



School Improvement Plan

River Valley Middle High School

River Valley School District

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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.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

| Label | Assurance | Response | Comment | Attachment |
|--------------|----------------------------------------------|---------------------------|------------------------------------------------|-------------------|
| 1. | Which option was chosen for Goals and Plans? | Goals and Plans in ASSIST | SIP is reviewed and updated annually in ASSIST | |

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 Assessment: 25 Percentile or above (Core) = 0 points; 11-24 Percentile (Strategic) = 1 point; 10 Percentile or below (Intensive) = 2 points
- AIMSweb R-CBM and MAZE Scores: 45 Percentile or above (Core) = 0 points; 17-44 Percentile (Strategic) = 1 point; 16 Percentile or below (Intensive) = 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 ranking is viewed, other demographic data are not provided to the committee. As resources allow, services will be extended to students scoring a four or higher, in coordination with regular education and special education teachers.

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 weekly to review student data and determine appropriate interventions which could include Title 1 services. Each month reading data is reviewed/discussed the first week, math the second week, behavior data the third week, and progress monitoring of tier 3 students the fourth week.

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.
- Gregory, Gayle, Martha Kaufeldt, and Mike Mattos. Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary. Bloomington, IN: Solution Tree, 2016.
- Marzano, Robert J. Formative Assessment & Standards-based Grading. Bloomington, IN: Marzano Research Laboratory, 2010.
- O'Connor, Ken. A Repair Kit for Grading: 15 Fixes for Broken Grades. 2nd ed. Boston: Pearson, 2011.
- Silver, Harvey F., Matthew J. Perini, and R. Thomas. Dewing. The Core Six: Essential Strategies for Achieving Excellence with the Common Core. N.p.: ASCD, 2012. Print.
- 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. 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. At this time there are no paraprofessionals for the Title 1 program. | |

| 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 | | 2017-2018 PD Calendar |

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, child study meetings, 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 | | Parental 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 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.

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.

Collaborative grade-level teams meeting several times during the school year (at minimum once a month). At these collaborative data meetings action plans are developed for students identified as needing targeted support. For students who show no progress with classroom level interventions, the team makes a referral to the intervention team.

The intervention team meets weekly develop and monitor action plans for high risk students in all academic areas.

The risk assessment ranking profile is updated at each benchmark period for the purpose of creating a new list of targeted students.

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.

2017-18 School Improvement Plan

Overview

Plan Name

2017-18 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 social studies by June 30, 2022. | Objectives: 1 Strategies: 4 Activities: 21 | Academic | \$15675 |
| 2 | 85% of all students will demonstrate proficiency in math by June 30, 2022. | Objectives: 1 Strategies: 4 Activities: 21 | Academic | \$15675 |
| 3 | 85% of all students will demonstrate proficiency in reading by June 30, 2022. | Objectives: 1 Strategies: 4 Activities: 21 | Academic | \$53453 |
| 4 | 85% of all students will demonstrate proficiency in writing by June 30, 2022. | Objectives: 1 Strategies: 4 Activities: 21 | Academic | \$0 |
| 5 | 85% of all students will demonstrate proficiency in science by June 30, 2022. | Objectives: 1 Strategies: 4 Activities: 21 | Academic | \$15675 |

Goal 1: 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.

| Status | Progress Notes | Created On | Created By |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| Not Met | 2016 M-STEP: 46.9% of 8th grade students demonstrated proficiency. 35.3% of 11th grade students demonstrated proficiency. | June 27, 2017 | Mrs. Michelle Sykora |
| Not Met | Spring 2015 MSTEP percent of students advanced or proficient: 8th grade 40.5%, 11th grade 48.7%. | June 22, 2016 | Mrs. Michelle Sykora |
| Not Met | The Michigan Education Assessment Program (MEAP) test in social studies was administered to 9th grade students through the 2013/14 school year. In 2013/14, 34.2% of all 9th grade students were proficient in social studies. Beginning in the 2014/15 school year, the MEAP test was replaced by the M-STEP test. Results are not yet available for analysis. The Michigan Merit Exam (MME) test was administered to all 11th grade students through the 2013/14 school year. In 2013/14, 44% of all 11th grade students were proficient in social studies. Beginning in the 2014/15 school year, the MME test was replaced by the M-STEP test. Results are not yet available for analysis. | June 30, 2015 | Mrs. Michelle Sykora |

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: Social Studies

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber). Whatever It Takes: How Professional Learning

Communities Respond When Kids Don't Learn (DuFour).

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).

Tier: Tier 1

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

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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|-----------|------------|------------|-----|---------------------|-----------------------------------------|

| Status | Progress Notes | Created On | Created By |
|-------------|----------------|---------------|----------------------|
| In Progress | | June 27, 2017 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | | June 27, 2017 | Mrs. Michelle Sykora |
| In Progress | The data and instructional recommendations from the AIMSweb R-CBM and MAZE benchmark assessments is shared out with all teachers for use in planning instruction in all curricular areas. | June 22, 2016 | Mrs. Michelle Sykora |
| Not Completed | River Valley High School does not have a benchmark test for social studies | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | No social studies Universal Screening tool identified yet. | August 25, 2014 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

School Improvement Plan

River Valley Middle High School

| Status | Progress Notes | Created On | Created By |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | | June 27, 2017 | Mrs. Michelle Sykora |
| In Progress | The school improvement leadership team along with members of our intervention team analyzed benchmark data on data review days, made recommendations for tiered interventions, identified those needing further assessment, and developed communication plans for staff, parents, and students. All teachers participated in the K-12 Data Review and Analysis in March. | June 22, 2016 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | | June 27, 2017 | Mrs. Michelle Sykora |
| In Progress | Social Studies department identified common assessments for each of the essential standards. Staff received limited training using the SchoolNet data warehousing system. More training is needed. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | On assessments measuring essential standards, a trend was noted in learning gaps for low-performing students and lack of research skills. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | Social Studies department identified common assessments for each of the essential standards. Staff received limited training using the SchoolNet data warehousing system. More training is needed. | August 25, 2014 | Mrs. Michelle Sykora |

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: Social Studies

Research Cited: Explicit Instruction (Archer).

Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini).

Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber).

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

Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary (Gregory, Kaufeldt, Mattos).

What Works in Schools: Translating Research into Action (Marzano).

MDE School Improvement Framework (MDE).

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Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves).

The Core Six: Essential Strategies for Achieving Excellence with the Common Core (Silver, Dewing, Perini).

Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | Protocols for the 1:1 computers were revised. Students will no longer have a device assigned specifically to them. Each classroom was provided with a classroom set of tablets or chromebooks. This change in policy was made to reduce breakage and increase the number of students having a fully charged, useable device available to them. All teachers have the availability of using the Schoology learning platform to launch digital assignments for their classroom instruction. | June 27, 2017 | Mrs. Michelle Sykora |
| In Progress | All students are issued a laptop. All classes are able to use the Schoology learning management system. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | The social studies department actively uses the Schoology platform and the interactive whiteboards. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | All students received individual laptop devices. Staff members participated in monthly Tech Tuesday professional development sessions to learn skills in increasing student engagement and participation through the use of 1:1 technology. | June 30, 2015 | Mrs. Michelle Sykora |

| Activity - Student Engagement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------|-----------|------------|------------|-----|---------------------|-----------------------------------------|

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | Students are actively engaged with the social studies content as evidenced by formative checks. Simulations and debates/discussions of current topics were especially popular with students. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | The Social Studies department purchased new curriculum for use beginning in the 2015/16 school year including digital books and materials for use in 1:1 lesson designs. The Social Studies department plans to continue to focus on student proficiency in using and understanding primary source materials as well as evidence-based responses. The Social Studies and English departments will continue to work together on student research projects. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

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| Status | Progress Notes | Created On | Created By |
|-------------|----------------|---------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |

| 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 | 06/01/2018 | \$0 | No Funding Required | Building level administrators |

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | Learning walks and formal observations were conducted following the Thoughtful Classroom feedback protocols. It is the administrative goal that each teacher have one learning walk per marking period and one formal observation per semester. Administrative instructional rounds were conducted six times throughout the school year. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | During the 2013/14 school year, the thoughtful classroom observation tools and strategies were used (The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF). Silver Strong & Associates. http://www.thoughtfulclassroom.com). Classroom walk throughs, instructional rounds, and classroom observations were conducted. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------|---------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |

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| In Progress | RVMHS utilizes a pyramid of interventions. The pyramid is reviewed annually with all teachers and is posted on the teacher intranet page. The pyramid of interventions is revised annually to clarify and expand levels of support. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | RVMHS implemented a multi-tiered system of support which was created to administer interventions for identified student academic and behavioral needs (Pyramid of Interventions). This system includes I.C.E. time during which students will benefit from intervention and enrichment activities and staff will have an opportunity to collaborate about students on a rotating basis. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$6184 | General Fund, Title II Part A | Instructional staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | During the 2016/17 School Year all core departments participated in a monthly book study/PLC using the book Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary by Gayle Gregory, Martha Kaufeldt, and Mike Mattos. On August 31, 2016, all staff participated in the Thoughtful Classroom PD led by Joyce Jackson using the book The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Harvey Silver, R. Thomas Dewing, and Matthew Perini. Additionally, members of each core department were given the opportunity to attend conferences specific to their curriculum. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | All teachers were offered the opportunity to participate in the Extreme Teaching for Extreme Times PD June 21-22; this two day PD will help teachers grow in deepening the level of rigor in their teaching and engaging instructional strategies. Social Studies teachers attended the State Social Studies Conference in November, the MACUL Conference, and the Schoology Next conference. | June 22, 2016 | Mrs. Michelle Sykora |

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| In Progress | During the 2014/15 school year, all teachers and administrators participated in book studies and/or professional development utilizing the following materials: - 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. - 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/ | June 30, 2015 | Mrs. Michelle Sykora |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | PRIDE Families met once each six weeks. PRIDE Mentors met with students individually during this time period to review current class grades and to guide students in making a plan for improvement. | June 27, 2017 | Mrs. Michelle Sykora |
| In Progress | All students are grouped into PRIDE Family groups according to career pathway. PRIDE Family time was scheduled six times during the school year. Groups worked on culture building activities as well as community service projects. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | Students are grouped into PRIDE Families based on career pathways. PRIDE families met in the fall, winter, and spring for two ½-hour periods each. Students worked on team building skills and EDPs were completed. Additional activities focused on career pathways or college planning. | June 30, 2015 | Mrs. Michelle Sykora |

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: School Culture

Research Cited: Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein).

Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber).

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

Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary (Gregory, Kaufeldt, Mattos).

What Works in Schools: Translating Research into Action (Marzano).

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Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves).

The Key to Continuous School Improvement (Schmoker).

Charting A Course To Standards-Based Grading: What To Stop, What To Start, And Why It Matters (Westerberg).

Beyond the Numbers: Making Data Work for Teachers and School Leaders (White).

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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | K-12 staff met to review MSTEP data and for alignment of essential standards. The CURCO committee meets quarterly; during the 2016-17 school year the proposal was written for new noncore curriculum and the ELA department began reviewing their curriculum. | June 27, 2017 | Mrs. Michelle Sykora |
| In Progress | K-12 teachers collaborate at district professional development sessions including curriculum alignment in September and Thoughtful Classroom strategies in November. K-12 teachers work collaboratively on the District School Improvement Team (DSIT), the District Technology Committee, and the Curriculum Council (CURCO). | June 22, 2016 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

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| Status | Progress Notes | Created On | Created By |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | PLC groups met monthly with Ann Shell, Berrien RESA Education Systems Consultant, in a book study and to develop reporting standards. Grade level groups met 1-2 times monthly to review and update student action plans. Department meetings were held monthly as well as PRIDE teams. | June 27, 2017 | Mrs. Michelle Sykora |
| In Progress | We met to analyze MSTEP and PSAT data. PLC Collaboration was increased during I.C.E. K-12, departmental, grade level, and PRIDE team PLCs collaborated on a rotating basis during our weekly a.m. collaboration. Departmental team discussions focused around school improvement initiatives and topics developed by SILT; grade-level teams focused on student action plans created after analyzing student risk factors, motivators, and classroom data. | June 22, 2016 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | All district staff met on September 1, 2016 for a K-12 Curriculum Alignment work session. The River Valley School District Curriculum Council (CURCO) met four times during the school year. CURCO has a six-year curriculum review/implement/purchase cycle. During the 2016/17 school year the ELA department began their curriculum study, the non-core departments wrote their proposal for new curriculum and materials for board approval and purchase, and the science department implemented the new curriculum approved last school year. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | 9/3/2015 K-12 Curriculum Alignment work session. The River Valley School District Curriculum Council (CURCO) met four times during the school year. CURCO has a six-year curriculum review/implement/purchase cycle. The social studies curriculum was recently revised/reviewed; the 2015-16 school year was the first year of implementation of the new curriculum and materials. | June 22, 2016 | Mrs. Michelle Sykora |

| Activity - District/Community Collaboration | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration, parents, and community members |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------|-----------|------------|------------|-----|---------------------|-------------------------------------------------------------------------|

| Status | Progress Notes | Created On | Created By |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | During the 2016/17 school year staff began implementing and educating parents about the behavior standards rubric. The behavior standards were reported to parents on students' report cards beginning in the 2nd semester. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | Benchmark data reports were emailed to individual students following winter and spring benchmark testing; reports were sent to parents after spring testing. These reports include information as to how the data is used for instructional decisions. | June 22, 2016 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | Academic behaviors identified; staff began reporting on students' progress in academic behaviors using the agreed upon rubric. Curriculum departments began identifying standards for reporting. Protocols were discussed/developed for: plagiarism, extra credit, attendance, incompletes, zeros, late work, and redos/retakes. | June 27, 2017 | Mrs. Michelle Sykora |
| In Progress | We completed Year 1 of a three-year plan for the transformation of the grading system. During this year, Kelli Campbell, Berrien RESA consultant, facilitated monthly meetings, helping us to extract and identify the academic behavior we felt were important to report to parents. Three behaviors were identified: preparation, homework, and participation. The staff developed rubrics for each area. | June 22, 2016 | Mrs. Michelle Sykora |

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| In Progress | <p>During the 2014/15 school year, all teachers and administrators participated in book studies and/or professional development utilizing the following materials:</p> <ul style="list-style-type: none"> - 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. - O'Connor, Ken. A Repair Kit for Grading: 15 Fixes for Broken Grades. 2nd ed. Boston: Pearson, 2011. | June 30, 2015 | Mrs. Michelle Sykora |
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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: Learning Support Systems

Research Cited: Failure Is Not An Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein).

Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini).

Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber).

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

Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary (Gregory, Kaufeldt, Mattos).

What Works in Schools: Translating Research into Action (Marzano).

MDE School Improvement Framework (MDE).

Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves).

Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, 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 | 06/30/2018 | \$0 | No Funding Required | Building level administrators |

| Status | Progress Notes | Created On | Created By |
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| In Progress | The intervention team meets weekly to review students' progress on Tier 2 and Tier 3 interventions. | June 27, 2017 | Mrs. Michelle Sykora |
| In Progress | Teachers are encouraged to develop their own system of monitoring interventions. Departments are encouraged to develop a "tool box" of intervention strategies for team members. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | Pyramid of interventions was drafted during the 2013/14 school year. | August 25, 2014 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$3307 | General Fund | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | An action plan is developed for each student demonstrating a need for Tier 2 or Tier 3 interventions. The action plan is a shared document between all instructional staff. | June 27, 2017 | Mrs. Michelle Sykora |
| In Progress | I.C.E. provided an additional 84 minutes per week for staff to administer strategic interventions for tier 2 students on their essential standards and expose proficient students to enrichment and extension opportunities. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | An intervention team consisting of teachers, administrators, counselors and diagnostic staff meets weekly to identify Tier 3 students determine progressively more intensive supports for each student. The team monitors progress and provides feedback to parents and teachers. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

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| In Progress | Protocols were developed for holding Child Study Meetings for students needing to move from Tier 2 to Tier 3 interventions. | June 27, 2017 | Mrs. Michelle Sykora |
| In Progress | A guidance counselor and social worker are on staff to meet the emotional needs of students and to act as liaison between family and school. Community based services are offered to students/families when appropriate, including Lori's Place grief counseling, Blessings in a Backpack, mobile food pantry, and access to eye exams/glasses. Supervised after-school time is available for all students in the library each weekday. Students needing credit-recovery may take a virtual course. Students are able to take CTE courses meeting their career pathway development, dual enrollment courses for college credit, AP History, and/or virtual courses in subjects not offered at River Valley. Students needing academic assistance may attend I.C.E. sessions or seek individual support from teachers. | June 22, 2016 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$6184 | General Fund, Title II Part A | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | On August 31, 2016, all staff attended the Thoughtful Classroom professional development session led by Joyce Jackson. On September 1, 2016 all staff attended the Learning Disabilities Guidelines professional development session led by Jamison Bennett (Berrien RESA). All staff is invited and encouraged to attend various workshops hosted by the Berrien RESA throughout the school year. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | All teachers attended the Joyce Jackson Thoughtful Classroom PD in November with a focus on reading strategies in the core areas. All teachers were invited and encouraged to attend the Engaging Teacher Academy, Differentiating Instruction workshop, and various other workshops held at Berrien RESA. | June 22, 2016 | Mrs. Michelle Sykora |

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| In Progress | During the 2014/15 school year, all teachers and administrators participated in book studies and/or professional development utilizing the following materials: - 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. - 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/ | June 30, 2015 | Mrs. Michelle Sykora |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|

Goal 2: 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.

| Status | Progress Notes | Created On | Created By |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| Not Met | 2016 MSTEP: In grades 6-8, 16.3% of students were At or Above Proficiency on the Math MSTEP. In grade 11, 21.2% of students were At or Above Proficiency on the Math MME (SAT). | June 27, 2017 | Mrs. Michelle Sykora |
| Not Met | 2015 Spring MSTEP percent of students advanced or proficient: 6th grade 22.2%, 7th grade 25.5%, 8th grade 21.6%, 11th grade 23.1%. | June 22, 2016 | Mrs. Michelle Sykora |
| Not Met | The Michigan Merit Exam (MME) test was administered to all 11th grade students through the 2013/14 school year. In 2013/14, 22% of all students were proficient in mathematics. Beginning in the 2014/15 school year, the MME test was replaced by the M-STEP test. Results are not yet available for analysis. The ACT test is administered to all 11th grade students. The ACT benchmark score for mathematics is 22. In 2013/14, the average mathematics score was 18.4 with 21.6% of students meeting or exceeding the benchmark score. | June 30, 2015 | Mrs. Michelle Sykora |

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: Mathematics

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber). Whatever It Takes: How Professional Learning

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Communities Respond When Kids Don't Learn (DuFour).

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).

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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | Students in grades 6-8 were universally screened at the three benchmark periods using the MobyMax platform. The math department reviewed this benchmark assessment and determined that it will be appropriate to resume using the AIMSweb MCOMP and MCAP benchmark assessments next school year. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | The MobyMax Math benchmark assessments were administered to all 6th-8th grade students beginning in the Fall of 2014. The data was analyzed by the math department following each benchmark administration. Grade-level assessment (bench-marking); placement data allows us to diagnose remedial programs based on grade-level equivalence. AIMSweb Math probes were also used for IEP goal setting and progress-monitoring. | August 25, 2015 | Mrs. Michelle Sykora |
| Not Completed | River Valley High School does not have a benchmark test for mathematics separate from the State of Michigan tests. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | No math Universal Screening tool identified yet for grades 9-12. | August 22, 2014 | Mrs. Michelle Sykora |

| Activity - Common Assessments/Essential Standards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------|-----------|------------|------------|-----|---------------------|-----------------------------------------|

| Status | Progress Notes | Created On | Created By |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | 7th grade common assessments. CCSS alignment. Pre-assessments and "are you ready?" activities in new curriculum materials assess pre-requisite skills prior to teaching. | August 25, 2015 | Mrs. Michelle Sykora |
| In Progress | Math department identified common assessments for each of the essential standards. Staff received limited training using the SchoolNet data warehousing system. More training is needed. | August 25, 2014 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | Three times yearly the AIMSweb benchmark data is analyzed; decisions are made regarding Math Skills placement and progress monitoring at this time. AIMSweb and M-STEP Data is used each spring to make recommendations for accelerate class placement for the upcoming school year. Progress monitoring data is reviewed monthly by the intervention team and recommendations are made for targeted intervention. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | The school improvement leadership team along with members of our intervention team analyzed benchmark data on data review days, made recommendations for tiered interventions, identified those needing further assessment, and developed communication plans for staff, parents, and students. All teachers participated in the K-12 Data Review and Analysis in March. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | teacher tracking charts, intervention charts | August 25, 2015 | Mrs. Michelle Sykora |

| Activity - Progress Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|-----------|------------|------------|-----|---------------------|-----------------------------------------|

| Status | Progress Notes | Created On | Created By |
|-------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | The math department is exploring different progress monitoring tools. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | Special Ed - yes (Moby and AIMSweb) ... still investigating what P.M. looks like in the Moby platform for general ed students. | August 25, 2015 | Mrs. Michelle Sykora |

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: Learning Support Systems

Research Cited: Failure Is Not An Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein).

Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini).

Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber).

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

Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary (Gregory, Kaufeldt, Mattos).

What Works in Schools: Translating Research into Action (Marzano).

MDE School Improvement Framework (MDE).

Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves).

Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, 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 | 06/30/2018 | \$0 | No Funding Required | Building level administrators |

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| Status | Progress Notes | Created On | Created By |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | The intervention team meets weekly to review students' progress on Tier 2 and Tier 3 interventions. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | Teachers are encouraged to develop their own system of monitoring interventions. Departments are encouraged to develop a "tool box" of intervention strategies for team members. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | Tiago & DeeDee (fidelity checks), Intervention team, intervention plans and ICE sessions (system of interventions), admin collecting and analyzing teacher data and intervention charts quarterly | August 25, 2015 | Mrs. Michelle Sykora |
| In Progress | Pyramid of interventions was drafted during the 2013/14 school year. | August 22, 2014 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$3307 | General Fund | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | An action plan is developed for each student demonstrating a need for Tier 2 or Tier 3 interventions. The action plan is a shared document between all instructional staff. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | I.C.E. provided and additional 84 minutes per week for staff to administer strategic interventions for tier 2 students on their essential standards and expose proficient students to enrichment and extension opportunities. Students are enrolled in the math skills class and the algebra essentials class in addition to the core Mathematics class. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | dept'l ICE collaborations, sharing students/staff for delivery | August 25, 2015 | Mrs. Michelle Sykora |
| In Progress | An intervention team consisting of teachers, administrators, counselors and diagnostic staff meets weekly to identify Tier 3 students determine progressively more intensive supports for each student. The team monitors progress and provides feedback to parents and teachers. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |
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| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | Protocols were developed for holding Child Study Meetings for students needing to move from Tier 2 to Tier 3 interventions. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | A guidance counselor and social worker are on staff to meet the emotional needs of students and to act as liaison between family and school. Community based services are offered to students/families when appropriate, including Lori's Place grief counseling, Blessings in a Backpack, mobile food pantry, and access to eye exams/glasses. Supervised after-school time is available for all students in the library each weekday. Students needing credit-recovery may take a virtual course. Students are able to take CTE courses meeting their career pathway development, dual enrollment courses for college credit, and/or virtual courses in subjects not offered at River Valley. Students needing academic assistance may attend I.C.E. sessions or seek individual support from teachers. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | essential standard data analysis, Moby Max data analysis, ICE sessions for 6th - 12th grade, master schedule (Algebra Essentials), math skills classes for 7th & 8th grade students | August 25, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$6184 | General Fund, Title II Part A | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
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| In Progress | On August 31, 2016, all staff attended the Thoughtful Classroom professional development session led by Joyce Jackson. On September 1, 2016 all staff attended the Learning Disabilities Guidelines professional development session led by Jamison Bennett (Berrien RESA). All staff is invited and encouraged to attend various workshops hosted by the Berrien RESA throughout the school year. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | All teachers attended the Joyce Jackson Thoughtful Classroom PD in November with a focus on reading strategies in the core areas. All teachers were invited and encouraged to attend the Engaging Teacher Academy, Differentiating Instruction workshop, and various other workshops held at Berrien RESA. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | MTSS, Thoughtful Classroom, D.I., new curriculum training to include pre-assessments and tiered assignments, most conferences strengthen CORE strategies, Moby, Quix.org and publisher testing helps identify learner needs and offer tutorials | August 25, 2015 | Mrs. Michelle Sykora |
| In Progress | During the 2014/15 school year, all teachers and administrators participated in book studies and/or professional development utilizing the following materials: - 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. - 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/ | June 30, 2015 | Mrs. Michelle Sykora |

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: Mathematics

Research Cited: Explicit Instruction (Archer).

Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini).

Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber).

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

Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary (Gregory, Kaufeldt, Mattos).

What Works in Schools: Translating Research into Action (Marzano).

MDE School Improvement Framework (MDE).

Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves).

The Core Six: Essential Strategies for Achieving Excellence with the Common Core (Silver, Dewing, Perini).

Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, Perini).

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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 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | Protocols for the 1:1 computers were revised. Students will no longer have a device assigned specifically to them. Each classroom was provided with a classroom set of tablets or chromebooks. This change in policy was made to reduce breakage and increase the number of students having a fully charged, useable device available to them. All teachers have the availability of using the Schoology learning platform to launch digital assignments for their classroom instruction. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | All students are issued a laptop. All classes are able to use the Schoology learning management system. Digital tools include: Desmos and MobyMax (remedial skills). Digital tools are used to gather and analyze data. The math department is continuing to explore tools to help students learn mathematics. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | Geometer sketchpad, graphing/scientific calculators, digital graphing software/Excel, online research, calculator emulator, Moby Math | August 25, 2015 | Mrs. Michelle Sykora |
| In Progress | All students received individual laptop devices. Staff members participated in monthly Tech Tuesday professional development sessions to learn skills in increasing student engagement and participation through the use of 1:1 technology. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

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| Status | Progress Notes | Created On | Created By |
|-------------|------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | The math department is exploring cross-curricular projects and problem-based learning. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | MARS activity, Yummy Math, Encore math, Moby Math, problem-solving activities in daily lessons | August 25, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | A data tracking sheet is used for each chapter. The objectives and assignments are in the middle. Students keep track of their understanding of the material as they move through the unit and reflect at the end about their understanding or lack of understanding. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | students set goals for chapters and essential standards during ICE session conferences, unit plans for each class, student outlines, 4-3-2-1 rubric of knowledge, individual learning targets and essential standards, younger grades keep charts in classroom, upper grades maintain own charts | August 25, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level administrators |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------|---------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |

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|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | Learning walks and formal observations were conducted following the Thoughtful Classroom feedback protocols. It is the administrative goal that each teacher have one learning walk per marking period and one formal observation per semester. Administrative instructional rounds were conducted six times throughout the school year. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | During the 2013/14 school year, the thoughtful classroom observation tools and strategies were used (The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF). Silver Strong & Associates. http://www.thoughtfulclassroom.com). Classroom walk throughs, instructional rounds, and classroom observations were conducted. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | RVMHS utilizes a pyramid of interventions. The pyramid is reviewed annually with all teachers and is posted on the teacher intranet page. The pyramid of interventions is revised annually to clarify and expand levels of support. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | RVMHS implemented a multi-tiered system of support which was created to administer interventions for identified student academic and behavioral needs (Pyramid of Interventions). This system includes I.C.E. time during which students will benefit from intervention and enrichment activities and staff will have an opportunity to collaborate about students on a rotating basis. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

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| Status | Progress Notes | Created On | Created By |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | 1 MARS chapter/mo is Phil's goal (includes exemplars), collaborative activities, web tools for feedback/formative assessments and to provide timely feedback from teacher and peers, exemplars mostly teacher/student modeling how to correctly solve problems, answers provided for students to self-check, next-day feedback, station work/centers, bell-work to check and provide feedback, answers in back of book | August 25, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$6184 | General Fund, Title II Part A | Instructional staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | During the 2016/17 School Year all core departments participated in a monthly book study/PLC using the book Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary by Gayle Gregory, Martha Kaufeldt, and Mike Mattos. On August 31, 2016, all staff participated in the Thoughtful Classroom PD led by Joyce Jackson using the book The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Harvey Silver, R. Thomas Dewing, and Matthew Perini. Additionally, members of each core department were given the opportunity to attend conferences specific to their curriculum. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | All teachers were offered the opportunity to participate in the Extreme Teaching for Extreme Times PD June 21-22; this two day PD will help teachers grow in deepening the level of rigor in their teaching and engaging instructional strategies. Math teachers attended the MACUL Conference and the Raising Mathematicians conference. | June 22, 2016 | Mrs. Michelle Sykora |

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| In Progress | NCTM, MCTM, Secondary Math Instruction and Assessment in Light of CCSS conference series, Thoughtful Classroom, MACUL, Math in Action | August 25, 2015 | Mrs. Michelle Sykora |
| In Progress | During the 2014/15 school year, all teachers and administrators participated in book studies and/or professional development utilizing the following materials: - 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. - 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/ | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration. |

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | PRIDE Families met once each six weeks. PRIDE Mentors met with students individually during this time period to review current class grades and to guide students in making a plan for improvement. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | All students are grouped into PRIDE Family groups according to career pathway. PRIDE Family time was scheduled six times during the school year. Groups worked on culture building activities as well as community service projects. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | Students are grouped into PRIDE Families based on career pathways. PRIDE families met in the fall, winter, and spring for two ½-hour periods each. Students worked on team building skills and EDPs were completed. Additional activities focused on career pathways or college planning. | June 30, 2015 | Mrs. Michelle Sykora |

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: School Culture

Research Cited: Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein).

Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber).

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

Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary (Gregory, Kaufeldt, Mattos).

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What Works in Schools: Translating Research into Action (Marzano).

Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves).

The Key to Continuous School Improvement (Schmoker).

Charting A Course To Standards-Based Grading: What To Stop, What To Start, And Why It Matters (Westerberg).

Beyond the Numbers: Making Data Work for Teachers and School Leaders (White).

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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | K-12 staff met to review M-STEP data and for alignment of essential standards. The CURCO committee meets quarterly; during the 2016-17 school year the proposal was written for new noncore curriculum and the ELA department began reviewing their curriculum. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | K-12 teachers collaborate at district professional development sessions including curriculum alignment in September, Thoughtful Classroom strategies in November, and K-12 Data Review and Analysis in March. K-12 teachers work collaboratively on the District School Improvement Team (DSIT), the District Technology Committee, and the Curriculum Council (CURCO). | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | "to analyze student assessment data" didn't happen at all, "to review the curriculum" happened during study year (13/14), but no K-12 collaboration for this purpose during 14/15, K-12 essential standard collaboration in 14/15, "to develop effective district-wide instructional practices" K-12 Thoughtful Classroom PD throughout year, "discussing results of inquiry practices ..." not K-12 ... this happened within each building among collaborative teams throughout the district, branch-out week allowed for K-12 spec ed and Title I collaboration. | August 25, 2015 | Mrs. Michelle Sykora |

| Activity - Building Level Collaboration | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |
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| Status | Progress Notes | Created On | Created By |
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| In Progress | PLC groups met monthly with Ann Shell, Berrien RESA Education Systems Consultant, in a book study and to develop reporting standards. Grade level groups met 1-2 times monthly to review and update student action plans. Department meetings were held monthly as well as PRIDE teams. Ann Bingham, Berrien RESA Math Consultant, worked with the math department on curriculum standards. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | We met to analyze MSTEP and PSAT data. PLC Collaboration was increased during I.C.E. K-12, departmental, grade level, and PRIDE team PLCs collaborated on a rotating basis during our weekly a.m. collaboration. Departmental team discussions focused around school improvement initiatives and topics developed by SILT; grade-level teams focused on student action plans created after analyzing student risk factors, motivators, and classroom data. Algebra 1 teachers meet to plan out instructional units. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | dept'l and grade-level during ICE, morning meetings, after school mtgs, on-going informal discussions, Moby Max data review | August 25, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
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| In Progress | All district staff met on September 1, 2016 for a K-12 Curriculum Alignment work session. The River Valley School District Curriculum Council (CURCO) met four times during the school year. CURCO has a six-year curriculum review/implement/purchase cycle. During the 2016/17 school year the ELA department began their curriculum study, the non-core departments wrote their proposal for new curriculum and materials for board approval and purchase, and the science department implemented the new curriculum approved last school year. | June 30, 2017 | Mrs. Michelle Sykora |

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| In Progress | 9/3/2015 K-12 Curriculum Alignment work session. The River Valley School District Curriculum Council (CURCO) met four times during the school year. CURCO has a six-year curriculum review/implement/purchase cycle. The mathematics curriculum is scheduled to be revised/reviewed in the 2017-18 school year. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | building level in Sept, no K-12 for essential standards; "instructional practices" via Thoughtful Classroom PD | August 25, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration, parents, and community members |

| Status | Progress Notes | Created On | Created By |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | During the 2016/17 school year staff began implementing and educating parents about the behavior standards rubric. The behavior standards were reported to parents on students' report cards beginning in the 2nd semester. Each spring a PRIDE night is planned. This night focuses on transitioning students from 5th to 6th grade and from 8th to 9th grade. Parents attend an information session while students are engaged in relation building and enrichment activities. Building tours are offered. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | Benchmark data reports were emailed to individual students following winter and spring benchmark testing; reports were sent to parents after spring testing. These reports include information as to how the data is used for instructional decisions. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | communication with parents, website, P/T conferences, PRIDE night, Back-to-school Night, email, parent access/component to Schoology and PowerSchool; technology contributes to seamless transition and constant access | August 25, 2015 | Mrs. Michelle Sykora |

| Activity - Common Grading and Reporting System | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |
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| Status | Progress Notes | Created On | Created By |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | Academic behaviors identified; staff began reporting on students' progress in academic behaviors using the agreed upon rubric. Curriculum departments began identifying standards for reporting. Protocols were discussed/developed for: plagiarism, extra credit, attendance, incompletes, zeros, late work, and redos/retakes. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | We completed Year 1 of a three-year plan for the transformation of the grading system. During this year, Kelli Campbell, Berrien RESA consultant, facilitated monthly meetings, helping us to extract and identify the academic behavior we felt were important to report to parents. Three behaviors were identified: preparation, homework, and participation. The staff developed rubrics for each area. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | in progress and will be focus for next school year | August 25, 2015 | Mrs. Michelle Sykora |
| In Progress | During the 2014/15 school year, all teachers and administrators participated in book studies and/or professional development utilizing the following materials: - 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. - O'Connor, Ken. A Repair Kit for Grading: 15 Fixes for Broken Grades. 2nd ed. Boston: Pearson, 2011. | June 30, 2015 | Mrs. Michelle Sykora |

Goal 3: 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.

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| Status | Progress Notes | Created On | Created By |
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| Not Met | In grades 6-8, 36.6% of students were At or Above Proficiency on the ELA M-STEP. In grade 11, 60.6% of students were At or Above Proficiency on the Evidence Based Reading and Writing MME (SAT). | June 30, 2017 | Mrs. Michelle Sykora |
| Not Met | Spring 2015 MSTEP ELA results--Percent of students advanced or proficient: 6th grade 22.2%, 7th grade 28%, 8th grade 46%, 11th grade 59%. | June 22, 2016 | Mrs. Michelle Sykora |
| Not Met | The Michigan Merit Exam (MME) test was administered to all 11th grade students through the 2013/14 school year. In 2013/14, 58% of all students were proficient in reading. Beginning in the 2014/15 school year, the MME test was replaced by the M-STEP test. Results are not yet available for analysis. The ACT test is administered to all 11th grade students. The ACT benchmark score for reading is 21. In 2013/14, the average reading score was 19.8 with 29.4% of students meeting or exceeding the benchmark score. | June 30, 2015 | Mrs. Michelle Sykora |

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: Learning Support Systems

Research Cited: Failure Is Not An Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein).

Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini).

Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber).

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

Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary (Gregory, Kaufeldt, Mattos).

What Works in Schools: Translating Research into Action (Marzano).

MDE School Improvement Framework (MDE).

Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves).

Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, 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 | 06/30/2018 | \$0 | No Funding Required | Building level administrators |

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| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | The intervention team meets weekly to review students' progress on Tier 2 and Tier 3 interventions. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | Teachers are encouraged to develop their own system of monitoring interventions. Departments are encouraged to develop a "tool box" of intervention strategies for team members. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | During the 2013/14 school year, the thoughtful classroom observation tools and strategies were used (The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF). Silver Strong & Associates. http://www.thoughtfulclassroom.com). Classroom walk throughs, instructional rounds, and classroom observations were conducted. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | Pyramid of interventions was drafted during the 2013/14 school year. | August 25, 2014 | Mrs. Michelle Sykora |

| 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 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 | 06/30/2018 | \$41085 | General Fund, Title I Part A | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | An action plan is developed for each student demonstrating a need for Tier 2 or Tier 3 interventions. The action plan is a shared document between all instructional staff. I.C.E. sessions are taught focused on reading strategies. Some teachers provide homework lunch sessions and/or sessions before or after school. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | I.C.E. provided and additional 84 minutes per week for staff to administer strategic interventions for tier 2 students on their essential standards and expose proficient students to enrichment and extension opportunities. Students are enrolled in Title 1 and Language Skills classes in addition to the core ELA class. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | We determine who needs support and then use ICE sessions to intervene. We use our collaboration time to work together on this, and we have a rotation throughout the department so we are offering weekly interventions sessions related to our reading Essential Standards. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | An intervention team consisting of teachers, administrators, counselors and diagnostic staff meets weekly to identify Tier 3 students determine progressively more intensive supports for each student. The team monitors progress and provides feedback to parents and teachers. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|-----------|------------|------------|-----|---------------------|-----------------------------------------|

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | Protocols were developed for holding Child Study Meetings for students needing to move from Tier 2 to Tier 3 interventions. Three times yearly the AIMSweb benchmark data is analyzed; decisions are made regarding Title 1 and Language Skills placement and progress monitoring at this time. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | A guidance counselor and social worker are on staff to meet the emotional needs of students and to act as liaison between family and school. Community based services are offered to students/families when appropriate, including Lori's Place grief counseling, Blessings in a Backpack, mobile food pantry, and access to eye exams/glasses. Supervised after-school time is available for all students in the library each weekday. Students needing credit-recovery may take a virtual course. Students are able to take CTE courses meeting their career pathway development, dual enrollment courses for college credit, and/or virtual courses in subjects not offered at River Valley. Students needing academic assistance may attend I.C.E. sessions or seek individual support from teachers. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | We identify students needing support based upon our Essential Standards data | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$6184 | General Fund, Title II Part A | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
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| In Progress | On August 31, 2016, all staff attended the Thoughtful Classroom professional development session led by Joyce Jackson. On September 1, 2016 all staff attended the Learning Disabilities Guidelines professional development session led by Jamison Bennett (Berrien RESA). All staff is invited and encouraged to attend various workshops hosted by the Berrien RESA throughout the school year. Members of the ELA department attended these conferences/workshops: MACUL, MRA Conference, BRACE conference, Solution Tree Daily Differentiation at Tier 1, Safe and Civil Schools: Classroom Management. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | All teachers attended the Joyce Jackson Thoughtful Classroom PD in November with a focus on reading strategies in the core areas. All teachers were invited and encouraged to attend the Engaging Teacher Academy, Differentiating Instruction workshop, and various other workshops held at Berrien RESA. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | Members of the department have attended PD including reading conferences such as the Michigan Reading Association conference. Our Thoughtful Classroom PD also provides research-based intervention strategies. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | During the 2014/15 school year, all teachers and administrators participated in book studies and/or professional development utilizing the following materials: - 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. - 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/ | June 30, 2015 | Mrs. Michelle Sykora |

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: English/Language Arts

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber).

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

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).

Tier: Tier 1

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| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | Progress Monitoring is done every 1-2 weeks for MS and HS. Intervention sessions during I.C.E. to help with reading. Title 1 students are progress monitored weekly. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | The Intervention Team is continuing to work with data on Tier 2 and 3 students in order to determine students' needs. ELA teachers will need progress monitoring training. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | Students in grades 6-11 were universally screened at the three benchmark periods using the AIMSweb R-CBM and MAZE assessments. Students in grades 6-10 were screened using the STAR reading test at the spring benchmark period. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | The AIMSweb reading benchmark assessments were administered to all 6th-10th grade students. The data was analyzed by the SILT and Intervention teams and instructional recommendations were given following each benchmark administration. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | No reading Universal Screening tool identified yet for grades 10-12. | August 25, 2014 | Mrs. Michelle Sykora |

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| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | Three times yearly the AIMSweb benchmark data is analyzed; decisions are made regarding Title 1 and Language Skills placement and progress monitoring at this time. AIMSweb and M-STEP Data is used each spring to make recommendations for accelerate class placement for the upcoming school year. Progress monitoring data is reviewed monthly by the intervention team and recommendations are made for targeted intervention. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | The school improvement leadership team along with members of our intervention team analyzed benchmark data on data review days, made recommendations for tiered interventions, identified those needing further assessment, and developed communication plans for staff, parents, and students. All teachers participated in the K-12 Data Review and Analysis in March. Teachers compile Essential Standards data for reading and plan interventions to address student deficiencies. STAR reading test is also given and data is analyzed. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | We have been continually analyzing our Essential Standard data and have been working on ICE intervention sessions to improve student achievement, specifically in the area of reading. We developed a department-wide rotation to work on key skills: citing textual evidence, making inferences, determining theme/main idea, providing a summary. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | We use pre/post tests for Essential Reading standards; some are objective tests and some are subjective. | June 22, 2016 | Mrs. Michelle Sykora |

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| In Progress | ELA department identified common assessments for each of the essential standards. Staff received limited training using the SchoolNet data warehousing system. More training is needed. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | We need to revisit our pre- and post-assessments to create assessments that cover all reading essential standards. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | ELA department identified common assessments for each of the essential standards. Staff received limited training using the SchoolNet data warehousing system. More training is needed. | August 25, 2014 | Mrs. Michelle Sykora |

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: School Culture

Research Cited: Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein).

Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber).

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

Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary (Gregory, Kaufeldt, Mattos).

What Works in Schools: Translating Research into Action (Marzano).

Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves).

The Key to Continuous School Improvement (Schmoker).

Charting A Course To Standards-Based Grading: What To Stop, What To Start, And Why It Matters (Westerberg).

Beyond the Numbers: Making Data Work for Teachers and School Leaders (White).

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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
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| In Progress | K-12 staff met to review M-STEP data and for alignment of essential standards. The CURCO committee meets quarterly; during the 2016-17 school year the proposal was written for new noncore curriculum and the ELA department began reviewing their curriculum. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | 9/3/2015 K-12 Curriculum Alignment work session. The River Valley School District Curriculum Council (CURCO) met four times during the school year. CURCO has a six-year curriculum review/implement/purchase cycle. The ELA curriculum is scheduled to be revised/reviewed in the 2016-17 school year. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | K-12 teachers collaborate at district professional development sessions including curriculum alignment in September and Thoughtful Classroom strategies in November. K-12 teachers work collaboratively on the District School Improvement Team (DSIT), the District Technology Committee, and the Curriculum Council (CURCO). The K-12 Title 1 and special education teachers meet monthly. | June 22, 2016 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | PLC groups met monthly with Ann Shell, Berrien RESA Education Systems Consultant, in a book study and to develop reporting standards. Grade level groups met 1-2 times monthly to review and update student action plans. Department meetings were held monthly as well as PRIDE teams. Departments meet once during each six-week I.C.E. rotation to collaborate on intervention and extension sessions. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | We met to analyze MSTEP and PSAT data. PLC Collaboration was increased during I.C.E. K-12, departmental, grade level, and PRIDE team PLCs collaborated on a rotating basis during our weekly a.m. collaboration. Departmental team discussions focused around school improvement initiatives and topics developed by SILT; grade-level teams focused on student action plans created after analyzing student risk factors, motivators, and classroom data. ELA teachers utilize peer coaching opportunities. | June 22, 2016 | Mrs. Michelle Sykora |

| Activity - K-12 Alignment | 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

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| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |
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| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | All district staff met on September 1, 2016 for a K-12 Curriculum Alignment work session. The River Valley School District Curriculum Council (CURCO) met four times during the school year. CURCO has a six-year curriculum review/implement/purchase cycle. During the 2016/17 school year the ELA department began their curriculum study, the non-core departments wrote their proposal for new curriculum and materials for board approval and purchase, and the science department implemented the new curriculum approved last school year. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | 9/3/2015 K-12 Curriculum Alignment work session. The River Valley School District Curriculum Council (CURCO) met four times during the school year. CURCO has a six-year curriculum review/implement/purchase cycle. The ELA curriculum is scheduled to be revised/reviewed in the 2016-17 school year. | June 22, 2016 | Mrs. Michelle Sykora |

| Activity - District/Community Collaboration | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration, parents, and community members |

| Status | Progress Notes | Created On | Created By |
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| In Progress | During the 2016/17 school year staff began implementing and educating parents about the behavior standards rubric. The behavior standards were reported to parents on students' report cards beginning in the 2nd semester. Each spring a PRIDE night is planned. This night focuses on transitioning students from 5th to 6th grade and from 8th to 9th grade. Parents attend an information session while students are engaged in relation building and enrichment activities. Building tours are offered. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | Benchmark data reports were emailed to individual students following winter and spring benchmark testing; reports were sent to parents after spring testing. These reports include information as to how the data is used for instructional decisions. | June 22, 2016 | Mrs. Michelle Sykora |

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| In Progress | Benchmark data reports were emailed to individual students following winter and spring benchmark testing; reports were sent to parents after spring testing. These reports include information as to how the data is used for instructional decisions. | June 22, 2016 | Mrs. Michelle Sykora |
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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 |
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| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | Academic behaviors identified; staff began reporting on students' progress in academic behaviors using the agreed upon rubric. Curriculum departments began identifying standards for reporting. Protocols were discussed/developed for: plagiarism, extra credit, attendance, incompletes, zeros, late work, and redos/retakes. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | We completed Year 1 of a three-year plan for the transformation of the grading system. During this year, Kelli Campbell, Berrien RESA consultant, facilitated monthly meetings, helping us to extract and identify the academic behavior we felt were important to report to parents. Three behaviors were identified: preparation, homework, and participation. The staff developed rubrics for each area. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | During the 2014/15 school year, all teachers and administrators participated in book studies and/or professional development utilizing the following materials: - 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. - O'Connor, Ken. A Repair Kit for Grading: 15 Fixes for Broken Grades. 2nd ed. Boston: Pearson, 2011. | June 30, 2015 | Mrs. Michelle Sykora |

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: English/Language Arts

Research Cited: Explicit Instruction (Archer).

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Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini).

Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber).

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

Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary (Gregory, Kaufeldt, Mattos).

What Works in Schools: Translating Research into Action (Marzano).

MDE School Improvement Framework (MDE).

Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves).

The Core Six: Essential Strategies for Achieving Excellence with the Common Core (Silver, Dewing, Perini).

Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | Protocols for the 1:1 computers were revised. Students will no longer have a device assigned specifically to them. Each classroom was provided with a classroom set of tablets or chromebooks. This change in policy was made to reduce breakage and increase the number of students having a fully charged, useable device available to them. All teachers have the availability of using the Schoology learning platform to launch digital assignments for their classroom instruction. The ELA department utilizes Newsela for reading fluency and comprehension, Quizlet for vocabulary development, and Vocabulary.com for SAT vocabulary. The Title 1 program uses Read Theory and Spelling City. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | All students are issued a laptop. All classes are able to use the Schoology learning management system. 1:1 laptops help us to use technology on a regular basis. In Title 1 they implemented the software Read Naturally / Readtheory.org. Newsela is useful for this purpose as well. All of these softwares level the text to the particular user which builds reading comprehension. Noredink.com is also useful for mastery skills. | June 22, 2016 | Mrs. Michelle Sykora |

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| In Progress | We use technology when we can, but going 1:1 will ensure that it can be used on a more regular basis and more strategically to improve reading skills. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | All students received individual laptop devices. Staff members participated in monthly Tech Tuesday professional development sessions to learn skills in increasing student engagement and participation through the use of 1:1 technology. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | The ELA department utilizes Schoology rubrics. Exemplars/samples and video tutorials are uploaded or linked in Schoology. A variety of formative assessments are used (i.e., group discussions or quizzes). | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | All teachers post "I can" statements that are aligned with the curriculum and essential standards. Exemplars are used frequently with writing especially to give students an example of what their finished product may look like. We all use formative instructions like socrative.com. Schoology allows for more timely/immediate feedback. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | We provide clear learning expectations and standards of performance, including providing exemplars when possible. Formative assessments are used to inform instruction. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

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| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | In Spanish students role play the speaking tasks. Students read and discuss cross-curricular novels including Frank Lloyd Wright, Of Mice and Men, Animal Farm, and House on Mango Street. Bloom's Taxonomy questions are used in discussions and text questions. Students write their own quizzes using Bloom's Taxonomy. Students participate in discussion/debate. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | We provide opportunities for cross-curriculum instruction often, especially with tie-ins to history with research projects. Much of what we do in the classroom can tie into real world context. For example, many of our pre-reading activities ask students to connect ideas into their own lives before diving into the reading. We allow for choice often in assessments which takes into account their different learning styles. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | ELA offers lots of opportunities for real-world application, and many of our assignments give choices and take into account learning styles and intelligences | June 30, 2015 | Mrs. Michelle Sykora |

| Activity - Student Tracking/Essential Standards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | In the ELA classes a google doc or paper copy is used for students. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | The students all have a student tracking chart to keep track of their own mastery. In middle school grades, there are discussions with students about their reading skills. Our students fill out a sheet after each assessment to calculate their own percentage score for each student tracking chart. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | These are being used and students are self-monitoring. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level administrators |

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| Status | Progress Notes | Created On | Created By |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | Learning walks and formal observations were conducted following the Thoughtful Classroom feedback protocols. It is the administrative goal that each teacher have one learning walk per marking period and one formal observation per semester. Administrative instructional rounds were conducted six times throughout the school year. | June 22, 2016 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | RVMHS utilizes a pyramid of interventions. The pyramid is reviewed annually with all teachers and is posted on the teacher intranet page. The pyramid of interventions is revised annually to clarify and expand levels of support. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | MTSS is being developed. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | RVMHS implemented a multi-tiered system of support which was created to administer interventions for identified student academic and behavioral needs (Pyramid of Interventions). This system includes I.C.E. time during which students will benefit from intervention and enrichment activities and staff will have an opportunity to collaborate about students on a rotating basis. | June 30, 2015 | Mrs. Michelle Sykora |

| Activity - Pedagogical Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| 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 | 06/30/2018 | \$6184 | General Fund, Title II Part A | Instructional staff and administration |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------|-----------|------------|------------|--------|-------------------------------|----------------------------------------|

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | During the 2016/17 School Year all core departments participated in a monthly book study/PLC using the book Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary by Gayle Gregory, Martha Kaufeldt, and Mike Mattos. On August 31, 2016, all staff participated in the Thoughtful Classroom PD led by Joyce Jackson using the book The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Harvey Silver, R. Thomas Dewing, and Matthew Perini. Additionally, members of each core department were given the opportunity to attend conferences specific to their curriculum. Members of the ELA department attended these conferences/workshops: MACUL, MRA Conference, BRACE conference, Solution Tree Daily Differentiation at Tier 1, Safe and Civil Schools: Classroom Management. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | All teachers were offered the opportunity to participate in the Extreme Teaching for Extreme Times PD June 21-22; this two day PD will help teachers grow in deepening the level of rigor in their teaching and engaging instructional strategies. ELA teachers attended the MACUL conference, Smekens Literacy Conference, the Schoology Next conference, the MRA conference, and professional development at Berrien RESA. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | We need to look into more PD specifically to improve student achievement in reading. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | During the 2014/15 school year, all teachers and administrators participated in book studies and/or professional development utilizing the following materials: - 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. - 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/ | June 30, 2015 | Mrs. Michelle Sykora |

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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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | PRIDE Families met once each six weeks. PRIDE Mentors met with students individually during this time period to review current class grades and to guide students in making a plan for improvement. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | All students are grouped into PRIDE Family groups according to career pathway. PRIDE Family time was scheduled six times during the school year. Groups worked on culture building activities as well as community service projects. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | Students are grouped into PRIDE Families based on career pathways. PRIDE families met in the fall, winter, and spring for two ½-hour periods each. Students worked on team building skills and EDPs were completed. Additional activities focused on career pathways or college planning. | June 30, 2015 | Mrs. Michelle Sykora |

Goal 4: 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.

| Status | Progress Notes | Created On | Created By |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| Not Met | <p>The Michigan Merit Exam (MME) test was administered to all 11th grade students through the 2013/14 school year. In 2013/14, 63% of all students were proficient in writing. Beginning in the 2014/15 school year, the MME test was replaced by the M-STEP test. Results are not yet available for analysis.</p> <p>The ACT test is administered to all 11th grade students. The ACT benchmark score for English is 18. In 2013/14, the average English score was 19.8 with 66.7% of students meeting or exceeding the benchmark score.</p> | June 30, 2015 | Mrs. Michelle Sykora |

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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: Learning Support Systems

Research Cited: Failure Is Not An Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein).

Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini).

Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber).

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

Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary (Gregory, Kaufeldt, Mattos).

What Works in Schools: Translating Research into Action (Marzano).

MDE School Improvement Framework (MDE).

Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves).

Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, 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 | 06/30/2018 | \$0 | No Funding Required | Building level administrators |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | The intervention team meets weekly to review students' progress on Tier 2 and Tier 3 interventions. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | Teachers are encouraged to develop their own system of monitoring interventions. Departments are encouraged to develop a "tool box" of intervention strategies for team members. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | Pyramid of interventions was drafted during the 2013/14 school year. | August 25, 2014 | Mrs. Michelle Sykora |

| Activity - Student Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |
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| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | An action plan is developed for each student demonstrating a need for Tier 2 or Tier 3 interventions. The action plan is a shared document between all instructional staff. I.C.E. sessions are taught focused on reading strategies. Some teachers provide homework lunch sessions and/or sessions before or after school. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | I.C.E. provided and additional 84 minutes per week for staff to administer strategic interventions for tier 2 students on their essential standards and expose proficient students to enrichment and extension opportunities. Students are enrolled in Title 1 and Language Skills classes in addition to the core ELA class. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | We determine who needs support and then use ICE sessions to intervene. We use our collaboration time to work together on this, and we have a rotation throughout the department so we are offering weekly interventions sessions related to our ELA Essential Standards. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | An intervention team consisting of teachers, administrators, counselors and diagnostic staff meets weekly to identify Tier 3 students determine progressively more intensive supports for each student. The team monitors progress and provides feedback to parents and teachers. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | Protocols were developed for holding Child Study Meetings for students needing to move from Tier 2 to Tier 3 interventions. Three times yearly the AIMSweb benchmark data is analyzed; decisions are made regarding Title 1 and Language Skills placement and progress monitoring at this time. | June 30, 2017 | Mrs. Michelle Sykora |

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| In Progress | A guidance counselor and social worker are on staff to meet the emotional needs of students and to act as liaison between family and school. Community based services are offered to students/families when appropriate, including Lori's Place grief counseling, Blessings in a Backpack, mobile food pantry, and access to eye exams/glasses. Supervised after-school time is available for all students in the library each weekday. Students needing credit-recovery may take a virtual course. Students are able to take CTE courses meeting their career pathway development, dual enrollment courses for college credit, and/or virtual courses in subjects not offered at River Valley. Students needing academic assistance may attend I.C.E. sessions or seek individual support from teachers. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | We identify students needing support based upon our Essential Standards data. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | On August 31, 2016, all staff attended the Thoughtful Classroom professional development session led by Joyce Jackson. On September 1, 2016 all staff attended the Learning Disabilities Guidelines professional development session led by Jamison Bennett (Berrien RESA). All staff is invited and encouraged to attend various workshops hosted by the Berrien RESA throughout the school year. Members of the ELA department attended these conferences/workshops: MACUL, MRA Conference, BRACE conference, Solution Tree Daily Differentiation at Tier 1, Safe and Civil Schools: Classroom Management. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | All teachers attended the Joyce Jackson Thoughtful Classroom PD in November with a focus on reading strategies in the core areas. All teachers were invited and encouraged to attend the Engaging Teacher Academy, Differentiating Instruction workshop, and various other workshops held at Berrien RESA. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | Members of the department have attended PD including reading conferences such as the Michigan Reading Association conference. Our Thoughtful Classroom PD also provides research-based intervention strategies. | June 30, 2015 | Mrs. Michelle Sykora |

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| In Progress | <p>During the 2014/15 school year, all teachers and administrators participated in book studies and/or professional development utilizing the following materials:</p> <ul style="list-style-type: none"> - 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. - 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/ | June 30, 2015 | Mrs. Michelle Sykora |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|

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: English/Language Arts

Research Cited: Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber).

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

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).

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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------|---------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |

School Improvement Plan

River Valley Middle High School

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | There is no building-wide benchmark assessment for writing. The available writing assessment through AIMSweb is deemed to be too time consuming to administer on a building-wide scale. | June 30, 2015 | Mrs. Michelle Sykora |
| N/A | No writing Universal Screening tool identified yet. | August 25, 2014 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | Three times yearly the AIMSweb benchmark data is analyzed; decisions are made regarding Title 1 and Language Skills placement and progress monitoring at this time. AIMSweb and M-STEP Data is used each spring to make recommendations for accelerate class placement for the upcoming school year. Progress monitoring data is reviewed monthly by the intervention team and recommendations are made for targeted intervention. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | The school improvement leadership team along with members of our intervention team analyzed benchmark data on data review days, made recommendations for tiered interventions, identified those needing further assessment, and developed communication plans for staff, parents, and students. All teachers participated in the K-12 Data Review and Analysis in March. Teachers compile Essential Standards data for reading and plan interventions to address student deficiencies. STAR reading test is also given and data is analyzed. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | We have been continually analyzing our Essential Standard data and have been working on ICE intervention sessions to improve student achievement. | June 30, 2015 | Mrs. Michelle Sykora |

School Improvement Plan

River Valley Middle High School

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | ELA department identified common assessments for each of the essential standards. Staff received limited training using the SchoolNet data warehousing system. More training is needed. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | ELA department identified common assessments for each of the essential standards. Staff received limited training using the SchoolNet data warehousing system. More training is needed. | August 25, 2014 | Mrs. Michelle Sykora |

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 Culture

Research Cited: Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein).

Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber).

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

Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary (Gregory, Kaufeldt, Mattos).

What Works in Schools: Translating Research into Action (Marzano).

Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves).

The Key to Continuous School Improvement (Schmoker).

Charting A Course To Standards-Based Grading: What To Stop, What To Start, And Why It Matters (Westerberg).

Beyond the Numbers: Making Data Work for Teachers and School Leaders (White).

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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | K-12 staff met to review M-STEP data and for alignment of essential standards. The CURCO committee meets quarterly; during the 2016-17 school year the proposal was written for new noncore curriculum and the ELA department began reviewing their curriculum. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | K-12 teachers collaborate at district professional development sessions including curriculum alignment in September and Thoughtful Classroom strategies in November. K-12 teachers work collaboratively on the District School Improvement Team (DSIT), the District Technology Committee, and the Curriculum Council (CURCO). The K-12 Title 1 and special education teachers meet monthly. | June 22, 2016 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | PLC groups met monthly with Ann Shell, Berrien RESA Education Systems Consultant, in a book study and to develop reporting standards. Grade level groups met 1-2 times monthly to review and update student action plans. Department meetings were held monthly as well as PRIDE teams. Departments meet once during each six-week I.C.E. rotation to collaborate on intervention and extension sessions. | June 30, 2017 | Mrs. Michelle Sykora |

School Improvement Plan

River Valley Middle High School

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|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | We met to analyze MSTEP and PSAT data. PLC Collaboration was increased during I.C.E. K-12, departmental, grade level, and PRIDE team PLCs collaborated on a rotating basis during our weekly a.m. collaboration. Departmental team discussions focused around school improvement initiatives and topics developed by SILT; grade-level teams focused on student action plans created after analyzing student risk factors, motivators, and classroom data. ELA teachers utilize peer coaching opportunities. | June 22, 2016 | Mrs. Michelle Sykora |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | All district staff met on September 1, 2016 for a K-12 Curriculum Alignment work session. The River Valley School District Curriculum Council (CURCO) met four times during the school year. CURCO has a six-year curriculum review/implement/purchase cycle. During the 2016/17 school year the ELA department began their curriculum study, the non-core departments wrote their proposal for new curriculum and materials for board approval and purchase, and the science department implemented the new curriculum approved last school year. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | 9/3/2015 K-12 Curriculum Alignment work session. The River Valley School District Curriculum Council (CURCO) met four times during the school year. CURCO has a six-year curriculum review/implement/purchase cycle. The ELA curriculum is scheduled to be revised/reviewed in the 2016-17 school year. | June 22, 2016 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration, parents, and community members |

School Improvement Plan

River Valley Middle High School

| Status | Progress Notes | Created On | Created By |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | During the 2016/17 school year staff began implementing and educating parents about the behavior standards rubric. The behavior standards were reported to parents on students' report cards beginning in the 2nd semester. Each spring a PRIDE night is planned. This night focuses on transitioning students from 5th to 6th grade and from 8th to 9th grade. Parents attend an information session while students are engaged in relation building and enrichment activities. Building tours are offered. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | Benchmark data reports were emailed to individual students following winter and spring benchmark testing; reports were sent to parents after spring testing. These reports include information as to how the data is used for instructional decisions. | June 22, 2016 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | Academic behaviors identified; staff began reporting on students' progress in academic behaviors using the agreed upon rubric. Curriculum departments began identifying standards for reporting. Protocols were discussed/developed for: plagiarism, extra credit, attendance, incompletes, zeros, late work, and redos/retakes. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | We completed Year 1 of a three-year plan for the transformation of the grading system. During this year, Kelli Campbell, Berrien RESA consultant, facilitated monthly meetings, helping us to extract and identify the academic behavior we felt were important to report to parents. Three behaviors were identified: preparation, homework, and participation. The staff developed rubrics for each area. | June 22, 2016 | Mrs. Michelle Sykora |

School Improvement Plan

River Valley Middle High School

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|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | <p>During the 2014/15 school year, all teachers and administrators participated in book studies and/or professional development utilizing the following materials:</p> <ul style="list-style-type: none"> - 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. - O'Connor, Ken. A Repair Kit for Grading: 15 Fixes for Broken Grades. 2nd ed. Boston: Pearson, 2011. | June 30, 2015 | Mrs. Michelle Sykora |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|

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: English/Language Arts

Research Cited: Explicit Instruction (Archer).

Tools for Thoughtful Assessment (Boutz, Silver, Jackson, Perini).

Simplifying Response to Intervention: Four Essential Guiding Principles (Buffum, Mattos, Weber).

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

Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary (Gregory, Kaufeldt, Mattos).

What Works in Schools: Translating Research into Action (Marzano).

MDE School Improvement Framework (MDE).

Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves).

The Core Six: Essential Strategies for Achieving Excellence with the Common Core (Silver, Dewing, Perini).

Thoughtful Classroom Teacher Effectiveness Framework Resource Guide; Tools for Promoting Active, In-Depth Learning (Silver, Strong, Perini).

Tier: Tier 1

| Activity - Technology Integration | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------|-----------|------------|------------|-------------------|---------------------|-----------------------------------------|
| <p>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.</p> | Technology | Tier 1 | Implement | 07/01/2013 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

School Improvement Plan

River Valley Middle High School

| Status | Progress Notes | Created On | Created By |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | Protocols for the 1:1 computers were revised. Students will no longer have a device assigned specifically to them. Each classroom was provided with a classroom set of tablets or chromebooks. This change in policy was made to reduce breakage and increase the number of students having a fully charged, useable device available to them. All teachers have the availability of using the Schoology learning platform to launch digital assignments for their classroom instruction. The ELA department utilizes Newsela for reading fluency and comprehension, Quizlet for vocabulary development, and Vocabulary.com for SAT vocabulary. The Title 1 program uses Read Theory and Spelling City. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | All students are issued a laptop. All classes are able to use the Schoology learning management system. 1:1 laptops help us to use technology on a regular basis. In Title 1 they implemented the software Read Naturally / Readtheory.org. Newsela is useful for this purpose as well. All of these softwares level the text to the particular user which builds reading comprehension. Noredink.com is also useful for mastery skills. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | We use technology when we can, but going 1:1 will ensure that it can be used on a more regular basis and more strategically to improve writing skills. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | All students received individual laptop devices. Staff members participated in monthly Tech Tuesday professional development sessions to learn skills in increasing student engagement and participation through the use of 1:1 technology. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | The ELA department utilizes Schoology rubrics. Exemplars/samples and video tutorials are uploaded or linked in Schoology. A variety of formative assessments are used (i.e., group discussions or quizzes). | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | All teachers post "I can" statements that are aligned with the curriculum and essential standards. Exemplars are used frequently with writing especially to give students an example of what their finished product may look like. We all use formative instructions like socrative.com. Schoology allows for more timely/immediate feedback. | June 22, 2016 | Mrs. Michelle Sykora |

School Improvement Plan

River Valley Middle High School

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|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | We provide clear learning expectations and standards of performance, including providing exemplars when possible. Formative assessments are used to inform instruction. | June 30, 2015 | Mrs. Michelle Sykora |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | In Spanish students role play the speaking tasks. Students read and discuss cross-curricular novels including Frank Lloyd Wright, Of Mice and Men, Animal Farm, and House on Mango Street. Bloom's Taxonomy questions are used in discussions and text questions. Students write their own quizzes using Bloom's Taxonomy. Students participate in discussion/debate. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | We provide opportunities for cross-curriculum instruction often, especially with tie-ins to history with research projects. Much of what we do in the classroom can tie into real world context. For example, many of our pre-reading activities ask students to connect ideas into their own lives before diving into the reading. We allow for choice often in assessments which takes into account their different learning styles. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | ELA offers lots of opportunities for real-world application, and many of our assignments give choices and take into account learning styles and intelligences. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|---------------------------------------------------------------------|---------------|----------------------|
| In Progress | In the ELA classes a google doc or paper copy is used for students. | June 30, 2017 | Mrs. Michelle Sykora |

School Improvement Plan

River Valley Middle High School

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| In Progress | The students all have a student tracking chart to keep track of their own mastery. In middle school grades, there are discussions with students about their reading skills. Our students fill out a sheet after each assessment to calculate their own percentage score for each student tracking chart. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | These are being used and students are self-monitoring. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level administrators |

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | Learning walks and formal observations were conducted following the Thoughtful Classroom feedback protocols. It is the administrative goal that each teacher have one learning walk per marking period and one formal observation per semester. Administrative instructional rounds were conducted six times throughout the school year. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | During the 2013/14 school year, the thoughtful classroom observation tools and strategies were used (The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF). Silver Strong & Associates. http://www.thoughtfulclassroom.com). Classroom walk throughs, instructional rounds, and classroom observations were conducted. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------|---------------|----------------------|
| In Progress | | June 30, 2017 | Mrs. Michelle Sykora |

School Improvement Plan

River Valley Middle High School

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|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | RVMHS utilizes a pyramid of interventions. The pyramid is reviewed annually with all teachers and is posted on the teacher intranet page. The pyramid of interventions is revised annually to clarify and expand levels of support. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | MTSS is being developed. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | RVMHS implemented a multi-tiered system of support which was created to administer interventions for identified student academic and behavioral needs (Pyramid of Interventions). This system includes I.C.E. time during which students will benefit from intervention and enrichment activities and staff will have an opportunity to collaborate about students on a rotating basis. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Instructional staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | During the 2016/17 School Year all core departments participated in a monthly book study/PLC using the book Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary by Gayle Gregory, Martha Kaufeldt, and Mike Mattos. On August 31, 2016, all staff participated in the Thoughtful Classroom PD led by Joyce Jackson using the book The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Harvey Silver, R. Thomas Dewing, and Matthew Perini. Additionally, members of each core department were given the opportunity to attend conferences specific to their curriculum. Members of the ELA department attended these conferences/workshops: MACUL, MRA Conference, BRACE conference, Solution Tree Daily Differentiation at Tier 1, Safe and Civil Schools: Classroom Management. Members of the Science department attended the MSTA conference. | June 30, 2017 | Mrs. Michelle Sykora |

School Improvement Plan

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|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | All teachers were offered the opportunity to participate in the Extreme Teaching for Extreme Times PD June 21-22; this two day PD will help teachers grow in deepening the level of rigor in their teaching and engaging instructional strategies. ELA teachers attended the MACUL conference, Smekens Literacy Conference, the Schoology Next conference, the MRA conference, and professional development at Berrien RESA. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | During the 2014/15 school year, all teachers and administrators participated in book studies and/or professional development utilizing the following materials: - 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. - 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/ | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | PRIDE Families met once each six weeks. PRIDE Mentors met with students individually during this time period to review current class grades and to guide students in making a plan for improvement. | June 30, 2017 | Mrs. Michelle Sykora |
| In Progress | All students are grouped into PRIDE Family groups according to career pathway. PRIDE Family time was scheduled six times during the school year. Groups worked on culture building activities as well as community service projects. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | Students are grouped into PRIDE Families based on career pathways. PRIDE families met in the fall, winter, and spring for two ½-hour periods each. Students worked on team building skills and EDPs were completed. Additional activities focused on career pathways or college planning. | June 30, 2015 | Mrs. Michelle Sykora |

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

School Improvement Plan

River Valley Middle High School

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.

| Status | Progress Notes | Created On | Created By |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| Not Met | Spring 2015 MSTEP percent of students advanced or proficient: 7th grade 21.6%, 11th grade 43.6%. | June 22, 2016 | Mrs. Michelle Sykora |
| Not Met | <p>The Michigan Merit Exam (MME) test was administered to all 11th grade students through the 2013/14 school year. In 2013/14, 28% of all students were proficient in science. Beginning in the 2014/15 school year, the MME test was replaced by the M-STEP test. Results are not yet available for analysis.</p> <p>The ACT test is administered to all 11th grade students. The ACT benchmark score for science is 22. In 2013/14, the average science score was 19.4 with 23.5% of students meeting or exceeding the benchmark score.</p> | June 30, 2015 | Mrs. Michelle Sykora |

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

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------|---------------|----------------------|
| In Progress | We have been using the data to make changes based on formative assessments. | June 30, 2015 | Mrs. Michelle Sykora |

School Improvement Plan

River Valley Middle High School

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | The data and instructional recommendations from the AIMSweb R-CBM and MAZE benchmark assessments is shared out with all teachers for use in planning instruction in all curricular areas. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | River Valley High School does not have a benchmark test for science. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | No Universal Screening tool identified yet for science. | August 25, 2014 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | The school improvement leadership team along with members of our intervention team analyzed benchmark data on data review days, made recommendations for tiered interventions, identified those needing further assessment, and developed communication plans for staff, parents, and students. All teachers participated in the K-12 Data Review and Analysis in March. | June 22, 2016 | Mrs. Michelle Sykora |

| Activity - Common Assessments/Essential Standards | 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

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| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------|-----------|------------|------------|-----|---------------------|-----------------------------------------|

| Status | Progress Notes | Created On | Created By |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | Chapter and unit assessments (quizzes and tests) were administered for summative scores. In most cases, we were able to make adjustments using formative measures. Most of our students were proficient (70%) after the initial formative assessment. Those students who needed more assistance were able to achieve proficiency by re-testing after they received additional help during lunch, ICE sessions, in-class tutoring, or after school help. | June 30, 2015 | Mrs. Michelle Sykora |
| In Progress | Science department identified common assessments for each of the essential standards. Staff received limited training using the SchoolNet data warehousing system. More training is needed. | August 25, 2014 | Mrs. Michelle Sykora |

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)

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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

School Improvement Plan

River Valley Middle High School

| Status | Progress Notes | Created On | Created By |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | All students are issued a laptop. All classes are able to use the Schoology learning management system. A variety of technology venues have been used to reinforce and deepen student learning. Schoology – Access to course documents (notes, power point, homework, etc.), links to other websites. Quizlet – Vocabulary practice/flashcards. Padlet was mostly used for exit tickets. Kahoot was used as a quick way to review for upcoming assessments. Use of student devices to record lab activities for the purpose of review, observation and citing experimental evidence, as well as for information retrieval and calculations. Use of teacher device to show lab activities/demonstrations on the board. Document camera – Display documents, conduct demonstrations. Constant use of graphing calculators and projector. Numerous virtual lab activities to supplement the traditional hands-on labs. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | All students received individual laptop devices. Staff members participated in monthly Tech Tuesday professional development sessions to learn skills in increasing student engagement and participation through the use of 1:1 technology. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | The science team continues to emphasize lab work and team-work, creating an active learning environment. Students are most engaged when they are able to conduct hands on/problem solving activities. Student engagement is also higher when activity expectations are explicitly stated and meaning (justification) for the purpose of the activity is clearly stated. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | Our instruction is focused and we implement a variety of methods/practices and differentiate to meet our student's diverse needs. Our lab activities keep the students engaged and we share these best practices with each other on a continual basis. | June 30, 2015 | Mrs. Michelle Sykora |

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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | Students are frequently provided with examples of careers and real-life situations where the concepts, skills and knowledge of the subject matter is applied. The question: "Why do I need to know this?" is always being addressed and answered to assure the students that what they are learning is important and relevant. Students are provided with the opportunity to explore their world through questioning, observation and investigation. These skills are applied through discussion, lab activities, demonstrations, and critical thinking questions. Each of the classes have dozens of lab opportunities for our students to model scientific behavior. Our students problem-solve regularly, again, modeling scientific behavior. | June 22, 2016 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | We use teacher and student tracking charts to help monitor our teaching and the student's learning. | June 30, 2015 | Mrs. Michelle Sykora |

| Activity - Instructional 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

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------|-----------|------------|------------|-----|---------------------|-------------------------------|
| 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 | 06/30/2018 | \$0 | No Funding Required | Building level administrators |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------|-----------|------------|------------|-----|---------------------|-------------------------------|

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | Learning walks and formal observations were conducted following the Thoughtful Classroom feedback protocols. It is the administrative goal that each teacher have one learning walk per marking period and one formal observation per semester. Administrative instructional rounds were conducted six times throughout the school year. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | During the 2013/14 school year, the thoughtful classroom observation tools and strategies were used (The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF). Silver Strong & Associates. http://www.thoughtfulclassroom.com). Classroom walk throughs, instructional rounds, and classroom observations were conducted. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | RVMHS utilizes a pyramid of interventions. The pyramid is reviewed annually with all teachers and is posted on the teacher intranet page. The pyramid of interventions is revised annually to clarify and expand levels of support. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | RVMHS implemented a multi-tiered system of support which was created to administer interventions for identified student academic and behavioral needs (Pyramid of Interventions). This system includes I.C.E. time during which students will benefit from intervention and enrichment activities and staff will have an opportunity to collaborate about students on a rotating basis. | June 30, 2015 | Mrs. Michelle Sykora |

| Activity - Pedagogical Professional Development | 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

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| 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 | 06/30/2018 | \$6184 | General Fund, Title II Part A | Instructional staff and administration |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------|-----------|------------|------------|--------|-------------------------------|----------------------------------------|

| Status | Progress Notes | Created On | Created By |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | All teachers were offered the opportunity to participate in the Extreme Teaching for Extreme Times PD June 21-22; this two day PD will help teachers grow in deepening the level of rigor in their teaching and engaging instructional strategies. Science teachers attended the MSTA Conference and the NSTA Conference. Science team members belong to numerous professional memberships. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | During the 2014/15 school year, all teachers and administrators participated in book studies and/or professional development utilizing the following materials: - 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. - 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/ | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | All students are grouped into PRIDE Family groups according to career pathway. PRIDE Family time was scheduled six times during the school year. Groups worked on culture building activities as well as community service projects. Members of the HS Health Sciences PRIDE Family participated in the Lakeland Hospital Health Career Awareness Week. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | Students are grouped into PRIDE Families based on career pathways. PRIDE families met in the fall, winter, and spring for two ½-hour periods each. Students worked on team building skills and EDPs were completed. Additional activities focused on career pathways or college planning. | June 30, 2015 | Mrs. Michelle Sykora |

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.

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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
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School Improvement Plan

River Valley Middle High School

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|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | K-12 teachers collaborate at district professional development sessions including curriculum alignment in September and Thoughtful Classroom strategies in November. K-12 teachers work collaboratively on the District School Improvement Team (DSIT), the District Technology Committee, and the Curriculum Council (CURCO). | June 22, 2016 | Mrs. Michelle Sykora |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | We met to analyze MSTEP and PSAT data. PLC Collaboration was increased during I.C.E. K-12, departmental, grade level, and PRIDE team PLCs collaborated on a rotating basis during our weekly a.m. collaboration. Departmental team discussions focused around school improvement initiatives and topics developed by SILT; grade-level teams focused on student action plans created after analyzing student risk factors, motivators, and classroom data. | June 22, 2016 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | 9/3/2015 K-12 Curriculum Alignment work session. The River Valley School District Curriculum Council (CURCO) met four times during the school year. CURCO has a six-year curriculum review/implement/purchase cycle. Revision/review of the science curriculum began in the 2014-15 school year and was approved in the 2015-16 school year; new materials will be purchased for the 2016-17 school year. All curriculum was aligned with the Next Generation Science Standards. | June 22, 2016 | Mrs. Michelle Sykora |

School Improvement Plan

River Valley Middle High School

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration, parents, and community members |

| Status | Progress Notes | Created On | Created By |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | Benchmark data reports were emailed to individual students following winter and spring benchmark testing; reports were sent to parents after spring testing. These reports include information as to how the data is used for instructional decisions. | June 22, 2016 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | We completed Year 1 of a three-year plan for the transformation of the grading system. During this year, Kelli Campbell, Berrien RESA consultant, facilitated monthly meetings, helping us to extract and identify the academic behavior we felt were important to report to parents. Three behaviors were identified: preparation, homework, and participation. The staff developed rubrics for each area. | June 22, 2016 | Mrs. Michelle Sykora |

School Improvement Plan

River Valley Middle High School

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|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | During the 2014/15 school year, all teachers and administrators participated in book studies and/or professional development utilizing the following materials: - 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. - O'Connor, Ken. A Repair Kit for Grading: 15 Fixes for Broken Grades. 2nd ed. Boston: Pearson, 2011. | June 30, 2015 | Mrs. Michelle Sykora |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|

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 | 06/30/2018 | \$0 | No Funding Required | Building level administrators |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| In Progress | Teachers are encouraged to develop their own system of monitoring interventions. Departments are encouraged to develop a "tool box" of intervention strategies for team members. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | Pyramid of interventions was drafted during the 2013/14 school year. | August 25, 2014 | Mrs. Michelle Sykora |

School Improvement Plan

River Valley Middle High School

| 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 | 06/30/2018 | \$3307 | General Fund | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | I.C.E. provided an additional 84 minutes per week for staff to administer strategic interventions for tier 2 students on their essential standards and expose proficient students to enrichment and extension opportunities. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | An intervention team consisting of teachers, administrators, counselors and diagnostic staff meets weekly to identify Tier 3 students determine progressively more intensive supports for each student. The team monitors progress and provides feedback to parents and teachers. | June 30, 2015 | Mrs. Michelle Sykora |

| 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 | 06/30/2018 | \$0 | No Funding Required | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | A guidance counselor and social worker are on staff to meet the emotional needs of students and to act as liaison between family and school. Community based services are offered to students/families when appropriate, including Lori's Place grief counseling, Blessings in a Backpack, mobile food pantry, and access to eye exams/glasses. Supervised after-school time is available for all students in the library each weekday. Students needing credit-recovery may take a virtual course. Students are able to take CTE courses meeting their career pathway development, dual enrollment courses for college credit, and/or virtual courses in subjects not offered at River Valley. Students needing academic assistance may attend I.C.E. sessions or seek individual support from teachers. | June 22, 2016 | Mrs. Michelle Sykora |

School Improvement Plan

River Valley Middle High School

| 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 | 06/30/2018 | \$6184 | Title II Part A, General Fund | Building level staff and administration |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|
| In Progress | All teachers attended the Joyce Jackson Thoughtful Classroom PD in November with a focus on reading strategies in the core areas. All teachers were invited and encouraged to attend the Engaging Teacher Academy, Differentiating Instruction workshop, and various other workshops held at Berrien RESA. | June 22, 2016 | Mrs. Michelle Sykora |
| In Progress | During the 2014/15 school year, all teachers and administrators participated in book studies and/or professional development utilizing the following materials: - 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. - 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/ | June 30, 2015 | Mrs. Michelle Sykora |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

| 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 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 | 06/30/2018 | \$37778 | Building level staff and administration |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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| 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 | 06/30/2018 | \$3307 | Instructional staff and administration |

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| <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>06/30/2018</p> | <p>\$3307</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 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>06/30/2018</p> | <p>\$3307</p> | <p>Instructional staff and administration</p> |

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| 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 | 06/30/2018 | \$3307 | 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 | 06/30/2018 | \$3307 | 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 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 | 06/30/2018 | \$3307 | 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 | 06/30/2018 | \$3307 | Building level staff and administration |

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| <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>06/30/2018</p> | <p>\$3307</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>06/30/2018</p> | <p>\$3307</p> | <p>Building level staff and administration</p> |
| <p>Student Interventions</p> | <p>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.</p> | <p>Academic Support Program</p> | <p>Tier 2</p> | <p>Implement</p> | <p>07/01/2013</p> | <p>06/30/2018</p> | <p>\$3307</p> | <p>Building level staff and administration</p> |

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| 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 | 06/30/2018 | \$3307 | 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 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 | 06/30/2018 | \$3307 | Building level staff and administration |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|-----------|------------|------------|-------------------|-----------------------------------------|
| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level staff and administration |

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| 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 | 06/30/2018 | \$0 | Building level staff and administration, parents, and community members |
| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level administrators |
| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level administrators |
| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level administrators |
| 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 | 06/30/2018 | \$0 | Building level administrators |

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| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level administrators |
| 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 | 06/30/2018 | \$0 | Building level staff and administration |

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| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level staff and administration |

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| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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, 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 | 06/30/2018 | \$0 | Building level staff and administration |

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| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 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 | 06/30/2018 | \$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 reading essential standards for each ELA course and to improve and align instructional practices district-wide. | Direct Instruction | Tier 1 | Monitor | 07/01/2013 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level staff and administration |

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| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level staff and administration |

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| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level staff and administration |

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| 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 | 06/30/2018 | \$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 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | 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 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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level staff and administration |

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| 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 | 06/30/2018 | \$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 writing in each core content course and to improve and align instructional practices district-wide. | Direct Instruction | Tier 1 | Monitor | 07/01/2013 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | 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 | 06/30/2018 | \$0 | Instructional 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 | 06/30/2018 | \$0 | Building level staff and administration |

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| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level staff and administration |

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| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level administrators |
| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level staff and administration |

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| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/01/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level staff and administration |

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| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level staff and administration, parents, and community members |
| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level staff and administration, parents, and community members |

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| 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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$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 | 06/30/2018 | \$0 | Building level staff and administration |

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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| 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 | 06/30/2018 | \$2877 | 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 | 06/30/2018 | \$2877 | 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 | 06/30/2018 | \$2877 | Building level staff and administration |

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| <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>06/30/2018</p> | <p>\$2877</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 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>06/30/2018</p> | <p>\$2877</p> | <p>Instructional staff and administration</p> |

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| <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>06/30/2018</p> | <p>\$2877</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>06/30/2018</p> | <p>\$2877</p> | <p>Instructional staff and administration</p> |

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| <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>06/30/2018</p> | <p>\$2877</p> | <p>Instructional staff and administration</p> |
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