



School Improvement Plan

Valley View Elementary School

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?

Welcome to Valley View Elementary!

Valley View consists of 35 teachers, 23 support staff members, 629 students, a very active parent teacher organization, and MANY wonderful, supportive, involved parents, and yours truly - Bob Siegel, the proud principal of this wonderful school family. The students who attend Valley View are in Kindergarten through fifth grade.

Our school community is composed of mostly middle class families. The majority of our parents are professionals who highly value education - as they are educated themselves.

We have a strong history of successes...from Winning the Golden Apple Award, to several Odyssey of the Mind World Championships. (See our trophies in our showcase.) This past year Valley View won our district's "Battle of the Books" competition - affirming our school's emphasis.

Our PRIORITIES here at Valley View follow:

Student Safety and Well Being

Our number one concern for our children - our children - is their SAFETY, SECURITY, and overall WELL BEING! Student welfare is of paramount importance to all staff at Valley View as evidenced by how seriously we take the Code Red Emergency Plan, as well as our fire and tornado procedures. The discipline policy here is based on LOVE and LOGIC, and each staff member has been trained in "Capturing Kids' Hearts" as well. The basic premise that the Valley View Team works from is that positive and nurturing relationships are critical to the highest achievement, and that ALL children are GOOD, but sometimes make bad decisions. There will be a consequence for any wrong doings so that the child is responsible for his/her actions. Discipline will always be done in a respectful manner - maintaining a child's dignity. We have very well-behaved students due to how well our parents are raising their children, as well as the staff's insistence on proper behavior.

Life Skills

We believe that the most effective school environment is one that emphasizes the education of the WHOLE child - including skills that they will need to be the BEST that they can be in our society. There is a pro-active mindset in teaching our children HOW to interact with each other responsibly, and how to conduct themselves in our school and world. As we travel down the road of learning with your children, our staff believes in equipping our students with all of the tools they will need to be successful "big people." Our goal is to assist you as parents in teaching the children in our care the importance of Responsibility, Caring, Teamwork, Effort, Common Sense, Initiative, Sense of Humor, Cooperation, Friendship, and other attributes that make for a fulfilling and successful life.

Student Achievement

Obviously, the reason we're in business is to educate your child. We are proud that seven years ago Valley View received the GOLDEN
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APPLE AWARD - the highest academic honor given by the Governor of Michigan; and this year Valley View was awarded the prestigious "NORTH CENTRAL ACCREDITATION" which was the accumulation of five years of hard work. Through goal setting, data collection, strategy development and follow-through in the academic areas of science, reading, and writing, we were awarded "Accreditation Without Warning" and earned five out of five on the scoring rubric. Valley View students continue to test out considerably above the State average on the fourth and fifth grade MEAP Test, and rank high nationally on the third grade California Achievement Test. Valley View children continue to excel because of the strong commitment that our families have for education, and the excellence of our K-5 teachers and support staff.

Parent Communication

One of our most critical roles as Valley View staff is to keep parents "in the know!" Our teachers do a wonderful job informing parents about classroom curriculum and events through their newsletters and other contacts. Our weekly school newsletter, "The Valley Viewer", keeps parents informed about the overall school program. Teachers also communicate weekly via email with parents. The principal's door is always open for parents to express their concerns, ask questions, or make suggestions. Also, feel free to call or email me at the above numbers with any concerns you may have.

Parent Involvement

Lastly, but certainly not to be construed as the least important facet of school business, PARENT involvement is critically important in the success of Valley View. We are indebted to the high percentage of Valley View parents that contribute in many ways to our children's success at Valley View! It is awesome to walk the hallways and visit the classrooms where many parents are actively involved in so many different ways. Our P.T.O. Board this year consists of:

President - Karina Rhodes

Vice President - Karen Michel

Co-Treasurers - Joanne Gerhard and Rick Allshous

Secretary - Kim Korhorn

Thank you to these people for all the help they provide to staff and students all year long by their efforts and financial contributions.

We hope that this brief introduction to the Valley View Family proves to be helpful, and we want to assure you that we will all do our best to make your child/children and you feel comfortable and "at home" at Valley View. My - our - goal is to be the "home away from home" for your child. I vow to treat your son or daughter as if they were my own!

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.

MISSION STATEMENT: Valley View is a Caring Community of Lifelong Learners

Vision Statement: Valley View Elementary will provide students with a SAFE, DYNAMIC, and LOVING environment where EACH child's full potential is realized on their journey towards lifelong success.

Valley View is a Caring Community of Lifelong learners!

We believe...EACH child is a precious gift and must be treated as such!

We believe...EACH child can succeed - reaching the full potential within themselves

We believe...that the staff at Valley View need to model the attitudes and behaviors that we want reflected in our students

We believe...that a trusting partnership between the school and home offers our children the best chance for success

We believe...in the development and implementation of a dynamic and relevant curriculum

We believe...the focus must be on learning!

We believe...in assessing each student's progress regularly as it relates to the Common Core Standards and Rockford's Curriculum, analyzing this data, and then developing a plan immediately when children are not succeeding

We believe...in collaboration between teachers and the total staff at Valley View Elementary...a loving environment focused on EACH CHILD!

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.

Valley View has had many successes in the last 10 years - from being a "Golden Apple" award school, two Odyssey of the Mind World Championships, to VV "graduates" who have had tremendous academic, athletic, and musical careers. Our "School Family" has been tremendously supportive due to the loving / student-centered environment that has been created at Valley View.

Weeks will pass without a parent concern coming to the principal. This is a testimony to the incredible team that has been assembled at Valley View, and the TRUST established with the families that attend our school.

Valley View's reputation is such that parents move to the Valley View attendance area due to our strong reputation.

We have received Green Team awards from our local KISD, and recently captured the district's Battle of the Books championship.

Valley View's School Improvement Goals are in Reading, Writing, and Math based upon recent analysis of our state and local assessment data.

Additional Information

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

Valley View has been led by the same principal for 15 years. He has expanded his professional experiences by being an adjunct professor at both Grand Valley State University and Aquinas College - both highly respected educational institutions in Grand Rapids. Bob also published a book: "To Lead With Love."

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.

Rockford Public Schools Parent Involvement Policy

Parent(s)/Guardian(s) Involvement Policy

State of Michigan Parent/Guardian Involvement Initiative

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials: input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

District Plan (Title I and Non-Title Programs)

In accordance with the requirement of the No Child Left Behind Act, the Rockford Board of Education encourages parent(s)/guardian(s) participation in all school programs. Parent(s)/Guardian(s) shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

Parent(s)/Guardian(s) Involvement Policy

The Board directs that the following actions be implemented by the administration to insure compliance with state and federal law and to invite parents to become involved highly in the education of their children:

The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of District programs/services through participation on building School Improvement Teams;

Invitations to parent(s)/guardian(s) to attend at least one annual meeting, with additional meeting opportunities being available as needed, designed to provide information about programs and services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;

Assistance to parent(s)/guardian(s) in understanding Title I and other District programs including the providing of information in a language understandable to the parent(s)/ guardian(s) if practicable;

Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;

Information regarding child's achievement and progress;

A provision for input by staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the staff or parent(s)/guardian(s);

Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;

Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;

Ongoing communication between school and parent(s)/guardian(s); and

Other appropriate activities (i.e. Family Curriculum Nights, Open Houses, parent(s)/guardian(s) sessions, science, theatre, etc.)

Parent(s)/Guardian(s) Involvement Policy Written Plans/Policies

The Rockford Public School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of SY 2016-2017

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a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan. Individual buildings may personalize the District plan to meet the particular needs of their school, subject to review by the Superintendent. The Board directs the administration to:

Involve parent(s)/guardian(s) in the development of the plan;

Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school;

Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;

To integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Head Start;

To review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;

To assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff and students will share the responsibility of improved student achievement; and

To distribute the District plan to parent(s)/guardian(s) of participating children and to the local community.

Parent(s)/Guardian(s) Involvement Policy

Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parent(s)/Guardian(s) will be notified about their rights regarding program content and

participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards.

The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program.

The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

Approved:

LEGAL REF: 20 USCA 6318 (No Child Left Behind Act); MCL 380.1294 (PA 107 of 2004); 380.1295; MDE Recommended Parent/Guardian Involvement Policy, June 2004

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

The Valley View PTO has been ACTIVE in the planning of our School Improvement efforts.

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

Our School Improvement plan is posted on Valley View's website, and is updated regularly as changes are made to our Goals and Plans.

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?

Math and Writing are areas of needed improvement.

Student Demographic Data

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

SPACE....our school population continues to grow @ Valley View -with many housing developments around us...we have 108 new kindergartners...the most EVER at Valley View

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?

Our newly instituted PBIS program has lowered our suspensions by 40%

Student Demographic Data

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

PBIS

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?

We have a very experienced teaching staff - averaging over 10 years in the classroom. Their level of performance - over 75% highly effective - positively impacts our 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?

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Increased student achievement

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?

NONE

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?

NONE

Teacher/School Leader(s) Demographic Data

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

Not Applicable

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?

Our struggling students are identified quickly and the response to these kids is swift and effective!

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?

Valley View is not a Title One school so our available resources can be a challenge, but our staff rises above this constraint with excellent SKILLS!

12. How might these challenges impact student achievement?

See Previous Slide

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.

Continue to research ways to obtain needed resources, and our impact on Learning Lab professional development focused Gradual Release teaching methodology.

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?

Response to Intervention "catches" students in need!

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

Rockford has a Summer School Program and many Community Education opportunities for our children - including Odyssey of the Mind, Girls on the Run and other related programs.

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

Response to Intervention

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?

We have regular grade level meetings focused on School Improvement and a recent PD session focused on cross-grade level meetings.

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

Students have grown in the area of nonfiction achievement..

19b. Reading- Challenges

Comprehension

19c. Reading- Trends

Our students are growing with their word study and narrative.

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.

Comprehension Toolkits and Gradual Release have been great additions to the Rockford Schools.

20a. Writing- Strengths

Our students are excelling at fluency and volume of writing!

20b. Writing- Challenges

Vocabulary usage...using common language from grade level to grade level

20c. Writing- Trends

Students haven't been elaborating on details in their writing.

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.

We are imbedding Lucy Calkins into our writing curriculum.

21a. Math- Strengths

Base Ten understanding.

21b. Math- Challenges

Working with Geometric shapes.

21c. Math- Trends

Traditionally, our students have been strong in overall Math!

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.

We are focusing on Common Core Math vocabulary at Valley View...along with the implementation of Everyday Math.

22a. Science- Strengths

N/A

22b. Science- Challenges

N/A

22c. Science- Trends

N/A - until further data is gathered from MSTEP this question cannot be answered.

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.

N/A

23a. Social Studies- Strengths

N/A - until MSTEP is further developed

23b. Social Studies- Challenges

N/A

23c. Social Studies- Trends

N/A - MSTEP data not available.

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.

N/A

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?

Our student feel SAFE and LOVED!

24b. Student Perception Data

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

Physical Education and Lunch Choice

24c. Student Perception Data

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

Teacher growth model and analyzing our lunch program

25a. Parent/Guardian Perception Data

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

That students are respected and instruction is individualized...the effectiveness of our teachers @ Valley View!

25b. Parent/Guardian Perception Data

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

Parking and Technology

25c. Parent/Guardian Perception Data

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

Our bond election will increase our technology use, and additional parking spaces will be added as well.

26a. Teacher/Staff Perception Data

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

A Family Environment @ Valley View!

26b. Teacher/Staff Perception Data

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

Lack of Technology

26c. Teacher/Staff Perception Data

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

The successful bond election will address this issue.

27a. Stakeholder/Community Perception Data

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

Security

27b. Stakeholder/Community Perception Data

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

Parking

27c. Stakeholder/Community Perception Data

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

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Additional spaces added with bond monies.

Summary

28a. Summary

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

Valley View's strength is the loving environment and incredible sense of TEAM that exists at Valley View - which helps us to overcome any challenges that may be presented.

28b. Summary

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

Any challenges are met head-on and addressed through our incredible learning environment @ Valley View.

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?

Any challenges that may be present are specifically addressed in our SI Plan and our dynamic team will overcome these areas of need.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	We use RTI in Grades K-3 in Language Arts, use Discover Ed in our upper grades, and have trimester assessments in Math, Reading, and Writing.	

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		

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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		

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	

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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		

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

2016.17 Plan

Overview

Plan Name

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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	Reading: All teachers will continue to enhance the existing implementation of Comprehension Toolkits in order to increase proficiency in the area of reading comprehension across all content areas.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
2	Writing: Continue the implementation of Writer's Workshop. Research: Calkins, L & L. Pessa. A Principal's Guide to Leadership in the Teaching of Writing. 2008.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
3	Science and Social Studies: All teachers will continue to enhance the existing implementation of Comprehension Toolkits in order to increase proficiency in the area of reading comprehension across all content areas.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
4	MATH: All elementary teachers will participate in the implementation of Everyday Mathematics 4 (EM4), a CCSS based curriculum.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
5	Positive Culture: Staff will continue to organize a systematic agenda of activities to boost increase positive feeling tone and character education for students and staff.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$200
6	Math Response to Intervention	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Reading: All teachers will continue to enhance the existing implementation of Comprehension Toolkits in order to increase proficiency in the area of reading comprehension across all content areas.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 09/01/2022 as measured by the MEAP, Discovery Ed and District Reading Assessments.

Strategy 1:

Gradual Release - All teachers will continue to enhance the existing implementation of Comprehension Toolkits (CTK) in order to increase proficiency in the area of reading comprehension across all content areas.

Category: Other - Instructional Practices

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The socioeconomic subgroup and the students with disabilities subgroup can be specifically addressed with goals and activities that focus on literacy instruction needs founded within the RtI process and specific to phonemic awareness, phonics, fluency and comprehension. District wide literacy DIP and SIP goals can also be formed from the RtI data along with state and local assessments. All RtI strategies and intervention will assist Rockford in meeting the 85% literacy achievement objective by 2022</p> <p>The socioeconomic subgroup and the students with disabilities subgroup can be specifically addressed with goals and activities that focus on literacy instruction needs founded within the RtI process and specific to phonemic awareness, phonics, fluency and comprehension. District wide literacy DIP and SIP goals can also be formed from the RtI data along with state and local assessments. All RtI strategies and intervention will assist Rockford in meeting the 85% literacy achievement objective by 2022</p> <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. 	Getting Ready	Tier 1	Getting Ready	09/01/2015	06/09/2017	\$0	Other	Reading Department and Lit.Coach will develop training and get materials to new teachers.
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	09/08/2015	06/17/2017	\$0	Other	Building classroom teachers.
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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	Other	Classroom teachers with the support of building principals.

Strategy 2:

Making Nonfiction real and relevant - All teachers will continue to enhance the existing implementation of Comprehension Tool Kits in order to increase proficiency in the area of reading comprehension across all content areas.

Category: Other - Instructional Practices

Research Cited: MSTEP and Discover Ed Data

Tier: Tier 1

Activity - Reader's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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- New elementary teachers will be provided Comprehension Took Kit materials and training.	Direct Instruction	Tier 1	Implement	09/08/2015	06/02/2017	\$0	Other	Classroom teachers with the assistance of building principal and building reading team.
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Activity - Activity 2:implementation of Classroom Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Teachers will continue to implement the Comprehension Tool Kits strategies across all content areas.	Implementation	Tier 1	Implement	09/01/2016	06/02/2017	\$0	Other	Building teachers and building administrat or with the assistance of building reading specialist.

Activity - Activity 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Formative and summative student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry."	Monitor	Tier 1	Monitor	09/01/2016	06/01/2017	\$0	Other	Building teachers and building administrat or with the support of building reading specialist.

Goal 2: Writing: Continue the implementation of Writer’s Workshop. Research: Calkins, L & L. Pessa. A Principal’s Guide to Leadership in the Teaching of Writing. 2008.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the Spring 2015 MSetp in English Language Arts by 06/01/2016 as measured by MEAP and District Writing Assessments.

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Strategy 1:

Continue implementation of Writer's Workshop - Teachers will continue using Lucy Calkins to implement a Writer's Workshop approach. Teachers will also use the outline provided by the District Writing Committee at each grade level.

Category: Other - Writers Workshop

Research Cited: MSTEP and Discovery Ed Data

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The district writing team will review previous implementation with a focus on writing in all content areas. Emphasis areas include: Lucy Calkins Units of study, accurate scope and sequence in curriculum maps with corresponding assessments, and revised report card language.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2017	\$0	Other	Literacy Dept, Writing committee and Curriculum Development Director.
Activity - Activity 2:Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Continue the use of L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Schedule professional development time to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction.	Implementation	Tier 1	Implement	09/02/2016	06/02/2017	\$0	Other	Writing committee and District Curriculum Director
Activity - Activity 3:Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- - The team will survey staff for continued questions, concerns and comments. - Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards.	Monitor	Tier 1	Monitor	09/01/2016	06/02/2017	\$0	Other	Writing committee

Strategy 2:

Communicate ideas through written expression - Continue implementation of Writer's Workshop

Category: Other - Written Expression

Research Cited: CCSS

Tier: Tier 1

Activity - K-5 Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Writing portfolios will be included in CAs for each student. An assessment and finished piece will be included in writing portfolio for each individual student.	Communication	Tier 1	Implement	09/02/2016	06/02/2017	\$0	General Fund	Building teachers as well as building administrator.

Activity - Common writing language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common language will be used with each Writing Unit and a vocabulary built upon at each grade level.	Direct Instruction	Tier 1	Implement	06/03/2016	06/01/2017	\$0	General Fund	Classroom teachers

Goal 3: Science and Social Studies: All teachers will continue to enhance the existing implementation of Comprehension Toolkits in order to increase proficiency in the area of reading comprehension across all content areas.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the 2105 MStep in Social Studies by 06/01/2016 as measured by MEAP Test results.

Strategy 1:

District Strategy: Comprehension Toolkits (CTK) - : All teachers will continue to implement Comprehension Toolkit reading and Lucy Caulkin's writing strategies as well as prepare to transition to district science team recommendations.

Category: Other - Writers Workshop accros the Curriculum

Tier: Tier 1

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Activity - Activity 1: Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- New elementary teachers will be provided Comprehension Toolkits materials and training.	Getting Ready	Tier 1	Getting Ready	09/02/2016	06/02/2017	\$0	Other	Building teachers with the support of building administrator
Activity - Activity 2: Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
: All teachers will continue to implement Comprehension Toolkit reading and Lucy Caulkin's writing strategies as well as prepare to transition to district science team recommendations.	Implementation	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Other	Classroom teachers and building principals.
Activity - Activity 3: Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- District team recommendations will be made for future programming including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.	Monitor	Tier 1	Monitor	09/01/2016	06/02/2017	\$0	Other	Building Principal

Strategy 2:

Implementation of Writer's Workshop - Teachers will continue to use Writer's Workshop.

Category: Other - Writers Workshop

Research Cited: CCSS

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- District team recommendations will be made for future programming including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.	Getting Ready	Tier 1	Getting Ready	09/01/2016	06/02/2017	\$0	General Fund	Writing committee and District Curriculum Director

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Activity - Implementation of Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
~Use and validate the Lucy Calkins Units of Study Kits as resource. ~Adjust and Align Curriculum Maps ~3 hours of Professional Development to strengthen and further implementation.	Implementation	Tier 1	Implement	09/02/2016	06/01/2017	\$0	General Fund	Writing Committee and District Curriculum Director
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
~The committee will survey staff for continued questions, concerns and comments. ~Pre and Post "On Demand" writing assessments will be given in narrative, informational and opinion writing. Informational Writing scores will be collected to drive school improvement goals.	Monitor	Tier 1	Monitor	09/01/2015	06/10/2016	\$0	General Fund	Writing Committee and District Curriculum Director

Goal 4: MATH: All elementary teachers will participate in the implementation of Everyday Mathematics 4 (EM4), a CCSS based curriculum.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Spring 2015 MStep in Mathematics by 06/01/2016 as measured by MEAP, Discovery Ed, classroom assessments, and pre and post test scores.

Strategy 1:

EM4: Implementation - All elementary teachers will participate in the continued implementation of Everyday Mathematics 4 (EM4), a CCSS based curriculum.

Category: Other - EM Math

Research Cited: CCSS

Tier: Tier 1

Activity - Teacher training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Establish a district team to further review of current curriculum maps, PBL and the EDM4 program implementation.	Getting Ready	Tier 1	Getting Ready	06/03/2016	06/02/2017	\$0	Other	District Curriculum Director.

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Activity - EM4 implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Teachers will participate in the district-provided professional development and then further implement Problem-Based Learning during instruction.	Implementation	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Other	District Curriculum Director, Building Principals, and classroom teachers.

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The district team will review implementation fidelity as well as staff input to determine future planning. - Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on Discovery Education and M-STEP.	Monitor	Tier 1	Monitor	09/02/2016	06/02/2017	\$0	Other	Math Committee and District Curriculum Director

Strategy 2:

Incorporate discourse and writing in the math program - All students will demonstrate and increase proficiency in grade appropriate math concepts and skills.

Category:

Research Cited: CCSS

Tier: Tier 1

Activity - Math writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using a math word wall containing Common Core Vocabulary students will improve discourse and writing in math. Students will explain their understanding of problems and how to solve problems using writing.	Direct Instruction	Tier 1	Implement	09/01/2015	06/10/2016	\$0	Other	Classroom teachers with support from building administrator

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in the district-provided professional development and then implement the math project-based learning during instruction.	Implementa tion			09/01/2015	06/10/2016	\$0	Other	Classroom teachers, School Improveme nt Math Committee and building administrat or
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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
- Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists and teacher evaluations. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 1		09/01/2015	06/10/2016	\$0	General Fund	All classroom teachers and resource room teachers with the support of building administrat ors

Strategy 3:

Math Manipulatives - All elementary teachers will participate in the enhancement of the implementation of using math manipulatives in order to increase proficiency in the area of math.

Category: Other - ED Math

Research Cited: CCSS and MSEP and Discovery Ed data

Tier: Tier 1

Activity - PD and inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
~Teachers need to inventory manipulatives. ~The district math committee will set professional development dates and content.	Professiona l Learning	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$0	General Fund	District Curriculum Director, Math committee and classroom teachers.

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Activity - Using Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
~Teachers will complete in PD survey and administrators will monitor using walk through observations, monthly checklists and teacher evaluations. ~Student achievement data will be reviewed in the identified Greatest Areas of Need Strands	Professional Learning	Tier 1	Implement	09/02/2016	06/02/2017	\$0	General Fund	District Curriculum Director, Math Committee and building teachers.
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
~Teachers will complete a PD survey and administrators will monitor using walk through observations, monthly checklists and teacher evaluations. ~Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 1	Monitor	09/02/2016	06/01/2017	\$0	General Fund	Building teachers and School Improvement Team (math).

Goal 5: Positive Culture: Staff will continue to organize a systematic agenda of activities to boost increase positive feeling tone and character education for students and staff.

Measurable Objective 1:

demonstrate a behavior Positive Culture: Staff will continue to organize a systematic agenda of activities to boost increase positive feeling tone and character education for students and staff. by 06/02/2017 as measured by - Identified benchmarks will be reviewed by building committees at grade reporting timelines throughout the school year and shared with staff at building meetings. - Building principals will collaborate to share building data, practices, and ideas for inc.

Strategy 1:

CKHearts / Leader in Me - Valley View will establish or continue committee work with the purpose of auditing current CKH and PBIS implementation and effectiveness. Additionally, Team VV will be implementing "Leader in Me" pillars in our school.

- CKH data review will include identifying practices that are universal in every classroom as well as feedback from staff about practices that could further benefit the classrooms and overall building culture.

- PBIS data review will include an audit of current implementation and the amount of office referrals compared to previous years.

Category: School Culture

Research Cited: Franklin / Covey

Tier: Tier 1

SY 2016-2017

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Activity - Leader in Me	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>- Each building will establish or continue committee work with the purpose of auditing current CKH and PBIS implementation and effectiveness.</p> <p>- CKH data review will include identifying practices that are universal in every classroom as well as feedback from staff about practices that could further benefit the classrooms and overall building culture.</p> <p>- PBIS data review will include an audit of current implementation and the amount of office referrals compared to previous years.</p>	Behavioral Support Program, Communication, Getting Ready, Parent Involvement, Community Engagement	Tier 1	Getting Ready	06/16/2016	06/02/2017	\$200	General Fund	ENTIRE Team Valley View

Goal 6: Math Response to Intervention

Measurable Objective 1:

A 100% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 All Students @ Valley View in Mathematics by 06/01/2017 as measured by - Student achievement data will be reviewed during according to the district scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results. - Staff will be surveyed after each professional development session..

Strategy 1:

Rtl - - The district will establish a professional development curriculum for with a focus on Tier 1 instruction influenced by the differentiated workshop model

- All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices.

Category: Mathematics

Research Cited: Rtl

Tier: Tier 1

Activity - Math Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Valley View students who need assistance in Math needs' will be met through Response to Intervention	Academic Support Program	Tier 1	Implement	09/01/2016	06/02/2017	\$0	General Fund	RPS Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Response to Intervention	Valley View students who need assistance in Math needs' will be met through Response to Intervention	Academic Support Program	Tier 1	Implement	09/01/2016	06/02/2017	\$0	RPS Staff
Monitoring	- Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists and teacher evaluations. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 1		09/01/2015	06/10/2016	\$0	All classroom teachers and resource room teachers with the support of building administrators
K-5 Portfolios	K-5 Writing portfolios will be included in CAs for each student. An assessment and finished piece will be included in writing portfolio for each individual student.	Communication	Tier 1	Implement	09/02/2016	06/02/2017	\$0	Building teachers as well as building administrator.
Monitoring	~The committee will survey staff for continued questions, concerns and comments. ~Pre and Post "On Demand" writing assessments will be given in narrative, informational and opinion writing. Informational Writing scores will be collected to drive school improvement goals.	Monitor	Tier 1	Monitor	09/01/2015	06/10/2016	\$0	Writing Committee and District Curriculum Director
Using Math Manipulatives	~Teachers will complete in PD survey and administrators will monitor using walk through observations, monthly checklists and teacher evaluations. ~Student achievement data will be reviewed in the identified Greatest Areas of Need Strands	Professional Learning	Tier 1	Implement	09/02/2016	06/02/2017	\$0	District Curriculum Director, Math Committee and building teachers.

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Getting Ready	- District team recommendations will be made for future programming including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.	Getting Ready	Tier 1	Getting Ready	09/01/2016	06/02/2017	\$0	Writing committee and District Curriculum Director
PD and inventory	~Teachers need to inventory manipulatives. ~The district math committee will set professional development dates and content.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$0	District Curriculum Director, Math committee and classroom teachers.
Implementation of Writer's Workshop	~Use and validate the Lucy Calkins Units of Study Kits as resource. ~Adjust and Align Curriculum Maps ~3 hours of Professional Development to strengthen and further implementation.	Implementation	Tier 1	Implement	09/02/2016	06/01/2017	\$0	Writing Committee and District Curriculum Director
Leader in Me	- Each building will establish or continue committee work with the purpose of auditing current CKH and PBIS implementation and effectiveness. - CKH data review will include identifying practices that are universal in every classroom as well as feedback from staff about practices that could further benefit the classrooms and overall building culture. - PBIS data review will include an audit of current implementation and the amount of office referrals compared to previous years.	Behavioral Support Program, Communication, Getting Ready, Parent Involvement, Community Engagement	Tier 1	Getting Ready	06/16/2016	06/02/2017	\$200	ENTIRE Team Valley View
Monitoring	~Teachers will complete a PD survey and administrators will monitor using walk through observations, monthly checklists and teacher evaluations. ~Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 1	Monitor	09/02/2016	06/01/2017	\$0	Building teachers and School Improvement Team (math).
Common writing language	Common language will be used with each Writing Unit and a vocabulary built upon at each grade level.	Direct Instruction	Tier 1	Implement	06/03/2016	06/01/2017	\$0	Classroom teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Activity 3:Monitor	- - The team will survey staff for continued questions, concerns and comments. - Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards.	Monitor	Tier 1	Monitor	09/01/2016	06/02/2017	\$0	Writing committee
Activity 3	- Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Formative and summative student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry."	Monitor	Tier 1	Monitor	09/01/2016	06/01/2017	\$0	Building teachers and building administrator or with the support of building reading specialist.
Activity 2: Implementation	: All teachers will continue to implement Comprehension Toolkit reading and Lucy Calkin's writing strategies as well as prepare to transition to district science team recommendations.	Implementation	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Classroom teachers and building principals.
Teacher training	- Establish a district team to further review of current curriculum maps, PBL and the EDM4 program implementation.	Getting Ready	Tier 1	Getting Ready	06/03/2016	06/02/2017	\$0	District Curriculum Director.
Activity 1:Getting Ready	- New elementary teachers will be provided Comprehension Toolkits materials and training.	Getting Ready	Tier 1	Getting Ready	09/02/2016	06/02/2017	\$0	Building teachers with the support of building administrator
Monitor	- The district team will review implementation fidelity as well as staff input to determine future planning. - Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on Discovery Education and M-STEP.	Monitor	Tier 1	Monitor	09/02/2016	06/02/2017	\$0	Math Committee and District Curriculum Director
Getting Ready	- The district writing team will review previous implementation with a focus on writing in all content areas. Emphasis areas include: Lucy Calkins Units of study, accurate scope and sequence in curriculum maps with corresponding assessments, and revised report card language.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2017	\$0	Literacy Dept, Writing committee and Curriculum Development Director.

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Monitoring	<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	Classroom teachers with the support of building principals.
Reader's Workshop	<ul style="list-style-type: none"> - New elementary teachers will be provided Comprehension Took Kit materials and training. 	Direct Instruction	Tier 1	Implement	09/08/2015	06/02/2017	\$0	Classroom teachers with the assistance of building principal and building reading team.
Math writing	Using a math word wall containing Common Core Vocabulary students will improve discourse and writing in math. Students will explain their understanding of problems and how to solve problems using writing.	Direct Instruction	Tier 1	Implement	09/01/2015	06/10/2016	\$0	Classroom teachers with support from building administrator
Activity 2: implementation of Classroom Libraries	<ul style="list-style-type: none"> - Teachers will continue to implement the Comprehension Tool Kits strategies across all content areas. 	Implementation	Tier 1	Implement	09/01/2016	06/02/2017	\$0	Building teachers and building administrator or with the assistance of building reading specialist.
Implementation	Teachers will participate in the district-provided professional development and then implement the math project-based learning during instruction.	Implementation			09/01/2015	06/10/2016	\$0	Classroom teachers, School Improvement Math Committee and building administrator

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<p>Getting Ready</p>	<p>The socioeconomic subgroup and the students with disabilities subgroup can be specifically addressed with goals and activities that focus on literacy instruction needs founded within the RtI process and specific to phonemic awareness, phonics, fluency and comprehension. District wide literacy DIP and SIP goals can also be formed from the RtI data along with state and local assessments. All RtI strategies and intervention will assist Rockford in meeting the 85% literacy achievement objective by 2022</p> <p>The socioeconomic subgroup and the students with disabilities subgroup can be specifically addressed with goals and activities that focus on literacy instruction needs founded within the RtI process and specific to phonemic awareness, phonics, fluency and comprehension. District wide literacy DIP and SIP goals can also be formed from the RtI data along with state and local assessments. All RtI strategies and intervention will assist Rockford in meeting the 85% literacy achievement objective by 2022</p> <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. 	<p>Getting Ready</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Reading Department and Lit.Coach will develop training and get materials to new teachers.</p>
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School Improvement Plan

Valley View Elementary School

Implementation	<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	09/08/2015	06/17/2017	\$0	Building classroom teachers.
Activity 2: Implementation	<ul style="list-style-type: none"> - Continue the use of L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Schedule professional development time to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction. 	Implementation	Tier 1	Implement	09/02/2016	06/02/2017	\$0	Writing committee and District Curriculum Director
Activity 3: Monitoring	<ul style="list-style-type: none"> - District team recommendations will be made for future programming including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Monitor	Tier 1	Monitor	09/01/2016	06/02/2017	\$0	Building Principal

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EM4 implementation	- Teachers will participate in the district-provided professional development and then further implement Problem-Based Learning during instruction.	Implementation	Tier 1	Implement	09/01/2016	06/01/2017	\$0	District Curriculum Director, Building Principals, and classroom teachers.
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