



School Improvement Plan

River Valley Academy

Rockford Public Schools

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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.

Executive Summary

Introduction

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

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

Description of the School

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

70 Students aged 16 -20 in grades 9-12

Located in Rockford, Michigan

Student population is primarily caucasian which is representative of the community

There have been no significant changes in the community over the past three years

School's Purpose

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

River Valley Academy's mission statement is as follows: To provide an alternative high school program with an individualized approach which provides a safe, positive learning environment with opportunities for each student to experience success.

The District vision is to ensure that each and every one of our students is prepared for their "next step". The expectation is to be creative in our curriculum, meet the Grade Level Content Expectations (GLCE's) and High School Content Expectations (HSCE's) while meeting the needs of all of our students. We believe that in order to have this vision come to fruition we must not only teach all of the content standards, but also help assist every student to achieve and become the best that he/she can by developing relationships and teaching them content that is relevant to their future. We will do everything possible to allow every student to develop to their potential and to acquire the knowledge, skills and attitudes needed to be successful. We are committed to improving the quality of the lives of all of our students.

The district mission is to provide the teaching and learning environments which will ensure, with the support of students, parents and community, that all students, upon graduation, will have the academic and social skills and strategies to be successful lifelong learners.

The district beliefs are that our exemplary educational system is a result of the collaborative efforts of parents, students, school staff and community. Together, we are providing opportunities for students to reach their full potential by placing emphasis on local, state and national curriculum standards, a strong character education program and a variety of after school learning opportunities. We believe that the education provided to every student will improve their quality of life.

River Valley Academy works to accomplish the above mission, vision and beliefs by providing an academic program that meets all requirements of the state and district. River Valley Academy students are eligible for all extra-curricular activities provided by the district. Staff members participate in all district professional development opportunities.

Notable Achievements and Areas of Improvement

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

Staff developed reading and writing for core courses.

Staff developed pre and posts tests for all core courses.

River Valley Academy expanded implementation of online course offerings

Math courses were correlated with common core state standards.

Additional Information

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

River Valley Academy primarily serves an at risk student population. Most students enroll with grade point averages significantly lower than the average GPA for the general population of students in Rockford Public Schools. In addition, a large percentage of students at River Valley Academy qualify as being at risk in more than one identifying category.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

80% of the teaching staff at River Valley Academy is actively engaged in one or more areas of the school improvement plan to include planning, design, monitoring evaluation and implementation. Staff members are de-facto department heads due to the small size of the program and therefore direct all facets of school improvement in their areas. Additionally, the student coordinator assists as a focal point and maintains records and artifacts. Meetings are scheduled during contracted hours.

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

Student Coordinator - Maintains records and artifacts

Teachers - Selected and implemented Reading and Writing instruments

Principal - Directs staff activities, writes reports, communicates with stakeholders

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

All school improvement plan information is communicated to stakeholders at school improvement meetings and through e-mail. Information is provided as needed.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Supportive home environment

Student Demographic Data

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

Student attendance

Student Demographic Data

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

Outside influences

Student Demographic Data

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

A more thorough entrance interview to identify individual challenges to focus in on in the learning plans of the individual student

Teacher/School Leader(s) Demographic Data

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

The experienced staff will have a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

The experience will have a positive impact on teaching as there is a balance between veteran and fairly new staff.

Teacher/School Leader(s) Demographic Data

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

There is no impact on student achievement

Teacher/School Leader(s) Demographic Data

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

There are very few absences, therefore little to no impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

Continuous walkthroughs and monitoring of staff will continue to provide positive results.

Process Data

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

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

Relationships between students and staff.

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

Assessment results

12. How might these challenges impact student achievement?

Lack of participation will lower achievement

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

The results could be shared with staff to set goals and address the issues at hand.

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

There is regular evaluation and interventions that are followed to ensure success by all staff.

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

This is not applicable in the alternative setting.

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

These are communicated when available in multiple media outlets such as email, website, automated messaging, etc.

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

There is horizontal and vertical department meetings and collaboration.

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

n/a

Achievement/Outcome Data

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

19a. Reading- Strengths

n/a due to no assessment data

19b. Reading- Challenges

n/a first year assessment data

19c. Reading- Trends

n/a

19d. Reading- Summary

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

NA

20a. Writing- Strengths

NA

20b. Writing- Challenges

NA

20c. Writing- Trends

NA

20d. Writing- Summary

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

NA

21a. Math- Strengths

NA

21b. Math- Challenges

NA

21c. Math- Trends

NA

21d. Math- Summary

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

NA

22a. Science- Strengths

NA

22b. Science- Challenges

NA

22c. Science- Trends

NA

22d. Science- Summary

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

NA

23a. Social Studies- Strengths

NA

23b. Social Studies- Challenges

NA

23c. Social Studies- Trends

NA

23d. Social Studies- Summary

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

NA

Perception Data

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

24a. Student Perception Data

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

Staff relationships

24b. Student Perception Data

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

NA

24c. Student Perception Data

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

Continued monitoring

25a. Parent/Guardian Perception Data

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

School size and overall academic successful completion of graduation requirements

25b. Parent/Guardian Perception Data

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

NA

25c. Parent/Guardian Perception Data

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

Continued monitoring and focus on student achievement

26a. Teacher/Staff Perception Data

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

Staff and student relations

26b. Teacher/Staff Perception Data

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

Lack of consistency by all staff in regards to overall commitment to school

26c. Teacher/Staff Perception Data

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

Continued walkthroughs and monitoring by administration

27a. Stakeholder/Community Perception Data

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

Successful completion of graduation requirements

27b. Stakeholder/Community Perception Data

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

na

27c. Stakeholder/Community Perception Data

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

Continued monitoring and evaluation of programs

Summary

28a. Summary

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

The staff student relations are a strength, however, attendance of students impacts student achievement. The nature of the student population is one that is not consistent with attendance, however, relationships between staff and students are a key factor in student achievement at RVA.

28b. Summary

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

There could definitely be a negative impact if not addressed.

28c. Summary

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

The challenges will be a focus in the school improvement plans. There is a continued focus each year.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	NA	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The annual Education Report is found under a designated tab on the River Valley Academy webpage. Access to the webpage is provided at the following link http://www.rockfordschools.org/?i=RiverValley	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	NA	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	River Valley Academy uses the Career Cruising program to accomplish this requirement.	

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

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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	http://www.rockfordschools.org/?i=HumanResourcesCRC Doug VanderJagt, Assistant Superintendent Human Resources Department Rockford Public Schools 350 N. Main Street Rockford, MI 49341 616.863.6554	

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

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	http://www.rockfordschools.com/Resources/PDF/RPS/ParentInvolvementPolicy8-10-10.pdf	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

RVA 2016-17

Overview

Plan Name

RVA 2016-17

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	All students will be proficient in reading	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All content area teachers will integrate the secondary district active reading strategy in order to increase reading proficiency across all content areas with emphasis on the GAN M-STEP claim of Research and Inquiry.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students will be proficient in reading

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency as measured by a state assessment with specific emphasis on content focus areas as identified by 2015 M-Step in Reading by 06/09/2017 as measured by M-Step.

Strategy 1:

Gradual Release of Responsibility - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category: Other - Instruction

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Direct Instruction	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$0	Other	All certified staff

Goal 2: All content area teachers will integrate the secondary district active reading strategy in order to increase reading proficiency across all content areas with emphasis on the GAN M-STEP

claim of Research and Inquiry.

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading and show proficient levels in reading in English Language Arts by 06/10/2016 as measured by state and local assessments..

Strategy 1:

Content - State and local assessments will be analyzed to determine appropriate individualized instructional strategies that will improve reading skills.

Category: Career and College Ready

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes. - English teachers will refresh the "Preview and Mark" components of the PMR strategy for students during the first week of school. - When released, 2016 M-STEP results will be reviewed to identify summative content standards to address by grade level. 	Direct Instruction	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$0	No Funding Required	All staff

Goal 3: All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency showing writing improvement in English Language Arts by 06/10/2016 as measured by state and local assessments.

Strategy 1:

Individualized designed curriculum to address areas of concern will be developed for students. - Instructional planning is focused upon ensuring student success.

School Improvement Plan

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Instructional practice is designed around needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
Category:

Research Cited: State writing assessments and documentation provided by district assessments recorded.

Tier:

Activity - Getting ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The district will develop district a data protocol for common assessment and state data. - The district will identify district provided professional development time for data protocol training and implementation.	Teacher Collaboration, Professional Learning	Tier 2		09/01/2015	06/10/2016	\$0	No Funding Required	All staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Embedding Knowledge into Practice	<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Direct Instruction	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$0	All certified staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Getting Ready	<ul style="list-style-type: none"> - During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes. - English teachers will refresh the "Preview and Mark" components of the PMR strategy for students during the first week of school. - When released, 2016 M-STEP results will be reviewed to identify summative content standards to address by grade level. 	Direct Instruction	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$0	All staff

School Improvement Plan

River Valley Academy

Getting ready	<ul style="list-style-type: none"> - The district will develop district a data protocol for common assessment and state data. - The district will identify district provided professional development time for data protocol training and implementation. 	Teacher Collaboration, Professional Learning	Tier 2		09/01/2015	06/10/2016	\$0	All staff.
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