/or strategic support to improve student achievement in reading. Staff will collaborate to develop a system of interventions to meet the needs of all students, including developing and advanced students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$2600	Building level staff and administration

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

River Valley Middle High School

Student Interventions	The district will employ staff to work strategically with students needing intensive and/or strategic support to improve student achievement in reading. Staff will collaborate to develop a system of interventions to meet the needs of all students, including developing and advanced students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$52957	Building level staff and administration
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Pedagogical Professional Development	Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in science. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the MSTA Stage Conference, the NSTA Regional Conference, Solution Tree Daily Differentiation Tier 1, and Science Series Unpacking NGSS to improving science literacy at all levels and to ensure that all students have sufficient knowledge and skills in science and technology for success in the 21st century. Additional conferences may include, but are not limited to: BRACE Conference, Student Learning Objectives (SLO's), Safe and Civil Schools Classroom Management, as well as offerings available at the Berrien RESA.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$2900	Instructional staff and administration

School Improvement Plan

River Valley Middle High School

<p>Pedagogical Professional Development</p>	<p>Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in social studies. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the AP Summer Institute, the Michigan Joint Social Studies Conference, the Great Lakes History Conference, and the Social Studies Series to improve program development with respect to issues of significance to social studies education. Additional conferences may include, but are not limited to: BRACE Conference, Solution Tree Daily Differentiation at Tier 1, Student Learning Objectives (SLO's), Safe and Civil Schools Classroom Management, as well as offerings available at the Berrien RESA.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2013</p>	<p>06/30/2017</p>	<p>\$2900</p>	<p>Instructional staff and administration</p>
<p>Targeted Intervention Professional Development</p>	<p>Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), common core standards, smarter balance assessments, professional learning communities, and prescriptive learning.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2013</p>	<p>06/30/2017</p>	<p>\$2900</p>	<p>Building level staff and administration</p>

School Improvement Plan

River Valley Middle High School

<p>Targeted Intervention Professional Development</p>	<p>Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), common core standards, smarter balance assessments, professional learning communities, and prescriptive learning.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2013</p>	<p>06/30/2017</p>	<p>\$2900</p>	<p>Building level staff and administration</p>
<p>Pedagogical Professional Development</p>	<p>Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in reading. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the MRA Conference, Smekens Literacy Conference, and the Michigan World Language Association Conference to improve students' skills, word study, and to learn strategies to improve assessment scores. Additional conferences may include, but are not limited to: BRACE Conference, Solution Tree Daily Differentiation at Tier 1, Student Learning Objectives (SLO's), Safe and Civil Schools Classroom Management, as well as offerings available at the Berrien RESA.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2013</p>	<p>06/30/2017</p>	<p>\$2900</p>	<p>Instructional staff and administration</p>

School Improvement Plan

River Valley Middle High School

<p>Pedagogical Professional Development</p>	<p>Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in math. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the MCTM Conference in order to support and advance high quality teaching and learning of mathematics for all students. Additional conferences may include, but are not limited to: BRACE Conference, Solution Tree Daily Differentiation at Tier 1, Student Learning Objectives (SLO's), Safe and Civil Schools Classroom Management, as well as offerings available at the Berrien RESA.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2013</p>	<p>06/30/2017</p>	<p>\$2900</p>	<p>Instructional staff and administration</p>
<p>Pedagogical Professional Development</p>	<p>Instructional staff and administration will participate in professional development to learn research-based teaching strategies to improve student achievement in reading. Topics include but are not limited to common core standards, smarter balanced assessments, technology integration, and the evaluation, interpretation and use of data to improve instruction. Selected staff will attend the MACUL Conference to integrate technology into the classroom and to improve the students' technology skills. Selected staff will attend the MRA Conference, Smekens Literacy Conference, and the Michigan World Language Association Conference to improve students' skills, word study, and to learn strategies to improve assessment scores. Additional conferences may include, but are not limited to: BRACE Conference, Solution Tree Daily Differentiation at Tier 1, Student Learning Objectives (SLO's), Safe and Civil Schools Classroom Management, as well as offerings available at the Berrien RESA.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2013</p>	<p>06/30/2017</p>	<p>\$2900</p>	<p>Instructional staff and administration</p>

School Improvement Plan

River Valley Middle High School

Targeted Intervention Professional Development	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement in math. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), common core standards, smarter balance assessments, professional learning communities, and prescriptive learning.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$2900	Building level staff and administration
Targeted Intervention Professional Development	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), common core standards, smarter balance assessments, professional learning communities and prescriptive learning.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$2900	Building level staff and administration
Targeted Intervention Professional Development	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students. Teachers, support staff, and administrators will participate in professional development training to learn research-based intervention strategies in order to implement targeted intervention strategies to students who have been identified as needing intensive support to improve student achievement. Topics include but are not limited to differentiated instruction, multi-tiered systems of support (MTSS), and prescriptive learning.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2017	\$2900	Building level staff and administration

No Funding Required

School Improvement Plan

River Valley Middle High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-12 Alignment	K-12 staff will work in a collaborative manner to identify, monitor, and revise as necessary essential standards for writing in each core content course and to improve and align instructional practices district-wide.	Direct Instruction	Tier 1	Monitor	07/01/2013	06/30/2017	\$0	Building level staff and administration
District/Community Collaboration	Building staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration, parents, and community members
District/Community Collaboration	Building staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration, parents, and community members
Benchmark Assessments	Teachers will administer benchmark or interim assessments three times a year using a valid and reliable Universal Screening tool, and use the assessments to inform instruction for each student.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Common Assessments/Essential Standards	Staff will administer common pre- and post-assessments in each Science course, covering all essential standards taught. Each item in the common assessments will be aligned to the depth of knowledge required to demonstrate proficiency with the common core standards.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Student Identification for Support	School personnel will provide or coordinate programs to meet the academic physical, social and emotional needs of all students. Staff will identify students for supplemental support (including remedial and enrichment) by the level of essential standard mastery. Improvement plans will be designed and implemented when needed to more effectively meet the needs of students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Building Level Collaboration	Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement. Instructional plans may include: common assessments, strategies to enhance student engagement and/or mastery of the essential standards, strategies for supplemental support, and protocols for feedback.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Technology Integration	Digital tools/technology will be integrated into classroom instruction on a regular basis to enhance student engagement and to improve student comprehension and retention of Science skills. Students will use digital tools/technology to gather, evaluate, and/or use information for learning; conduct research, solve problems, and/or create original works for learning; communicate and work collaboratively for learning.	Technology	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
K-12 Alignment	K-12 staff will work in a collaborative manner to identify, monitor, and revise as necessary essential standards for each math course and to improve and align instructional practices district-wide.	Direct Instruction	Tier 1	Monitor	07/01/2013	06/30/2017	\$0	Building level staff and administration
Student Tracking/Essential Standards	Staff will provide students with a data portfolio for the purpose of self-monitoring progress toward mastery of essential standards taught in each Science course. At least once a quarter, students will conference with teachers, peers, and parents about the data in their portfolio.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Student Advocacy Program	Students will be assigned to a teacher advocate. Teachers will formally meet with students a minimum of 3 times a year to establish a supportive relationship, and to interact with their learning skills, thinking skills, and life skills.	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/30/2017	\$0	Building level staff and administration
Data Analysis	Teachers will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement including readiness for and success at the next level.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Student Engagement	All teachers will use an instructional process that informs students of learning expectations and standards of performance. Exemplars will be provided to guide and inform students. The process will include multiple measures, like formative assessments, to inform the ongoing modification of instruction and to provide data for possible curriculum revision. The process will provide students with specific and timely feedback about their learning.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Active Learning Environment	Building staff will provide frequent opportunities for students to apply knowledge in a real world context. Some cross-curriculum integrated units of instruction will be taught. Many lessons will emphasize higher order thinking skills and take into account multiple aptitudes, learning styles, and intelligences.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Student Identification for Support	School personnel will provide or coordinate programs to meet the academic physical, social and emotional needs of all students. Staff will identify students for supplemental support (including remedial and enrichment) by the level of essential standard mastery. Improvement plans will be designed and implemented when needed to more effectively meet the needs of students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
K-12 Collaboration	Building staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement. Using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.	Implementation	Tier 1	Implement	07/01/2013	06/01/2017	\$0	Building level staff and administration
Intervention Monitoring	Building administrators will develop protocols to monitor the implementation of the system of interventions through periodic visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level administrators
Student Tracking/Essential Standards	Staff will provide students with a data portfolio for the purpose of self-monitoring progress toward mastery of writing essential standards taught in each ELA course. At least once a quarter, students will conference with teachers, peers, and parents about the data in their portfolio.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Building Level Collaboration	Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement. Instructional plans may include: common assessments, strategies to enhance student engagement and/or mastery of the essential standards, strategies for supplemental support, and protocols for feedback.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Student Engagement	All teachers will use an instructional process that informs students of learning expectations and standards of performance. Exemplars will be provided to guide and inform students. The process will include multiple measures, including formative assessments, to inform the ongoing modification of instruction and to provide data for possible curriculum revision. The process will provide students with specific and timely feedback about their learning.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Building Level Collaboration	Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement. Instructional plans may include: common assessments, strategies to enhance student engagement and/or mastery of the essential standards, strategies for supplemental support, and protocols for feedback.	Academic Support Program	Tier 1	Implement	07/01/2013	06/01/2017	\$0	Building level staff and administration
Active Learning Environment	Building staff will provide frequent opportunities for students to apply knowledge in a real world context. Some cross-curriculum integrated units of instruction will be taught. Many lessons will emphasize higher order thinking skills and take into account multiple aptitudes, learning styles, and intelligences.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Student Engagement	All teachers will use an instructional process that informs students of learning expectations and standards of performance. Exemplars will be provided to guide and inform students. The process will include multiple measures, like formative assessments, to inform the ongoing modification of instruction and to provide data for possible curriculum revision. The process will provide students with specific and timely feedback about their learning.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Active Learning Environment	Building staff will provide frequent opportunities for students to apply knowledge in a real world context. Some cross-curriculum integrated units of instruction will be taught. Many lessons will emphasize higher order thinking skills and take into account multiple aptitudes, learning styles, and intelligences.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Technology Integration	Digital tools/technology will be integrated into classroom instruction on a regular basis to enhance student engagement and to improve student comprehension and retention of Social studies skills. Students will use digital tools/technology to gather, evaluate, and/or use information for learning; conduct research, solve problems, and/or create original works for learning; communicate and work collaboratively for learning.	Technology	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Benchmark Assessments	Teachers will administer benchmark or interim assessments three times a year using a valid and reliable Universal Screening tool, and use the assessments to inform instruction for each student.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Progress Monitoring	Teachers will use benchmark and progress monitoring a minimum of every 2-3 weeks to monitor the performance of struggling students and to develop meaningful intervention strategies.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Instructional Groupings	Building level staff will develop protocols for a multi-tiered system of support (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Data Analysis	Teachers will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement including readiness for and success at the next level.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Student Tracking/Essential Standards	Staff will provide students with a data portfolio for the purpose of monitoring progress toward mastery of essential standards taught in each Social studies course. At least once a quarter, students will conference with teachers, peers, and parents about the data in their portfolio.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
K-12 Alignment	K-12 staff will work in a collaborative manner to identify, monitor, and revise as necessary essential standards for each Science course and to improve and align instructional practices district-wide.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Instructional Monitoring	Building administrators will develop protocols to monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level administrators

School Improvement Plan

River Valley Middle High School

Progress Monitoring	Teachers will use benchmark and progress monitoring data a minimum of every 2-3 weeks to monitor the performance of struggling students and to develop meaningful intervention strategies.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Intervention Monitoring	Building administrators will develop protocols to monitor the implementation of the system of interventions through periodic visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level administrators
Benchmark Assessments	Teachers will administer benchmark or interim assessments three times a year using a valid and reliable Universal Screening tool, and use the assessments to inform instruction for each student.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Student Identification for Support	School personnel will provide or coordinate programs to meet the academic physical, social and emotional needs of all students. Staff will identify students for supplemental support (including remedial and enrichment) by the level of essential standard mastery. Improvement plans will be designed and implemented when needed to more effectively meet the needs of students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
K-12 Collaboration	Building staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement. Using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Building Level Collaboration	Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement. Instructional plans may include: common assessments, strategies to enhance student engagement and/or mastery of the essential standards, strategies for supplemental support, and protocols for feedback.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Active Learning Environment	Building staff will provide frequent opportunities for students to apply knowledge in a real world context. Some cross-curriculum integrated units of instruction will be taught. Many lessons will emphasize higher order thinking skills and take into account multiple aptitudes, learning styles, and intelligences.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Technology Integration	Digital tools/technology will be integrated into classroom instruction on a regular basis to enhance student engagement and to improve student comprehension and retention of reading skills. Students will use digital tools/technology to gather, evaluate, and/or use information for learning; conduct research, solve problems, and/or create original works for learning; communicate and work collaboratively for learning.	Technology	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Student Engagement	All teachers will use an instructional process that informs students of learning expectations and standards of performance. Exemplars will be provided to guide and inform students. The process will include multiple measures, like formative assessments, to inform the ongoing modification of instruction and to provide data for possible curriculum revision. The process will provide students with specific and timely feedback about their learning.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Common Grading and Reporting System	Staff will develop and implement a common grading and reporting system based on criteria corresponding to standards, knowledge, and skills attained by students. The policy will include consistent measures to demonstrate students' ability and achievements in class. All teachers will incorporate these policies into the structure of each class. In addition, the staff will be able to analyze data from grading to improve student learning. The policies, processes, and procedures will be formally evaluated on a regular basis.	Other	Tier 1	Getting Ready	09/02/2014	06/30/2017	\$0	Building level staff and administration
Technology Integration	Digital tools/technology will be integrated into classroom instruction on a regular basis to enhance student engagement and to improve student comprehension and retention of math skills. Students will use digital tools/technology to gather, evaluate, and/or use information for learning; conduct research, solve problems, and/or create original works for learning; communicate and work collaboratively for learning.	Technology	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
K-12 Collaboration	Building staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement. Using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Data Analysis	Teachers will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement including readiness for and success at the next level.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Student Advocacy Program	Students will be assigned to a teacher advocate. Teachers will formally meet with students a minimum of 3 times a year to establish a supportive relationship, and to interact with their learning skills, thinking skills, and life skills.	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/30/2017	\$0	Building level staff and administration.
K-12 Alignment	K-12 staff will work in a collaborative manner to identify, monitor, and revise as necessary essential standards for each social studies course and to improve and align instructional practices district-wide.	Direct Instruction	Tier 1	Monitor	07/01/2013	06/30/2017	\$0	Building level staff and administration
Intervention Monitoring	Building administrators will develop protocols to monitor the system of interventions through periodic visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level administrators
Student Tracking/Essential Standards	Staff will provide students with a data portfolio for the purpose of self-monitoring progress toward mastery of essential reading standards taught in each ELA course. At least once a quarter, students will conference with teachers, peers, and parents about the data in their portfolio.	Monitor	Tier 1	Implement	07/01/2013	06/01/2017	\$0	Building level staff and administration
Common Assessments/Essential Standards	Staff will administer common pre- and post-assessments in each ELA course, covering all writing essential standards taught. Each item in the common assessments will be aligned to the depth of knowledge required to demonstrate proficiency with the common core standards.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Common Grading and Reporting System	Staff will develop and implement a common grading and reporting system based on criteria corresponding to standards, knowledge, and skills attained by students. The policy will include consistent measures to demonstrate students' ability and achievements in class. All teachers will incorporate these policies into the structure of each class. In addition, the staff will be able to analyze data from grading to improve student learning. The policies, processes, and procedures will be formally evaluated on a regular basis.	Other	Tier 1	Getting Ready	09/02/2014	06/30/2017	\$0	Building level staff and administration

School Improvement Plan

River Valley Middle High School

K-12 Collaboration	Building staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement. Using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
K-12 Collaboration	Building staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement. Using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Common Assessments/Essential Standards	Staff will administer common pre- and post-assessments in each Social studies course, covering all essential standards taught. Each item in the common assessments will be aligned to the depth of knowledge required to demonstrate proficiency with the common core standards.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
District/Community Collaboration	Building staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration, parents, and community members
Student Identification for Support	School personnel will provide or coordinate programs to meet the academic physical, social and emotional needs of all students. Staff will identify students for supplemental support (including remedial and enrichment) by the level of essential standard mastery. Improvement plans will be designed and implemented when needed to more effectively meet the needs of students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Data Analysis	Teachers will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement including readiness for and success at the next level.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Technology Integration	Digital tools/technology will be integrated into classroom instruction on a regular basis to enhance student engagement and to improve student comprehension and retention of writing skills. Students will use digital tools/technology to gather, evaluate, and/or use information for learning; conduct research, solve problems, and/or create original works for learning; communicate and work collaboratively for learning.	Technology	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Student Identification for Support	School personnel will provide or coordinate programs to meet the academic physical, social and emotional needs of all students. Staff will identify students for supplemental support (including remedial and enrichment) by the level of essential standard mastery. Improvement plans will be designed and implemented when needed to more effectively meet the needs of students.	Academic Support Program	Tier 2	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Common Grading and Reporting System	Staff will develop and implement a common grading and reporting system based on criteria corresponding to standards, knowledge, and skills attained by students. The policy will include consistent measures to demonstrate students' ability and achievements in class. All teachers will incorporate these policies into the structure of each class. In addition, the staff will be able to analyze data from grading to improve student learning. The policies, processes, and procedures will be formally evaluated on a regular basis.	Other	Tier 1	Getting Ready	09/02/2014	06/30/2017	\$0	Building level staff and administration
Student Advocacy Program	Students will be assigned to a teacher advocate. Teachers will formally meet with students a minimum of 3 times a year to establish a supportive relationship, and to interact with their learning skills, thinking skills, and life skills.	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/01/2017	\$0	Building level staff and administration
Instructional Groupings	Building level staff will develop protocols for a multi-tiered system of support (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Student Engagement	All teachers will use an instructional process that informs students of learning expectations and standards of performance. Exemplars will be provided to guide and inform students. The process will include multiple measures, like formative assessments, to inform the ongoing modification of instruction and to provide data for possible curriculum revision. The process will provide students with specific and timely feedback about their learning.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Building Level Collaboration	Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement. Instructional plans may include: common assessments, strategies to enhance student engagement and/or mastery of the essential standards, strategies for supplemental support, and protocols for feedback.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Instructional Groupings	Building level staff will develop protocols for a multi-tiered system of support (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Progress Monitoring	Teachers will use benchmark and progress monitoring data a minimum of every 2-3 weeks to monitor the performance of struggling students and to develop meaningful intervention strategies.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Instructional Monitoring	Building administrators will develop protocols to monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level administrators
Benchmark Assessments	Teachers will administer benchmark or interim assessments three times a year using a valid and reliable Universal Screening tool, and use the assessments to inform instruction for each student.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Benchmark Assessments	Teachers will administer benchmark or interim assessments three times a year using a valid and reliable Universal Screening tool, and use the assessments to inform instruction for each student.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Data Analysis	Teachers will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement including readiness for and success at the next level.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Common Assessments/Essential Standards	Staff will administer common pre- and post-assessments in each Language Arts course, covering all essential reading standards taught. Each item in the common assessments will be aligned to the depth of knowledge required to demonstrate proficiency with the common core standards.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Instructional Groupings	Building level staff will develop protocols for a multi-tiered system of support (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2013	06/01/2017	\$0	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Progress Monitoring	Teachers will use benchmark and progress monitoring data a minimum of every 2-3 weeks to monitor the performance of struggling students and to develop meaningful intervention strategies.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
District/Community Collaboration	Building staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration, parents, and community members
Instructional Monitoring	Building administrators will develop protocols to monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level administrators
K-12 Alignment	K-12 staff will work in a collaborative manner to identify, monitor, and revise as necessary reading essential standards for each ELA course and to improve and align instructional practices district-wide.	Direct Instruction	Tier 1	Monitor	07/01/2013	06/30/2017	\$0	Building level staff and administration
Instructional Groupings	Building level staff will develop protocols for a multi-tiered system of support (MTSS).	Academic Support Program	Tier 1	Implement	07/01/2013	06/01/2017	\$0	Building level staff and administration
Intervention Monitoring	Building administrators will develop protocols to monitor the implementation of the system of interventions through periodic visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level administrators
Common Grading and Reporting System	Staff will develop and implement a common grading and reporting system based on criteria corresponding to standards, knowledge, and skills attained by students. The policy will include consistent measures to demonstrate students' ability and achievements in class. All teachers will incorporate these policies into the structure of each class. In addition, the staff will be able to analyze data from grading to improve student learning. The policies, processes, and procedures will be formally evaluated on a regular basis.	Other	Tier 1	Getting Ready	09/02/2014	06/01/2017	\$0	Building level staff and administration
Student Tracking/Essential Standards	Staff will provide students with a data portfolio for the purpose of self-monitoring progress toward mastery of math essential standards taught in each course. At least once a quarter, students will conference with teachers, peers, and parents about the data in their portfolio.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration

School Improvement Plan

River Valley Middle High School

Instructional Monitoring	Building administrators will develop protocols to monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/01/2017	\$0	Building level administrators
District/Community Collaboration	Building staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration, parents, and community members
Common Assessments/Essential Standards	Staff will administer common pre- and post-assessments in each math course, covering all essential standards taught. Each item in the common assessments will be aligned to the depth of knowledge required to demonstrate proficiency with the common core standards.	Evaluation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Common Grading and Reporting System	Staff will develop and implement a common grading and reporting system based on criteria corresponding to standards, knowledge, and skills attained by students. The policy will include consistent measures to demonstrate students' ability and achievements in class. All teachers will incorporate these policies into the structure of each class. In addition, the staff will be able to analyze data from grading to improve student learning. The policies, processes, and procedures will be formally evaluated on a regular basis.	Other	Tier 1	Getting Ready	09/02/2014	06/30/2017	\$0	Building level staff and administration
Student Advocacy Program	Students will be assigned to a teacher advocate. Teachers will formally meet with students a minimum of 3 times a year to establish a supportive relationship, and to interact with their learning skills, thinking skills, and life skills.	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/01/2017	\$0	Building level staff and administration
Intervention Monitoring	Building administrators will develop protocols to monitor the implementation of intervention plans through periodic visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level administrators
Student Advocacy Program	Students will be assigned to a teacher advocate. Teachers will formally meet with students a minimum of 3 times a year to establish a supportive relationship, and to interact with their learning skills, thinking skills, and life skills.	Career Preparation /Orientation	Tier 1	Implement	09/02/2014	06/30/2017	\$0	Building level staff and administration
Instructional Monitoring	Building administrators will develop protocols to monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Monitor	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level administrators

School Improvement Plan

River Valley Middle High School

Active Learning Environment	Building staff will provide frequent opportunities for students to apply knowledge in a real world context. Some cross-curriculum integrated units of instruction will be taught. Many lessons will emphasize higher order thinking skills and take into account multiple aptitudes, learning styles, and intelligences.	Implementation	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration
Progress Monitoring	Teachers will use benchmark and progress monitoring data a minimum of every 2-3 weeks to monitor the performance of struggling students and to develop meaningful intervention strategies.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Building level staff and administration