



School Improvement Plan

River Valley Academy

Rockford Public Schools

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TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Final 2019/20 SIP	
Overview	6
Goals Summary	7
Goal 1: All students will be proficient in reading	8
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.	8
Goal 3: All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.....	9
Activity Summary by Funding Source	11

Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plan in ASSIST	

Final 2019/20 SIP

Overview

Plan Name

Final 2019/20 SIP

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 PSAT and SAT in Reading by 06/30/2020 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 2019/20 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 labs and GRR module facilitation team. 	Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$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 08/27/2018 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 - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- 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, 2019 SAT results will be reviewed to identify summative content standards to address by grade level.	Direct Instruction	Tier 1	Implement	08/26/2019	06/30/2020	\$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 06/07/2019 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.

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

School Improvement Plan

River Valley Academy

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: English/Language Arts

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 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		08/26/2019	06/30/2020	\$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 2019/20 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 labs and GRR module facilitation team. 	Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$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"> - The district will develop 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		08/26/2019	06/30/2020	\$0	All staff.

School Improvement Plan

River Valley Academy

Implementation	<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, 2019 SAT results will be reviewed to identify summative content standards to address by grade level. 	Direct Instruction	Tier 1	Implement	08/26/2019	06/30/2020	\$0	All staff
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