

**Riverview Community Schools**  
**District Improvement Plan 2016-2017**

Riverview Community School District

Mr. Russell Pickell, Superintendent  
13425 Colvin Street  
Riverview, MI 48193-6628

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## **Overview**

### **Plan Name**

Riverview Community Schools District Improvement Plan 2016-2017

### **Plan Description**

DIP 2016-17 School Year

## 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 in the Riverview Community School District will be proficient in Reading.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$200891
2	All students in the Riverview Community School District will be proficient in Mathematics.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$157483
3	All students in the Riverview Community School District will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$21551
4	All students in the Riverview Community School District will be proficient in Science.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$40711
5	The Riverview Community School District will establish and maintain effective support services to provide all students with a well-rounded curriculum, health, safety, well-being, and competent leadership.	Objectives: 1 Strategies: 6 Activities: 30	Organizational	\$562870
6	All students in the Riverview Community School District will be proficient in Writing.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$86271

# Goal 1: All students in the Riverview Community School District will be proficient in Reading.

## Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth and Adult 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 in English Language Arts by 06/15/2017 as measured by comparing previous scores of Michigan Department of Education State Assessments..

## Strategy 1:

Differentiation of Instruction in Reading (Language Arts) - All staff will incorporate a range of formal and informal assessment procedures during the learning process to modify teaching and learning activities in the classroom to improve achievement for all students. Staff will use both formative assessment and summative assessments to monitor student progress, and then they will adjust teaching strategies to ensure that all students' individual needs are met through the implementation of differentiated instruction in English Language Arts. (Reading)

Category: Career and College Ready

Research Cited: Reaching Higher The Common Core State Standards Validation Committee: A Report form the National Governors Association Center for Best Practices and the Council of Chief of State School Officers June 2010.

What Really Matters for Struggling Readers (2011) Richard Allington.

Classroom Instruction That Works (Dean, Hubbell, Pitler, Stone) 2012 (based on Marzano, 2001

Failure is Not an Option (Blankstein and Fullan) (2004)

The Twelve Touchstones of Good Teaching (Goodwin and Hubbell) 2013

Catching Readers Berfore They Fall (Johnson and Keier) 2010

Tier: Tier 1

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to struggling readers. The interventionists will provide supplementary lessons to enable concept mastery with identified students. At the middle school, teachers will use NWEA data to provide students with appropriate lexile levels to help them in selecting texts that match individual reading abilities, and they will use a computer-based survey program to have students rate genres and interests to assist students in reading texts designed to correlate to their individual learning styles and skills. At the high school, all ELA students will be screened monthly for possible failure in English as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy, and those who continue to struggle will be scheduled for a purposefully designed Reading Strategies class. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p> <p>Schools: Riverview Community High School, Huntington Elementary School, Seitz Middle School, Forest Elementary School, Memorial Elementary School</p>	<p>Implementation, Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$132606</p>	<p>Title I Part A</p>	<p>Director of Curriculum, Administrators, Classroom Teachers, Reading Interventionists, Paraprofessionals</p>
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Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and support staff will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes. Elementary curriculum includes Lucy Calkins Units of Study for Teaching Reading, Daily 5 and Guided Reading books purchased from various resources. At the middle school, teachers will continue to add to the collection of fiction and non-fiction resources available to students in the library and in classrooms, and at the high school, teachers will provide curriculum that supports an increased focus on development of rhetorical skills. High school will implement a three-term requirement for participation in ELA classes, with a focus on informational texts.</p> <p>Schools: Riverview Community High School, Huntington Elementary School, Seitz Middle School, Forest Elementary School, Memorial Elementary School</p>	<p>Direct Instruction, Curriculum Development, Materials, Teacher Collaboration, Academic Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$42840</p>	<p>Title I Part A</p>	<p>Principals, Teachers, Director of Curriculum and Grants</p>

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. General fund will be used to purchase school-wide subscriptions to computerized reading programs, including A-Z Learning RAZ Kids, Spelling City, and Starfall Reading (Grade K). Elementary Reading teachers will utilize on-line subscriptions to Daily CAFÉ to support language arts instruction. At Seitz Middle School, teachers will use a computer-based survey to have students rate genres or interests to inform library/media paraprofessional of student needs. In all schools, NWEA data will be used to match RIT scores to individual student practice on computerized reading programs such as Khan Academy, Front Row, MAP Reading, and Prep Dog, where students will take part in online activities that correlate directly to their NWEA RIT scores.</p> <p>Schools: Riverview Community High School, Huntington Elementary School, Seitz Middle School, Forest Elementary School, Memorial Elementary School</p>	<p>Direct Instruction, Technology, Communication, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$7700</p>	<p>General Fund</p>	<p>Principals, Teachers, Paraprofessionals, Director of Curriculum and Grants</p>
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Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Reading. At the elementary schools, teachers will utilize Exit Slips, oral quiz games, Project Based Learning, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. At Seitz MS, Lexile Levels generated by NWEA assessments will be employed to assist students in selecting appropriate texts that are aligned to their independent and instructional levels of reading. At RCHS, all teachers will include reading components similar to those found on SAT when using formative and summative assessments in the classroom.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Evaluation, Monitor, Academic Support Program, Supplemental Materials</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$1500</p>	<p>Title I Part A</p>	<p>Principals, Teachers, Director of Curriculum</p>

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will be trained in Language Arts strategies through district-provided Professional Development. Toni Hall, RESA Consultant, will provide coaching to elementary teachers; Ellen Vorenkamp (RESA) will train teachers and parents in Growth Mindset strategies; consultant will work with teachers to train them in Critical Thinking mapping strategies; teachers will be provided with on-line subscriptions to Two Sisters' Daily CAFE. Teachers will be trained in using Lexile Levels and in using the NWEA assessment program's data analysis. Elementary Reading Interventionists and teacher will attend a series of RESA workshops to be trained in Fountas and Pinnell Leveled Literacy (LLI) Intervention strategies. High School teachers will participate in RESA workshops to be trained in the strategies of Close and Critical Reading of Complex Text, and HS teacher will attend Advanced Placement Literature Conference. Nineteen staff members, including teachers, administrators, counselors, reading interventionists, and school social worker will take part in Wayne RESA's series of four workshops to be trained in Multi-Level Systems of Support (MTSS) strategies. Teachers will continue to meet monthly in PLCs to work collaboratively to analyze formative and summative assessment data, including NWEA and M-STEP data, in order to more effectively plan differentiated instructional strategies and activities geared to help all students be successful in Reading and Language Arts.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Curriculum Development, Professional Learning, Teacher Collaboration, Parent Involvement, Evaluation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$3650</p>	<p>Title II Part A</p>	<p>Principals, Teachers, Reading Interventionists, Counselors, SSW, Director of Curriculum and Grants</p>
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Activity - Extended School Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Language Arts. (Reading and Writing) The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day. Summer Reading Club to be offered for all district K-5 students in the Memorial School Library. Media Center Paraprofessional will conduct multiple reading and writing activities to increase and sustain literacy throughout the summer. Program will run for six weeks, July 11-August 18, three hours per day, three days per week. (\$825)</p> <p>Schools: Huntington Elementary School, Seitz Middle School, Forest Elementary School, Memorial Elementary School</p>	<p>Community Engagement, Direct Instruction, Extra Curricular, Implementation, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Implement</p>	<p>06/21/2016</p>	<p>08/12/2016</p>	<p>\$12595</p>	<p>General Fund, Title I Part A</p>	<p>Principals, Teachers, Paraprofessionals, Director of Curriculum, Media Center Paraprofessional</p>



## Goal 2: All students in the Riverview Community School District will be proficient in Mathematics.

### Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, 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 math assessments in Mathematics by 06/15/2017 as measured by Michigan Department of Education State Assessment..

### Strategy 1:

Differentiation of Instruction in Mathematics - All staff will incorporate a range of formal and informal assessment procedures during the learning process to modify teaching and learning activities in the classroom to improve achievement for all students. Staff will use both formative and summative assessments to monitor student progress, and they will adjust teaching strategies to ensure that all students' individual needs are met through the implementation of differentiated instruction in Mathematics.

Category: Mathematics

Research Cited: Fuchs and Fuchs (1998, 2001) Bass and Bass (2000, 2001, 2003) Marzano and Tomlinson

Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3 (Shumway, 2011)

Number Sense Interventions (Jordan and Dyson, 2013)

Classroom Instruction that Works (Dean, Hubbell, Pitler, Stone, Second Edition, 2013 (based on Marzano, 2001)

Tier: Tier 1

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Mathematics. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement Eureka Math curriculum with additional hands-on activities in small group and one-on-one settings. At the middle school, teachers will utilize Khan Academy and Sustained Learning Over Time (SLOT) to direct students to activities and practice in math that correlates to particular needs of individual students. NWEA data corresponds directly with Khan Academy to provide teachers with pertinent information that will allow them to target the problem areas in math for each student; each student will be assigned to Khan Academy coursework to remediate those areas of difficulty. Seitz will also continue to offer co-taught classes to assist special education students who are struggling in mathematics, so that students may be mainstreamed, but still receive the extra support needed to be successful in math. At the High School, NWEA/MAP scores, class failure rates, and state test scores will be utilized to screen all students to identify those that may be at risk for failing math. (Tier 1) Students who are identified as being at risk will be placed into classes based on their skills. (Tier 2) R-Math (Remedial) classes will be offered to special needs students, and those who fall into the Bottom 30 will receive small group and one-on-one coaching and tutoring in Math Lab, as a Tier 3 Strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p> <p>Schools: Riverview Community High School, Huntington Elementary School, Seitz Middle School, Forest Elementary School, Memorial Elementary School</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$49983</p>	<p>Title I Part A</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Mathematics. Elementary teachers will continue to use the Eureka Math curriculum that was implemented in 2014. (Engage NY, Great Minds). Teachers will implement common assessments created this past year to assess common grade level targets, along with the Eureka Math Mid-Module and End-of-Module assessments. NWEA scores will be analyzed and correlated to Khan Academy curriculum to allow students extra practice as needed to master key concepts in Math. Teachers will continue to use district-purchased curriculum with manipulative kits to provide students with exercises, direct instruction, and assessments. At Seitz, teachers will help middle school students to succeed in Math using Eureka Math and other district-purchased curriculum, with Khan Academy being implemented to support students who need extra practice, as well as to allow gifted and talented students to accelerate their study of mathematics. Teachers will also implement daily non-unit topics to encourage Sustained Learning Over Time (SLOT). (Over the course of 4-5 weeks, a non-unit topic is introduced in small increments of time, and while new concepts are introduced, the concepts build upon previous lessons in the SLOT strategy.) At RCHS, teachers will identify learning targets for students in each unit of instruction, and they will complement basal texts with Khan Academy, guided notes, posters, charts, and graphs. All teachers will analyze NWEA/MAP scores three times each year, as well as state and other local assessments in order to provide access to appropriate curriculum to meet the needs of students as identified by data analysis.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Implementation, Technology, Curriculum Development, Materials, Teacher Collaboration, Evaluation, Academic Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$55000</p>	<p>General Fund</p>	<p>Principals, Teachers, Director of Curriculum and Grants</p>
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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. All students will have access to Khan Academy, free on-line math instruction, to supplement and support daily learning. Other technological programs that may be used include Brain POP, Front Row, Prodigy, SplashMath, and MAP Math. Headphones will be purchased to allow students to use the technological devices in centers and in whole-group settings in order to make full use of technology in learning mathematics. Seitz Middle School will use Khan Academy, Brain POP, MAP Math. Staff will monitor the effectiveness of Khan Academy, and will meet in PLCs to analyze math data from Khan Academy for the purpose of improving instruction. They will also create an on-line survey for students to gain feedback from students regarding the effectiveness of SLOT techniques. At RCHS, computers will be used in the Math Lab program as a Tier 3 Strategy for students who are still struggling in Math in spite of previous interventional strategies provided through RTI programs. Technology will be used to monitor student progress in Math, K-12, through NWEA, M-STEP, SAT, Work Keys, and other state and local assessments.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Technology, Communication, Curriculum Development, Evaluation, Monitor, Academic Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$3000</p>	<p>General Fund</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Mathematics. At the elementary schools, teachers will utilize Eureka Math's embedded Exit Slips daily to formatively assess the comprehension and mastery of critical components of the math lessons taught during the day's lessons. NWEA and M-STEP scores will be analyzed and compared with other formative assessment results to verify particular student needs for reinforcement and reteaching. In addition, teachers will utilize oral quiz games, Project Based Learning, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. Seitz teachers will conduct the same type of analysis with Eureka Math, other basals, Khan Academy, and SLOT. High School teachers will continue to use Formative Assessment strategies in conjunction with Khan Academy and in the R-Math Classes and Math Labs designed for support to struggling students.</p> <p>Schools: Riverview Community High School, Huntington Elementary School, Seitz Middle School, Forest Elementary School, Memorial Elementary School</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$1500</p>	<p>General Fund</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will be trained in Mathematical strategies through district-provided Professional Development. Eight high school math teachers, five middle school math teachers, and six elementary math teachers (one per grade, two per building) will each participate (in grade level groupings) in a series of seven math workshops at RESA as part of the Title I Project Making Mathematics Matter (TIPM3) in order to be trained in effective math instruction strategies. They will learn elements of Best Practices and how they relate to Mathematics instruction and assessment. This will include learning the elements of planning, lesson development, assessment elements, cross curricular links and cross content links and understanding reports developed through NWEA Assessments. These workshops take place monthly throughout the school year. In addition, Shannon Samulski of Strategic Solutions will present a full day of on-site professional development in math, so that elementary teachers may be trained in multiple strategies that encourage students to engage in high level thinking strategies to become better problem solvers. High School AP Statistics teacher will take part in College Board Professional Development as available and prudent for desired outcomes in AP instruction and learning. Teachers will continue to meet monthly in PLCs to work collaboratively to analyze formative and summative assessment data, including NWEA and M-STEP data, in order to more effectively plan differentiated instructional strategies and activities geared to help all students be successful in Mathematics.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Career Preparation /Orientation, Implementation, Communication, Curriculum Development, Professional Learning, Teacher Collaboration, Evaluation, Academic Support Program</p>	<p>Tier 1</p>		<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$36300</p>	<p>Title II Part A</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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Activity - Extended School Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Mathematics. The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day.</p> <p>Schools: Huntington Elementary School, Seitz Middle School, Forest Elementary School, Memorial Elementary School</p>	<p>Community Engagemen nt, Direct Instruction, Extra Curricular, Implementation, Technology, Communication, Curriculum Development, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials</p>	<p>Tier 3</p>		<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$11700</p>	<p>General Fund</p>	<p>Principals, Teachers, Paraprofessionals, Director of Curriculum and Grants</p>
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**Goal 3: All students in the Riverview Community School District will be proficient in Social Studies.**

**Measurable Objective 1:**

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, 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 informational reading in Social Studies by 06/15/2017 as measured by State of Michigan state assessments. (M-STEP and SAT).

**Strategy 1:**

Differentiation of Instruction in Social Studies - All staff will incorporate a range of formal and informal assessment procedures during the learning process to modify teaching and learning activities in the classroom to improve achievement for all students. Staff will use both formative and summative assessments to monitor student progress, and they will adjust teaching strategies to ensure that all students' individual needs are met through the implementation of differentiated instruction in Social Studies.

Category: Social Studies

Research Cited: DuFour, DuFour, Eaker (2008) Revisiting Learning Communities at Work: New Insights for Improving Schools, IN: Solution Tree Press

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Teach Like a Pirate (Burgess, 2008)

Teaching and Learning Elementary Social Studies (Ellis, 2010)

Social Studies Comes Alive: Engaging, Effective Instruction in the Social Studies Classroom (Davis, 2014)

Michigan Citizens Collaborative Curriculum (MC3) from Wayne RESA, Oakland Schools, MAISA

Tier: Tier 1

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Social Studies. Much of the intervention will be accomplished in conjunction with Reading intervention, using informational texts related to Social Studies standards and concepts. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement classroom social studies curriculum with additional support in small group and one-on-one settings. At the Middle School, teachers will meet in PLCs to discuss strategies in mapping and graphing for use with individual students needing additional assistance. At the High School, all social studies students will be screened monthly for possible failure in Social Studies as a Tier I strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p> <p>Schools: Huntington Elementary School, Forest Elementary School, Memorial Elementary School</p>	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program	Tier 3	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers and support staff will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes. At the elementary schools, the MC3 Curriculum (Michigan Citizenship Collaborative Curriculum) will be implemented with fidelity, supported by Guided Reading informational texts correlated to Social Studies standards and benchmarks. Classroom subscriptions to Scholastic News (Grades 1-5) and "Let's Find Out!" (Grade K). MC3 will also be supported by on-line apps and programs (Brain POP, Brain POP Junior), as well as videos, to enhance student understanding of Social Studies concepts. At the Middle School, social studies teachers will implement mapping and graphing activities in conjunction with use of the 7th and 8th grade Atlas sets on a weekly basis, and they will incorporate informational texts and a dedicated informational reading activity monthly, or with each chapter. Teachers will meet in PLCs to discuss informational reading strategies for use with individual students. At the high school, social studies teachers will create DBQs (Document Based Questions) and CRQs (Constructed Response Questions) for reading and understanding primary and secondary sources relevant to state standards. Students will receive skill-based instruction through online sources such as Khan Academy, RIT to Resource and News ELA. New textbooks will be purchased for two Social Studies Advanced Placement Classes (American History and Economics) that will be initiated in the Fall of 2016. High school Social Studies teacher Ryan DiBranio will take interested students on an extended field trip to European countries to provide students with authentic experiences related to the study of world geography, economics, civics, history, and culture. (Fundraising and personal / family budgets will cover the cost--no school funds to be expended.)</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Implementation, Technology, Curriculum Development, Materials, Teacher Collaboration, Evaluation, Field Trip, Academic Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$18486</p>	<p>General Fund</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Riverview Community Schools District Improvement Plan 2016-2017**

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<p>Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. For the elementary and middle school buildings, Brain POP Website subscriptions will be purchased, along with headphones that will allow students to make full use the technological devices in centers and in whole-group settings. At Seitz Middle School and RCHS, the social studies classroom curriculum will be integrated with on-line learning through Khan Academy, Brain POP, and other Social Studies-related applications. In all grades, access to a variety of technological media (DVDs, YouTube videos) will be used to support and enhance Social Studies instruction.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Technology, Curriculum Development, Materials, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principals, Teachers, Director of Curriculum and Grants</p>
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Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Social Studies. At the elementary schools, teachers will utilize Exit Slips, oral quiz games, Project Based Learning, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. Middle school and high school Social Studies teachers will make use of charts, graphs, observation, Exit Slips and other Formative Assessment strategies to identify struggling students needing further assistance with Social Studies. They will incorporate Visual Representation of Data to increase understanding and to generate higher order thinking skills during the RTI process. High School teachers will create Document-Based Questions (DBQs) to help struggling students gain a deeper understanding of informational texts.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Technology, Curriculum Development, Materials, Teacher Collaboration, Evaluation, Monitor, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Riverview Community Schools District Improvement Plan 2016-2017**

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<p>Teachers will be trained in teaching strategies through district-provided Professional Development. Elementary Social Studies teachers will take part in RESA's MC3 (Michigan Citizenship Collaborative Curriculum) with David Hales. Toni Hall will work with elementary teachers to train them in the skills of incorporating Social Studies curriculum into the Guided Reading process. High School AP American History and AP Economics teachers will take part in College Board Professional Development as available and necessary for desired outcomes in AP instruction and learning. Teachers will continue to meet monthly in PLCs to work collaboratively to analyze formative and summative assessment data in order to more effectively plan differentiated instructional strategies and activities geared to help all students be successful in Social Studies.</p>	<p>Direct Instruction, Implementation, Technology, Curriculum Development, Professional Learning, Materials, Teacher Collaboration, Evaluation, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$1650</p>	<p>Title I Part A</p>	<p>Principals, Teachers, Director of Curriculum and Grants</p>
<p>Schools: All Schools</p>								

Activity - Extended School Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 6-8 who may benefit by participating in a four-week Summer School Program to improve skills and achievement in Science and Social Studies. (Combined Class) This Middle School Summer School will run from June 21-July 22, four days a week, three hours each day.</p>	<p>Community Engagement, Direct Instruction, Implementation, Technology, Communication, Curriculum Development, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Implement</p>	<p>06/21/2016</p>	<p>07/22/2016</p>	<p>\$1415</p>	<p>General Fund</p>	<p>Principals, Teachers, Director of Curriculum and Grants</p>
<p>Schools: All Schools</p>								

## Goal 4: All students in the Riverview Community School District will be proficient in Science.

### Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 across all grades in Science by 06/15/2017 as measured by State of Michigan standardized assessment, (M-STEP and SAT), NWEA, and other local assessments..

### Strategy 1:

Differentiation of Instruction in Science - All staff will incorporate a range of formal and informal assessment procedures during the learning process to modify teaching and learning activities in the classroom to improve achievement for all students. Staff will use both formative and summative assessments to monitor student progress, and they will adjust teaching strategies to ensure that all students' individual needs are met through the implementation of differentiated instruction in Science.

Category: Science

Research Cited: Archer, Anita L., and Charles A. Hughes. Explicit Instruction: Effective and Efficient Teaching. New York: The Guildford Press, 2011. Print.

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, by Robert Marzano 2001 What Works in Schools: Translating Research into Action, by Robert Marzano 2003 (Reinforcing Effort and Providing Recognition; Homework and Practice; Nonlinguistic Representations; Cooperative Learning; Setting Objectives and Providing Feedback)

Classroom Instruction that Works (2012) DEan, Hubbell, Pitler, Stone

Teach Like a Champion (Lemov, 2014)

Teach Like a Pirate (Burgess, 2012)

Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning (Keely, 2008)

Tier: Tier 1

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Riverview Community Schools District Improvement Plan 2016-2017**

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<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Science. Much of the intervention will be accomplished in conjunction with Reading intervention, using informational texts related to Science concepts. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement classroom science curriculum with additional hands-on activities in small group and one-on-one settings. At the Middle School, teachers will focus on science vocabulary development, and they will use strategies such as Quizlet, Brain POP, Word Walls, flip charts, and vocabulary puzzles in the RTI process. At the High School, all science students will be screened monthly for possible failure in Science as a Tier I strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p> <p>Schools: Riverview Community High School, Huntington Elementary School, Seitz Middle School, Forest Elementary School, Memorial Elementary School</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$24991</p>	<p>Title I Part A</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and support staff will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes. In addition to the basal texts that have already been purchased, teachers will be implementing curriculum aligned to Next Generation Science Standards (NGSS) / Michigan Science Standards (MSS) and NGSX standards. There will be increased focus on Science, Technology, Engineering, and Math (STEM) techniques, and additional materials will be purchased with General Funds and Title I monies to increase STEM activities as they correlate with the Lego Mindstorms Kits and other Robotics equipment previously purchased. In addition, Brain POP and Brain POP Junior on-line Science applications will be purchased for elementary and middle school students to access at school and at home. Gizmos application site license will be purchased to enhance Middle School Science resources. Scholastic Science Spin Magazines will enhance the Kindergarten Science curriculum.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Implementation, Technology, Curriculum Development, Materials, Teacher Collaboration, Evaluation, Academic Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$9180</p>	<p>General Fund</p>	<p>Principals, Teachers, Director of Curriculum and Grants</p>

**Riverview Community Schools District Improvement Plan 2016-2017**

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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. For the elementary and middle school buildings, Brain Pop Website subscriptions will be purchased, along with headphones that will allow students to make full use the technological devices in centers and in whole-group settings. There will be increased focus on the use of technological materials that support STEM concepts in Grades K-12. At Seitz Middle School, the STEM lab will be utilized by students to explore Science standards using technology and a variety of other sources that encourage creative and critical planning and thinking. In all schools, NWEA on-line assessment will be used to monitor student progress in Science, and teachers will meet in PLCs to analyze scores so that students can be directed to appropriate activities using tablets, computers, iPads, and iPod touch devices. Technology resources will be purchased to enhance student learning of STEM standards in Robotics Classes and Clubs at the Middle School and High School, and in the after-school Robotics Clubs for the elementary schools.</p> <p>Schools: Riverview Community High School, Huntington Elementary School, Seitz Middle School, Forest Elementary School, Memorial Elementary School</p>	Direct Instruction, Technology, Curriculum Development, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$2000	General Fund	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

<p>All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Science. At the elementary schools, teachers will utilize Exit Slips, oral quiz games (Jeopardy), hands-on activities in the Science Olympics, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. Middle school and high school science teachers will make use of charts, graphs, observation, Exit Slips and other Formative Assessment strategies to identify struggling students needing further assistance with Science Vocabulary and higher order thinking skills, so that RTI strategies may be properly executed to support these students.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will be trained in Science strategies through district-provided Professional Development. Science teachers, Grades K-12, will take part in RESA NGSS and NGSX workshops to learn how to incorporate new STEM and Next Generation standards into everyday lessons. Toni Hall will work with elementary teachers to train them in the skills of incorporating Science curriculum into the Guided Reading process. High School AP Psychology teacher will take part in College Board Professional Development as available and prudent for desired outcomes in AP instruction and learning. Teachers will continue to meet monthly in PLCs to work collaboratively to analyze formative and summative assessment data, including NWEA and M-STEP data, in order to more effectively plan differentiated instructional strategies and activities geared to help all students be successful in Science.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Career Preparation /Orientation, Extra Curricular, Implementation, Curriculum Development, Professional Learning, Teacher Collaboration, Evaluation, Academic Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$3125</p>	<p>Title II Part A</p>	<p>Principals, Teachers, Director of Curriculum and Grants</p>

**Riverview Community Schools District Improvement Plan 2016-2017**

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Activity - Extended School Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 6-8 who may benefit by participating in a four-week Summer School Program to improve skills and achievement in Science and Social Studies. (Combined Class) This Middle School Summer School will run from June 21-July 22, four days a week, three hours each day.</p> <p>Schools: Seitz Middle School</p>	<p>Direct Instruction, Extra Curricular, Technology, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials</p>	Tier 3	Implement	06/21/2016	07/22/2016	\$1415	General Fund	Principals, Teachers, Director of Curriculum and Grants

**Goal 5: The Riverview Community School District will establish and maintain effective support services to provide all students with a well-rounded curriculum, health, safety, well-being, and competent leadership.**

**Measurable Objective 1:**

collaborate to provide students and their families with a safe and healthy learning environment, opportunities for involvement in the schools, ancillary curriculum and special services, and effective, competent school and district leadership. by 06/15/2017 as measured by feedback from stakeholder surveys.

**Strategy 1:**

Family Involvement - Riverview Schools will provide parents, families, and community stakeholders with a variety of opportunities to be informed about and actively involved with school programs, academics, extra-curricular activities, and school improvement planning. In addition, the district will offer parent-education workshops to support the partnership between home and school in the education of children.

Category:

Research Cited: Parents as Partners in Education: Families and Schools Working Together (9th Edition) (2015) Eugenia Hepworth Berger and Mari R. Riojas-Cortez

Techniques & Strategies: To Increase Parent Involvement: Parent Community School Connections Committee (2012) Ann A. Brown

Tier: Tier 1



# Riverview Community Schools District Improvement Plan 2016-2017

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Activity - Watch D.O.G.S.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All three elementary schools will continue to sponsor the Watch D.O.G.S. (Dads of Great Students) parent-involvement program to encourage fathers, grandfathers, uncles, and brothers to volunteer in the schools. Watch D.O.G.S. volunteer services include student tutoring, parking lot attendance, lunchroom support, recess duty, clerical help, and classroom aid, as well as building security and child safety and stability support. Watch D.O.G.S. Recruitment meeting may include refreshments, incentives, promotional supplies, and uniform t-shirts. (Forest Elementary Watch D.O.G.S. funding is through the Parent Club.)</p> <p>Schools: Huntington Elementary School, Forest Elementary School, Memorial Elementary School</p>	Community Engagement, Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/15/2017	\$800	Title I Part A	District Administrators, Principals
Activity - Cyber Safety Parent Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Parents and students will be provided with the opportunity to participate in workshops with Sandy Cherry (Attorney General's Office) to learn strategies that promote and maintain Cyber-Safety. All schools will offer free workshops during the school day for students, and a one-night parent workshop will take place at Seitz Auditorium. There is no charge from the Attorney General's Office--funding will provide refreshments, supplies, printing of materials, and incentive to encourage parent attendance.</p> <p>Schools: All Schools</p>	Community Engagement, Technology, Communication, Parent Involvement	Tier 1	Implement	09/19/2016	09/22/2016	\$200	Title I Part A	Director of Curriculum and Grants, Principals, Teachers
Activity - Parent Education Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# Riverview Community Schools District Improvement Plan 2016-2017

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Riverview Community School District will provide one or more parent-education workshops related to effective discipline and child care and/or academics (Reading, Writing, Math, Science, Social Studies Family Activities) to support the school-home partnership. Dr. Ellen Vorenkamp will present a Parent Workshop on Growth Mindset on Monday, September 19, 2016.  Schools: All Schools	Community Engagement, Extra Curricular, Technology, Communication, Materials, Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/19/2016	05/31/2017	\$1000	Title I Part A	Director of Curriculum, Principals, Teachers
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Activity - River-Views Community Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Riverview Community School District will publish and mail to all homes in the school district a quarterly 8-page glossy community newsletter, printed in full color with photos, delivered in a timely manner.  Schools: All Schools	Community Engagement, Technology, Communication, Parent Involvement	Tier 1	Implement	09/06/2016	06/30/2017	\$12000	General Fund	Director of Curriculum and Grants

Activity - Parent Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be offered the opportunity to secure a PIN and Password to access Parent Connect though the District WebSite in order to track their child's attendance, academic progress, and cafeteria purchases.  Schools: All Schools	Community Engagement, Technology, Communication, Parent Involvement, Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Technology Staff, Teachers, Administrators, Director of Curriculum and Grants

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Activity - Grade 5 Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All students in Grade 5 will be offered the opportunity to participate in 4-5 days at YMCA Storer Camp in Napoleon, MI to take part in outdoor education focused on Science and Social Studies Core Curricular Standards. (Fundraising and Parent Contribution) Listed cost is approximate amount per student.</p> <p>Schools: Huntington Elementary School, Forest Elementary School, Memorial Elementary School</p>	Community Engagement, Direct Instruction, Curriculum Development, Teacher Collaboration, Parent Involvement, Field Trip, Academic Support Program	Tier 1	Implement	09/19/2016	04/28/2017	\$200	Other	Elementary fifth grade teachers, Support Staff, Administrators
Activity - Washington D.C. Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Seitz Middle School Eighth Graders will be offered the opportunity to take part in an extended field trip to Washington D.C. to participate in authentic experiences related to Social Studies concepts of History, Civics (Government), Economics, and Geography. Funding is accomplished through fund-raising and parent support. Parent Chaperones are welcome and encouraged. (Price listed is per student.)</p> <p>Schools: Seitz Middle School</p>	Community Engagement, Direct Instruction, Extra Curricular, Technology, Curriculum Development, Teacher Collaboration, Parent Involvement, Field Trip, Academic Support Program	Tier 1	Implement	03/01/2017	04/28/2017	\$1200	Other	Seitz Administrators, Seitz Teachers
Activity - School Improvement / Title I Parent Involvement Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Parents will be invited to actively participate in School Building Improvement Plan construction, implementation, and evaluation, as well as District Improvement Plan construction, implementation, and evaluation. Parents will also participate in the planning, implementation, and evaluation of the District Title I Plan and Program.  Schools: All Schools	Community Engagement, Policy and Process, Technology, Communication, Curriculum Development, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Administrators, Support Staff, Director of Curriculum and Grants
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Activity - High School European Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School students will be offered the opportunity to take part in an extended field trip to Europe to participate in authentic experiences related to Social Studies concepts of History, Civics (Government), Economics, and Geography. Funding is accomplished through fund-raising and parent support. (Price listed is per student.)  Schools: Riverview Community High School	Community Engagement, Direct Instruction, Extra Curricular, Implementation, Communication, Parent Involvement, Field Trip, Academic Support Program	Tier 1	Implement	03/01/2017	04/28/2017	\$3500	Other	High School Social Studies Teacher, High School Administrators

**Strategy 2:**

Health and Well-Being of Students - Riverview School District will provide services to ensure a committed effort toward producing a school environment that is safe, secure, and promotional of health and well-being of all students.

Category:

Research Cited: Promoting Health and Academic Success: The Whole School, Whole Community, Whole Child Approach (2015) David Birch and Donna Videto

**Riverview Community Schools District Improvement Plan 2016-2017**

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Tier: Tier 1

Activity - RESA Nurse Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will contract with RESA for services of a School Nurse who will support the development of student health plans, provide instruction and education pertaining to health practices, policies and procedures, and who will train staff to offer optimal care for students whose health issues mandate a school health plan or health services.</p> <p>Schools: All Schools</p>	Community Engagement, Technology, Professional Learning, Teacher Collaboration, Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$5000	General Fund	District Administrators, Teachers, Principals

Activity - Puberty / HIV / AIDS/ Drug / Alcohol/Tobacco Awareness Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will provide puberty instruction classes for students in 4th grade through Middle School. Classes include videos, written materials, and may include health and hygiene samples. Teachers will participate in RESA Training using Michigan Model Health Curriculum as necessary. Parents are invited to come into the schools to consult and view instructional materials prior to the start of these classes. (Memorial, Huntington, and Seitz staff are already certified. Due to a transfer of staff, Forest may need to offer training to a fourth or fifth grade teacher.)</p> <p>Schools: Huntington Elementary School, Seitz Middle School, Forest Elementary School, Memorial Elementary School</p>	Community Engagement, Direct Instruction, Technology, Communication, Professional Learning, Curriculum Development, Materials, Teacher Collaboration, Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/06/2016	05/31/2017	\$120	Title II Part A	Elementary and Middle School staff certified to teach these classes, Administrators, Director of Curriculum

Activity - Physical Education Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In compliance with state mandates and to promote health and nutrition, all K-12 students will take part in Physical Education/ Health classes. Physical Education/ Health teachers will have the opportunity to attend a RESA Workshop on Election Day, 2016, to improve skills in physical education instruction. (7 teaches at \$50 each) (November 8, 2016)  Schools: All Schools	Direct Instruction, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/15/2017	\$350	General Fund	Physical Education Teachers, Director of Curriculum
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**Strategy 3:**

Art, Music and Computer Science Classes - All students K-12 will receive instruction in the Arts (Visual, Performing) and Computer Science Classes. Art and Music teachers will be offered the opportunity to attend a Wayne RESA sponsored workshop on November 8, 2016 to learn skills that will enhance their instructional strategies and competence.

Category: Other - Visual and Performing Arts

Research Cited: Art for Life: Authentic Instruction in Art (2004) Tom Anderson and Melody Milbrandt

Music Fundamentals, Methods, and Materials for the Elementary Classroom Teacher (5th Edition) (2011) Rene Boyer and Michon Rozmajzl

Tier: Tier 1

Activity - Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-12 students will receive instruction in the arts (performing and/or visual) and computer science. All students will have the opportunity to perform on state in a public concert / art show one or more times per year. All Art and Music teachers will have the opportunity to attend RESA professional development activities on November 8, 2016, to collaborate with their cohorts in other districts in Wayne County and to share learning experiences that support teaching and learning in the arts. (\$50 x 6 teachers) New elementary / middle school music teacher will also attend a Michigan Music Teachers Conference in Grand Rapids in January, 2017. (\$1070.00)  Schools: All Schools	Community Engagement, Direct Instruction, Technology, Curriculum Development, Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$1500	General Fund	Art and Music Teachers, Administrators, Director of Curriculum and Grants

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All students will have opportunities to participate in field trips that enhance and support instruction in the Arts and other Core Curricular subjects. Parents are encouraged to chaperone and share experiences with their children. Funding is through Parent Club and/or Parent contribution. (Cost varies--cost listed is typical including admittance and transportation for most experiences per child.)</p>	<p>Community Engagement, Direct Instruction, Extra Curricular, Curriculum Development, Teacher Collaboration, Parent Involvement, Field Trip, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$10</p>	<p>Other</p>	<p>Classroom teachers, Principals</p>
<p>Schools: All Schools</p>								

**Strategy 4:**

Support Services for Students - Riverview Community School District will provide services to support students in need of special education, social and emotional support, learning of the English language, or to students who need help meeting basic needs such as clothing, shelter, and food.

Category: Learning Support Systems

Research Cited: Parents and Families of Children with Disabilities: Effective School-Based Support Services (2006) Craig Fiedler, Richard Simpson, Denise Clark

Tier: Tier 1

Activity - Special Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students in need of Special Services will be supported through collaborative effort among teachers, special education staff, students, and families. Services may include extended school year. Funding is through Special Education and the General Fund, but cost listed is limited to the approximate amount of the special education grant resources.</p>	<p>Direct Instruction, Policy and Process, Technology, Curriculum Development, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Behavioral Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>07/11/2016</p>	<p>06/15/2017</p>	<p>\$460000</p>	<p>Special Education</p>	<p>Teachers, Special Education staff, Administrators, Director of Curriculum</p>
<p>Schools: All Schools</p>								

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Activity - Homeless Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The District's Curriculum Director will collaborate with the Homeless Liaison and the Director of Transportation as needed to provide equitable services to identified homeless students. Primary use of allocated funds is to provide academic support as needed, with remaining funds allocated to provision of basic needs (clothing, food, school supplies, fees, etc.) and transportation to or from school as necessary.</p> <p>Schools: All Schools</p>	Community Engagement, Communication, Curriculum Development, Parent Involvement, Academic Support Program, Direct Instruction, Policy and Process, Technology, Teacher Collaboration, Materials, Evaluation, Behavioral Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$1984	Title I Part A	Director of Curriculum and Grants, Transportation Director, Homeless Liaison, School Social Workers, Counselors, Teachers

Activity - Substitute Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Substitute teachers will provide instruction to support students in the classroom while their teachers are attending approved professional development activities as outlined in the Title II plan.</p> <p>Schools: All Schools</p>	Direct Instruction, Professional Learning, Teacher Collaboration, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$4120	Title II Part A	Teachers, Administrators, Director of Curriculum, Human Resources Specialist, Payroll Specialist



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Activity - Support for English Language Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students who are identified as having a Home Language or Primary Language other than English will be offered support through the RESA EL Consultant, Emanuela Rroko. Emanuela will work with the Director of Curriculum and Classroom Teachers to coordinate these services so that students will be successful in eliminating barriers that prevent achievement in core classes and/or communicative skills. Students will receive support throughout the year, and will participate in WIDA testing in the early spring. WIDA testing will be coordinated among the RESA Consultant, Director of Curriculum and Grants, Building Principals, and Classroom Teachers. Director of Curriculum and Grants will communicate with parents by phone, email, and through personalized letters mailed home in English and Home Language. Funding will be through the RESA Title III Consortium. (Cost is based on participating students--estimated cost below)</p> <p>Schools: All Schools</p>	<p>Community Engagement, Direct Instruction, Technology, Communication, Materials, Teacher Collaboration, Parent Involvement, Evaluation, Monitor, Academic Support Program, Supplemental Materials</p>	Tier 2	Implement	09/06/2016	06/15/2017	\$30000	Title III	Principals, Classroom Teachers, RESA Consultant, Director of Curriculum and Grants

**Strategy 5:**

Effective School and District Leadership - Building and District Administrators and Central Office Staff will participate in Professional Development that helps to improve and sustain effective leadership skills and services to students.

Category:

Research Cited: The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts (Pearson Resources for 21st Century Learning) (2012) Ken Kay and Valerie Greenhill

Tier: Tier 1

Activity - Financial Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Business Finance Director and Accountants will attend professional development to increase their competency and to assure compliance and fidelity with state and federal programs.  Schools: All Schools	Policy and Process, Technology, Materials, Academic Support Program, Behavioral Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/30/2017	\$4540	General Fund	Finance Director and Accountant
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Activity - Learning Series for Leaders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Nine district administrators will take part in a ten-day RESA-sponsored workshop entitled Learning Series for Leaders. Cost of \$12,200 includes two day retreat workshop and lodging, along with eight classes held at Wayne County Community College throughout the year.  Schools: All Schools	Direct Instruction, Technology, Curriculum Development, Professional Learning, Materials, Evaluation, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/14/2016	05/31/2017	\$12200	Title II Part A	District Administrators

Activity - MASSP / MEMSPA Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Building Principals will attend MASSP Summit / EdCon (\$4900) and MEMSPA Conference (\$1200) to improve leadership skills to support students in the district.</p> <p>Schools: Riverview Community High School, Seitz Middle School, Forest Elementary School</p>	<p>Direct Instruction, Policy and Process, Technology, Curriculum Development, Professional Learning, Materials, Teacher Collaboration, Evaluation, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$6100</p>	<p>Title II Part A</p>	<p>Building Administrators</p>
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Activity - MASA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District Superintendent will attend MASA Fall Conference and MASA Winter Conference to improve leadership skills that support staff, students, and stakeholders.</p> <p>Schools: All Schools</p>	<p>Community Engagement, Technology, Communication, Curriculum Development, Professional Learning, Teacher Collaboration, Evaluation, Recruitment and Retention, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/22/2016</p>	<p>02/03/2017</p>	<p>\$2600</p>	<p>General Fund</p>	<p>Superintendent</p>

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Activity - MAS/FPS Conferences / Institutes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Director of Curriculum and Grants will attend MAS/FPS Conferences (Fall Institute, Winter Institute, Directors Boot Camp) to learn strategies that sustain compliance with all federal and state mandates associated with federal and state program, and to gain knowledge that will support teachers, staff, and students in the process of Curriculum Development and Implementation.</p> <p>Schools: All Schools</p>	<p>Community Engagement, Policy and Process, Technology, Communication, Curriculum Development, Professional Learning, Evaluation, Academic Support Program</p>	Tier 1	Implement	10/04/2016	02/28/2017	\$2266	Title II Part A	Director of Curriculum and Grants

Activity - Teacher Leaders Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Seven District Teachers, representing all buildings in the district, will take part in RESA's two-year "Teacher Leaders" workshop under the direction of Syndee Malek. They will take part in full-day and after-school professional development, working in conjunction with teachers from multiple districts in Wayne County, to share ideas, and to be trained by a variety of highly-touted speakers and educational leaders from across the country. Costs include a two-day retreat at Tullymore summer of 2016.</p> <p>Schools: All Schools</p>	<p>Community Engagement, Direct Instruction, Implementation, Technology, Communication, Curriculum Development, Professional Learning, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program</p>	Tier 1	Implement	07/01/2016	05/31/2017	\$7980	Title II Part A	Principals, Teachers, Director of Curriculum and Grants

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Activity - Multi-Tiered Systems of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Eight Gr. K-8 Teachers, two Elementary Interventionists, four Gr. 6-12 Counselors, four Administrators, and one School Social Worker will take part in a four-day Professional Development series led by Wayne RESA Consultants to learn how to effectively manage and enhance Multi-Tiered Systems of Support in order to help all students be successful in meeting proficiency standards in all subjects, so that College and Career Readiness Standards can be achieved by every Riverview student.</p> <p>Schools: All Schools</p>	<p>Community Engagement, Communication, Curriculum Development, Parent Involvement, Academic Support Program, Direct Instruction, Implementation, Extra Curricular, Technology, Professional Learning, Teacher Collaboration, Monitor, Evaluation, Behavioral Support Program, Supplemental Materials</p>	Tier 3	Implement	09/29/2016	01/12/2017	\$1500	Title II Part A	Principals, Teachers, Counselors, School Social Worker, Interventionists
Activity - AdvancED Fall Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Eight teachers, representing all buildings in the district, and the Director of Curriculum and Grants will attend the AdvancEd Fall Conference in Novi in October to be trained in the appropriate practices and procedures to successfully retain AdvancED Accreditation. These staff members will be instrumental in planning, preparing, and executing the External Review to be held February 26--March 1, 2017.</p> <p>Schools: All Schools</p>	<p>Community Engagement, Getting Ready, Communication, Curriculum Development, Parent Involvement, Academic Support Program, Direct Instruction, Extra Curricular, Technology, Professional Learning, Teacher Collaboration, Evaluation, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>10/20/2016</p>	<p>10/21/2016</p>	<p>\$1600</p>	<p>Title II Part A</p>	<p>Teachers, Director of Curriculum and Grants</p>
Activity - Technology Education Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>District teachers, support staff, technology staff, and administrators will attend conferences to learn how to improve technology education and implementation in the Riverview Community School District. Three administrators will attend Oakland Schools Collaborative Summit in August, 2016. Riverview will send representatives from the schools and central office to the MACUL Conference to be held at Cobo Hall in Detroit in March, 2017. Forest Principal will take part in MACUL SIG (Special Interest Groups) Admin, attending meetings and workshops for SIG-Admin to represent Riverview.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Career Preparation /Orientation , Extra Curricular, Technology , Communication, Curriculum Development, Professional Learning, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$2100</p>	<p>Title II Part A</p>	<p>Administrators, Teachers, Technology Staff</p>
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**Strategy 6:**

Early Childhood Education Programs - The Riverview Community School District will offer programs to service four-year-old children beginning in the Fall of 2016. Plans are in place to host a Great Start Readiness Program (GSRP) if Riverview is awarded slots for the state-funded program. In addition, the district will offer a tuition-based preschool program for children whose families are not eligible for the GSRP. The District will also implement a Developmental Kindergarten Program to benefit youngsters who may not be developmentally ready to participate in the regular Kindergarten Programs.

Category: Early Learning

Research Cited: Early Years Matter: The Education, Care, and the Well-Being of Children Birth to 8 (Hyson and Tomlinson, 2014)

High Scope Curriculum and TEacher Support Manuals

Early Childhood Education: Learning Together (Casper and Thielheimer, 2009)

Early Childhood Education Today (Twelfth Edition) (Morrison, 2011)

Tier: Tier 1

Activity - GSRP (Great Start Readiness Program)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>If the district is awarded slots by the State of Michigan, a maximum of sixteen four-year-old children whose families are income-eligible and who qualify according to the rubric established by the state, will be admitted to a full-time preschool program that will run four days a week, Monday through Thursday, from 8:30 A.M.--3:30 P.M. HighScope Curriculum will be utilized, and breakfast and lunch will be provided through the district's food service program. Lead teacher / Program Director has a Bachelor Degree in Early Childhood Education. A full time highly qualified aide will assist, making the ratio of adults to students 1:8 for this program. Funding will be provided through the State of Michigan, resulting in no cost to parents or the district for this program. The school calendar year will be in effect for the GSRP.</p> <p>Schools: Forest Elementary School</p>	<p>Community Engagemen nt, Getting Ready, Communication, Curriculum Developme nt, Parent Involvement, Academic Support Program, Direct Instruction, Extra Curricular, Technology , Materials, Teacher Collaborati on, Evaluation, Field Trip, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Preschool Program Director / Lead Teacher, Director of Curriculum and Grants, Superintendent</p>
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Activity - Tuition Based Preschool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The District will offer a full-time (Monday-Friday, 8:30 A.M.-- 3:30 P.M.) Tuition-Based Preschool Program for four-year-old children whose families do not meet the eligibility criteria for the GSRP. The HighScope Curriculum will be used in this program, and the Program Director/Lead Teacher for the GSRP will oversee the TBPS Program along with the GSRP. Tuition of \$200 per week will sustain and support the program. Program will operate with a minimum of thirteen children and a maximum of sixteen children, and the adult-to-child ratio will stand at a minimum of 1:8, as an aide will assist the teacher, who will have a Bachelor Degree with Early Childhood Education experience and / or endorsement. Program will follow the school year calendar.</p> <p>Schools: All Schools</p>	<p>Community Engagement, Getting Ready, Communication, Curriculum Development, Parent Involvement, Academic Support Program, Direct Instruction, Extra Curricular, Technology, Materials, Teacher Collaboration, Evaluation, Field Trip, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>General Fund</p>	<p>Director of Curriculum and Grants, Program Director, Superintendent</p>
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Activity - Developmental Kindergarten	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The Riverview District will launch a Developmental Kindergarten Program designed to benefit children who are not developmentally ready to participate successfully in a regular Kindergarten Program, due to immature behavior, young age, or the lack of academic preparedness / readiness. Children will be selected for the program following a period of observation and assessment on the part of all Kindergarten teachers in the building. Curriculum will be identical to the curriculum being offered in the regular K class, but the expectations will be different. At the end of the school year, based on recommendation of the teachers and consultation with parents, children in the DK program may progress to First Grade, or they may spend the following year in a second Kindergarten experience. One teacher at Forest and one teacher at Memorial may serve as DK teacher, depending on the number of students identified. Huntington students who are recommended for DK will be transferred to Memorial or to Forest for their DK experience, and will have the opportunity to transfer back to their home school at the end of the DK program, either to take part in Kindergarten or First Grade.</p>	<p>Community Engagement, Getting Ready, Communication, Curriculum Development, Parent Involvement, Academic Support Program, Direct Instruction, Implementation, Extra Curricular, Technology, Materials, Teacher Collaboration, Evaluation, Field Trip, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>General Fund</p>	<p>Principals, Kindergarten Teachers, Paraprofessionals, Director of Curriculum and Grants</p>
<p>Schools: Huntington Elementary School, Forest Elementary School, Memorial Elementary School</p>								

**Goal 6: All students in the Riverview Community School District will be proficient in Writing.**

**Measurable Objective 1:**

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, 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 Writing in English Language Arts by 06/15/2017 as measured by achievement on SAT, M-STEP, NEWA, and other local assessments..

**Strategy 1:**

Differentiation of Instruction in Writing - Differentiation of Instruction--All staff will incorporate a range of formal and informal assessment procedures during the learning process to modify teaching and learning activities in the classroom to improve achievement for all students. Staff will use both formative and summative assessments to monitor student progress, and they will adjust teaching strategies to ensure that all students' individual needs are met through the implementation of differentiated instruction in English Language Arts. (Writing)

Category: English/Language Arts

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Research Cited: Best Practice, Fourth Edition: Bringing Standards to Life in America's Classrooms (2012) Zemelman, Daniels and Hyde

"Performance Based Learning and Assessment" written by educators in Connecticut's Pomperaug Regional SD #15 Write Like This: Teaching Real-World

Writing Through Modeling and Mentor Texts (2011) Kelly Gallagher

Write Steps and e-Write Steps by Suzanne Klein

Writing Instruction that Works: Proven Methods for Middle and High School Classrooms (Applebee and Langer, 2013)

Tier: Tier 1

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to struggling writers. The interventionists will provide supplementary lessons to enable concept mastery with identified students. At the middle school, teachers will use NWEA data to create a 6th grade Writing Skills course, and the teacher of that class will work with identified students in a smaller group setting to increase their writing proficiency. State and local assessment data will be used to monitor increases in writing proficiency. At the High School, all teachers will assign writing in their academic areas and will teach and use common rubrics to score the students' work. All ELA students will be screened monthly for possible failure in English as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 intervention. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p> <p>Schools: Riverview Community High School, Huntington Elementary School, Seitz Middle School, Forest Elementary School, Memorial Elementary School</p>	Direct Instruction, Technology, Communication, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 3	Monitor	09/06/2016	06/15/2017	\$49983	Title I Part A	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Writing. At the Elementary level, staff will implement Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing and Write Steps curriculum. Staff will use on-line curriculum resources provided through the e-Write Steps subscription to increase sequential and comprehensive instruction in Writing, K-5. At the Middle School, identified students will be assigned to a Writing Skills class to work with a teacher in a smaller setting, where state and local assessment data will be utilized to measure and monitor increases in writing proficiency. At RCHS, all teachers will assign writing in their academic areas and will teach and use common rubrics to score students' work. Monthly, all students will be screened for possible failure in English as a Tier 1 strategy, Students found to be at risk will be scheduled for RTI as a Tier 2 intervention.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Implementation, Technology, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$20868</p>	<p>General Fund</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Technology</p>
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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. General fund will be used to purchase school-wide subscriptions to computerized writing programs, including Vocabulary Spelling City, Daily CAFE, and e-Write Steps, in addition to Lucy Calkins technological support provided with the LC Writing Curriculum and Scholastic News Magazines. At Seitz Middle School, teachers will use a computer-based programs and NWEA data to support student writing and implementation of a Sixth Grade Writing Skills class. In all schools, NWEA data will be used to match RIT scores to individual student practice on computerized literacy programs such as Front Row, MAP Reading, and Prep Dog, where students will take part in online activities that correlate directly to their NWEA RIT scores.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$5885</p>	<p>General Fund</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Writing. NWEA RIT Scores will be analyzed and applied to instruction using e-Write Steps and Lucy Calkins Units of Study to ensure that students have access to individualized instruction in Writing.</p>	<p>Technology , Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>General Fund</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
<p>Schools: All Schools</p>								

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will be trained in Language Arts strategies through district-provided Professional Development. Toni Hall, RESA Consultant, will provide coaching to elementary teachers; Ellen Vorenkamp (RESA) will train teachers and parents in Growth Mindset strategies; consultant will work with teachers to train them in Critical Thinking mapping strategies; teachers will be provided with on-line subscriptions to Two Sisters' Daily CAFÉ and to Suzanne Klein's e-Write Steps. Elementary Interventionists and teacher will attend a series of RESA workshops to be trained in Fountas and Pinnell Leveled Literacy (LLI) Intervention strategies. High School will attend Advanced Placement Literature Conference. Nineteen staff members, including teachers, administrators, counselors, reading interventionists, and school social worker will take part in Wayne RESA's series of four workshops to be trained in Multi-Level Systems of Support (MTSS) strategies. Teachers will continue to meet monthly in PLCs to work collaboratively to analyze formative and summative assessment data, including NWEA and M-STEP data, in order to more effectively plan differentiated instructional strategies and activities geared to help all students be successful in Writing and Language Arts.</p>	<p>Career Preparation /Orientation , Implementation, Communication, Professional Learning, Curriculum Development, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$3650</p>	<p>Title II Part A</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
<p>Schools: All Schools</p>								

Activity - Extended School Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Language Arts. (Reading and Writing). The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day. Summer Reading Club to be offered for all district K-5 students in the Memorial School Library. The Media Center paraprofessional will conduct multiple reading and writing activities to increase and sustain literacy throughout the summer. Program will run for six weeks, July 11-August 18, three hours per day, three days per week. (\$825)</p> <p>Schools: Huntington Elementary School, Seitz Middle School, Forest Elementary School</p>	<p>Community Engagement, Direct Instruction, Extra Curricular, Implementation, Technology, Communication, Curriculum Development, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Implement</p>	<p>06/21/2016</p>	<p>08/10/2016</p>	<p>\$5885</p>	<p>General Fund</p>	<p>Principals, Teachers, Paraprofessionals, Director of Curriculum and Grants</p>
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Services	Students in need of Special Services will be supported through collaborative effort among teachers, special education staff, students, and families. Services may include extended school year. Funding is through Special Education and the General Fund, but cost listed is limited to the approximate amount of the special education grant resources.	Direct Instruction, Policy and Process, Technology, Curriculum Development, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Behavioral Support Program	Tier 3	Implement	07/11/2016	06/15/2017	\$460000	Teachers, Special Education staff, Administrators, Director of Curriculum

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Support for English Language Learners	Students who are identified as having a Home Language or Primary Language other than English will be offered support through the RESA EL Consultant, Emanuela Rroko. Emanuela will work with the Director of Curriculum and Classroom Teachers to coordinate these services so that students will be successful in eliminating barriers that prevent achievement in core classes and/or communicative skills. Students will receive support throughout the year, and will participate in WIDA testing in the early spring. WIDA testing will be coordinated among the RESA Consultant, Director of Curriculum and Grants, Building Principals, and Classroom Teachers. Director of Curriculum and Grants will communicate with parents by phone, email, and through personalized letters mailed home in English and Home Language. Funding will be through the RESA Title III Consortium. (Cost is based on participating students--estimated cost below)	Community Engagement, Direct Instruction, Technology, Communication, Materials, Teacher Collaboration, Parent Involvement, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 2	Implement	09/06/2016	06/15/2017	\$30000	Principals, Classroom Teachers, RESA Consultant, Director of Curriculum and Grants
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**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Riverview Community Schools District Improvement Plan 2016-2017**

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<p>AdvancED Fall Conference</p>	<p>Eight teachers, representing all buildings in the district, and the Director of Curriculum and Grants will attend the AdvancEd Fall Conference in Novi in October to be trained in the appropriate practices and procedures to successfully retain AdvancED Accreditation. These staff members will be instrumental in planning, preparing, and executing the External Review to be held February 26--March 1, 2017.</p>	<p>Community Engagemen nt, Getting Ready, Communication, Curriculum Developme nt, Parent Involvement, Academic Support Program, Direct Instruction, Extra Curricular, Technology , Professiona l Learning, Teacher Collaborati on, Evaluation, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>10/20/2016</p>	<p>10/21/2016</p>	<p>\$1600</p>	<p>Teachers, Director of Curriculum and Grants</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

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<p>Multi-Tiered Systems of Support</p>	<p>Eight Gr. K-8 Teachers, two Elementary Interventionists, four Gr. 6-12 Counselors, four Administrators, and one School Social Worker will take part in a four-day Professional Development series led by Wayne RESA Consultants to learn how to effectively manage and enhance Multi-Tiered Systems of Support in order to help all students be successful in meeting proficiency standards in all subjects, so that College and Career Readiness Standards can be achieved by every Riverview student.</p>	<p>Community Engagement, Communication, Curriculum Development, Parent Involvement, Academic Support Program, Direct Instruction, Implementation, Extra Curricular, Technology, Professional Learning, Teacher Collaboration, Monitor, Evaluation, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/29/2016</p>	<p>01/12/2017</p>	<p>\$1500</p>	<p>Principals, Teachers, Counselors, School Social Worker, Interventionists</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

<p>MASSP / MEMSPA Conferences</p>	<p>Building Principals will attend MASSP Summit / EdCon (\$4900) and MEMSPA Conference (\$1200) to improve leadership skills to support students in the district.</p>	<p>Direct Instruction, Policy and Process, Technology, Curriculum Development, Professional Learning, Materials, Teacher Collaboration, Evaluation, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$6100</p>	<p>Building Administrators</p>
<p>Teacher Leaders Series</p>	<p>Seven District Teachers, representing all buildings in the district, will take part in RESA's two-year "Teacher Leaders" workshop under the direction of Syndee Malek. They will take part in full-day and after-school professional development, working in conjunction with teachers from multiple districts in Wayne County, to share ideas, and to be trained by a variety of highly-touted speakers and educational leaders from across the country. Costs include a two-day retreat at Tullymore summer of 2016.</p>	<p>Community Engagement, Direct Instruction, Implementation, Technology, Communication, Curriculum Development, Professional Learning, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>05/31/2017</p>	<p>\$7980</p>	<p>Principals, Teachers, Director of Curriculum and Grants</p>

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<p>Professional Development</p>	<p>Teachers will be trained in Science strategies through district-provided Professional Development. Science teachers, Grades K-12, will take part in RESA NGSS and NGSX workshops to learn how to incorporate new STEM and Next Generation standards into everyday lessons. Toni Hall will work with elementary teachers to train them in the skills of incorporating Science curriculum into the Guided Reading process. High School AP Psychology teacher will take part in College Board Professional Development as available and prudent for desired outcomes in AP instruction and learning. Teachers will continue to meet monthly in PLCs to work collaboratively to analyze formative and summative assessment data, including NWEA and M-STEP data, in order to more effectively plan differentiated instructional strategies and activities geared to help all students be successful in Science.</p>	<p>Direct Instruction, Career Preparation /Orientation , Extra Curricular, Implementation, Curriculum Development, Professional Learning, Teacher Collaboration, Evaluation, Academic Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$3125</p>	<p>Principals, Teachers, Director of Curriculum and Grants</p>
<p>Technology Education Conferences</p>	<p>District teachers, support staff, technology staff, and administrators will attend conferences to learn how to improve technology education and implementation in the Riverview Community School District. Three administrators will attend Oakland Schools Collaborative Summit in August, 2016. Riverview will send representatives from the schools and central office to the MACUL Conference to be held at Cobo Hall in Detroit in March, 2017. Forest Principal will take part in MACUL SIG (Special Interest Groups) Admin, attending meetings and workshops for SIG-Admin to represent Riverview.</p>	<p>Direct Instruction, Career Preparation /Orientation , Extra Curricular, Technology , Communication, Curriculum Development, Professional Learning, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$2100</p>	<p>Administrators, Teachers, Technology Staff</p>

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<p>Puberty / HIV / AIDS/ Drug / Alcohol/Tobacco Awareness Instruction</p>	<p>The district will provide puberty instruction classes for students in 4th grade through Middle School. Classes include videos, written materials, and may include health and hygiene samples. Teachers will participate in RESA Training using Michigan Model Health Curriculum as necessary. Parents are invited to come into the schools to consult and view instructional materials prior to the start of these classes. (Memorial, Huntington, and Seitz staff are already certified. Due to a transfer of staff, Forest may need to offer training to a fourth or fifth grade teacher.)</p>	<p>Community Engagemen t, Direct Instruction, Technology , Communication, Professiona l Learning, Curriculum Developme nt, Materials, Teacher Collaborati on, Parent Involvemen t, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>05/31/2017</p>	<p>\$120</p>	<p>Elementary and Middle School staff certified to teach these classes, Administrators, Director of Curriculum</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Professional Development	Teachers will be trained in Mathematical strategies through district-provided Professional Development. Eight high school math teachers, five middle school math teachers, and six elementary math teachers (one per grade, two per building) will each participate (in grade level groupings) in a series of seven math workshops at RESA as part of the Title I Project Making Mathematics Matter (TIPM3) in order to be trained in effective math instruction strategies. They will learn elements of Best Practices and how they relate to Mathematics instruction and assessment. This will include learning the elements of planning, lesson development, assessment elements, cross curricular links and cross content links and understanding reports developed through NWEA Assessments. These workshops take place monthly throughout the school year. In addition, Shannon Samulski of Strategic Solutions will present a full day of on-site professional development in math, so that elementary teachers may be trained in multiple strategies that encourage students to engage in high level thinking strategies to become better problem solvers. High School AP Statistics teacher will take part in College Board Professional Development as available and prudent for desired outcomes in AP instruction and learning. Teachers will continue to meet monthly in PLCs to work collaboratively to analyze formative and summative assessment data, including NWEA and M-STEP data, in order to more effectively plan differentiated instructional strategies and activities geared to help all students be successful in Mathematics.	Direct Instruction, Career Preparation /Orientation , Implementation, Communication, Curriculum Development, Professional Learning, Teacher Collaboration, Evaluation, Academic Support Program	Tier 1		09/06/2016	06/15/2017	\$36300	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
Learning Series for Leaders	Nine district administrators will take part in a ten-day RESA-sponsored workshop entitled Learning Series for Leaders. Cost of \$12,200 includes two day retreat workshop and lodging, along with eight classes held at Wayne County Community College throughout the year.	Direct Instruction, Technology , Curriculum Development, Professional Learning, Materials, Evaluation, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/14/2016	05/31/2017	\$12200	District Administrators

**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

<p>Professional Development</p>	<p>Teachers will be trained in Language Arts strategies through district-provided Professional Development. Toni Hall, RESA Consultant, will provide coaching to elementary teachers; Ellen Vorenkamp (RESA) will train teachers and parents in Growth Mindset strategies; consultant will work with teachers to train them in Critical Thinking mapping strategies; teachers will be provided with on-line subscriptions to Two Sisters' Daily CAFE. Teachers will be trained in using Lexile Levels and in using the NWEA assessment program's data analysis. Elementary Reading Interventionists and teacher will attend a series of RESA workshops to be trained in Fountas and Pinnell Leveled Literacy (LLI) Intervention strategies. High School teachers will participate in RESA workshops to be trained in the strategies of Close and Critical Reading of Complex Text, and HS teacher will attend Advanced Placement Literature Conference. Nineteen staff members, including teachers, administrators, counselors, reading interventionists, and school social worker will take part in Wayne RESA's series of four workshops to be trained in Multi-Level Systems of Support (MTSS) strategies. Teachers will continue to meet monthly in PLCs to work collaboratively to analyze formative and summative assessment data, including NWEA and M-STEP data, in order to more effectively plan differentiated instructional strategies and activities geared to help all students be successful in Reading and Language Arts.</p>	<p>Direct Instruction, Curriculum Development, Professional Learning, Teacher Collaboration, Parent Involvement, Evaluation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$3650</p>	<p>Principals, Teachers, Reading Interventionists, Counselors, SSW, Director of Curriculum and Grants</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

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<p>Professional Development</p>	<p>Teachers will be trained in Language Arts strategies through district-provided Professional Development. Toni Hall, RESA Consultant, will provide coaching to elementary teachers; Ellen Vorenkamp (RESA) will train teachers and parents in Growth Mindset strategies; consultant will work with teachers to train them in Critical Thinking mapping strategies; teachers will be provided with on-line subscriptions to Two Sisters' Daily CAFÉ and to Suzanne Klein's e-Write Steps. Elementary Interventionists and teacher will attend a series of RESA workshops to be trained in Fountas and Pinnell Leveled Literacy (LLI) Intervention strategies. High School will attend Advanced Placement Literature Conference. Nineteen staff members, including teachers, administrators, counselors, reading interventionists, and school social worker will take part in Wayne RESA's series of four workshops to be trained in Multi-Level Systems of Support (MTSS) strategies. Teachers will continue to meet monthly in PLCs to work collaboratively to analyze formative and summative assessment data, including NWEA and M-STEP data, in order to more effectively plan differentiated instructional strategies and activities geared to help all students be successful in Writing and Language Arts.</p>	<p>Career Preparation /Orientation, Implementation, Communication, Professional Learning, Curriculum Development, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$3650</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
<p>MAS/FPS Conferences / Institutes</p>	<p>Director of Curriculum and Grants will attend MAS/FPS Conferences (Fall Institute, Winter Institute, Directors Boot Camp) to learn strategies that sustain compliance with all federal and state mandates associated with federal and state program, and to gain knowledge that will support teachers, staff, and students in the process of Curriculum Development and Implementation.</p>	<p>Community Engagement, Policy and Process, Technology, Communication, Curriculum Development, Professional Learning, Evaluation, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>10/04/2016</p>	<p>02/28/2017</p>	<p>\$2266</p>	<p>Director of Curriculum and Grants</p>



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Substitute Teachers	Substitute teachers will provide instruction to support students in the classroom while their teachers are attending approved professional development activities as outlined in the Title II plan.	Direct Instruction, Professional Learning, Teacher Collaboration, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$4120	Teachers, Administrators, Director of Curriculum, Human Resources Specialist, Payroll Specialist
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**Other**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Field Trips	All students will have opportunities to participate in field trips that enhance and support instruction in the Arts and other Core Curricular subjects. Parents are encouraged to chaperone and share experiences with their children. Funding is through Parent Club and/or Parent contribution. (Cost varies--cost listed is typical including admittance and transportation for most experiences per child.)	Community Engagement, Direct Instruction, Extra Curricular, Curriculum Development, Teacher Collaboration, Parent Involvement, Field Trip, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$10	Classroom teachers, Principals
High School European Field Trip	High School students will be offered the opportunity to take part in an extended field trip to Europe to participate in authentic experiences related to Social Studies concepts of History, Civics (Government), Economics, and Geography. Funding is accomplished through fund-raising and parent support. (Price listed is per student.)	Community Engagement, Direct Instruction, Extra Curricular, Implementation, Communication, Parent Involvement, Field Trip, Academic Support Program	Tier 1	Implement	03/01/2017	04/28/2017	\$3500	High School Social Studies Teacher, High School Administrators

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Grade 5 Camp	All students in Grade 5 will be offered the opportunity to participate in 4-5 days at YMCA Storer Camp in Napoleon, MI to take part in outdoor education focused on Science and Social Studies Core Curricular Standards. (Fundraising and Parent Contribution) Listed cost is approximate amount per student.	Community Engagemen t, Direct Instruction, Curriculum Developme nt, Teacher Collaborati on, Parent Involvement, Field Trip, Academic Support Program	Tier 1	Implement	09/19/2016	04/28/2017	\$200	Elementary fifth grade teachers, Support Staff, Administrat ors
Washington D.C. Trip	Seitz Middle School Eighth Graders will be offered the opportunity to take part in an extended field trip to Washington D.C. to participate in authentic experiences related to Social Studies concepts of History, Civics (Government), Economics, and Geography. Funding is accomplished through fund-raising and parent support. Parent Chaperones are welcome and encouraged. (Price listed is per student.)	Community Engagemen t, Direct Instruction, Extra Curricular, Technology , Curriculum Developme nt, Teacher Collaborati on, Parent Involvement, Field Trip, Academic Support Program	Tier 1	Implement	03/01/2017	04/28/2017	\$1200	Seitz Administrat ors, Seitz Teachers

## General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
River-Views Community Newsletter	Riverview Community School District will publish and mail to all homes in the school district a quarterly 8-page glossy community newsletter, printed in full color with photos, delivered in a timely manner.	Community Engagemen t, Technology , Communic ation, Parent Involvement	Tier 1	Implement	09/06/2016	06/30/2017	\$12000	Director of Curriculum and Grants

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Financial Leadership	Business Finance Director and Accountants will attend professional development to increase their competency and to assure compliance and fidelity with state and federal programs.	Policy and Process, Technology, Materials, Academic Support Program, Behavioral Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/30/2017	\$4540	Finance Director and Accountant
Technology	Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. General fund will be used to purchase school-wide subscriptions to computerized writing programs, including Vocabulary Spelling City, Daily CAFE, and e-Write Steps, in addition to Lucy Calkins technological support provided with the LC Writing Curriculum and Scholastic News Magazines. At Seitz Middle School, teachers will use a computer-based programs and NWEA data to support student writing and implementation of a Sixth Grade Writing Skills class. In all schools, NWEA data will be used to match RIT scores to individual student practice on computerized literacy programs such as Front Row, MAP Reading, and Prep Dog, where students will take part in online activities that correlate directly to their NWEA RIT scores.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$5885	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
Formative Assessment	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Writing. NWEA RIT Scores will be analyzed and applied to instruction using e-Write Steps and Lucy Calkins Units of Study to ensure that students have access to individualized instruction in Writing.	Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants

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Curriculum	<p>All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Mathematics. Elementary teachers will continue to use the Eureka Math curriculum that was implemented in 2014. (Engage NY, Great Minds). Teachers will implement common assessments created this past year to assess common grade level targets, along with the Eureka Math Mid-Module and End-of-Module assessments. NWEA scores will be analyzed and correlated to Khan Academy curriculum to allow students extra practice as needed to master key concepts in Math. Teachers will continue to use district-purchased curriculum with manipulative kits to provide students with exercises, direct instruction, and assessments. At Seitz, teachers will help middle school students to succeed in Math using Eureka Math and other district-purchased curriculum, with Khan Academy being implemented to support students who need extra practice, as well as to allow gifted and talented students to accelerate their study of mathematics. Teachers will also implement daily non-unit topics to encourage Sustained Learning Over Time (SLOT). (Over the course of 4-5 weeks, a non-unit topic is introduced in small increments of time, and while new concepts are introduced, the concepts build upon previous lessons in the SLOT strategy.) At RCHS, teachers will identify learning targets for students in each unit of instruction, and they will complement basal texts with Khan Academy, guided notes, posters, charts, and graphs. All teachers will analyze NWEA/MAP scores three times each year, as well as state and other local assessments in order to provide access to appropriate curriculum to meet the needs of students as identified by data analysis.</p>	Direct Instruction, Implementation, Technology, Curriculum Development, Materials, Teacher Collaboration, Evaluation, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$55000	Principals, Teachers, Director of Curriculum and Grants
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<p>Extended School Year</p>	<p>Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Language Arts. (Reading and Writing) The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day. Summer Reading Club to be offered for all district K-5 students in the Memorial School Library. Media Center Paraprofessional will conduct multiple reading and writing activities to increase and sustain literacy throughout the summer. Program will run for six weeks, July 11-August 18, three hours per day, three days per week. (\$825)</p>	<p>Community Engagemen t, Direct Instruction, Extra Curricular, Implementation, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Implement</p>	<p>06/21/2016</p>	<p>08/12/2016</p>	<p>\$11770</p>	<p>Principals, Teachers, Paraprofessionals, Director of Curriculum, Media Center Paraprofessional</p>
<p>Tuition Based Preschool</p>	<p>The District will offer a full-time (Monday-Friday, 8:30 A.M.--3:30 P.M.) Tuition-Based Preschool Program for four-year-old children whose families do not meet the eligibility criteria for the GSRP. The HighScope Curriculum will be used in this program, and the Program Director/Lead Teacher for the GSRP will oversee the TBPS Program along with the GSRP. Tuition of \$200 per week will sustain and support the program. Program will operate with a minimum of thirteen children and a maximum of sixteen children, and the adult-to-child ratio will stand at a minimum of 1:8, as an aide will assist the teacher, who will have a Bachelor Degree with Early Childhood Education experience and / or endorsement. Program will follow the school year calendar.</p>	<p>Community Engagemen t, Getting Ready, Communication, Curriculum Development, Parent Involvement, Academic Support Program, Direct Instruction, Extra Curricular, Technology , Materials, Teacher Collaboration, Evaluation, Field Trip, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Director of Curriculum and Grants, Program Director, Superintendent</p>

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Curriculum	<p>Teachers and support staff will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes. At the elementary schools, the MC3 Curriculum (Michigan Citizenship Collaborative Curriculum) will be implemented with fidelity, supported by Guided Reading informational texts correlated to Social Studies standards and benchmarks. Classroom subscriptions to Scholastic News (Grades 1-5) and "Let's Find Out!" (Grade K). MC3 will also be supported by on-line apps and programs (Brain POP, Brain POP Junior), as well as videos, to enhance student understanding of Social Studies concepts. At the Middle School, social studies teachers will implement mapping and graphing activities in conjunction with use of the 7th and 8th grade Atlas sets on a weekly basis, and they will incorporate informational texts and a dedicated informational reading activity monthly, or with each chapter. Teachers will meet in PLCs to discuss informational reading strategies for use with individual students. At the high school, social studies teachers will create DBQs (Document Based Questions) and CRQs (Constructed Response Questions) for reading and understanding primary and secondary sources relevant to state standards. Students will receive skill-based instruction through online sources such as Khan Academy, RIT to Resource and News ELA. New textbooks will be purchased for two Social Studies Advanced Placement Classes (American History and Economics) that will be initiated in the Fall of 2016. High school Social Studies teacher Ryan DiBrano will take interested students on an extended field trip to European countries to provide students with authentic experiences related to the study of world geography, economics, civics, history, and culture. (Fundraising and personal / family budgets will cover the cost--no school funds to be expended.)</p>	Direct Instruction, Implementation, Technology, Curriculum Development, Materials, Teacher Collaboration, Evaluation, Field Trip, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$18486	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
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Extended School Year	Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Mathematics. The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day.	Community Engagemen t, Direct Instruction, Extra Curricular, Implementa tion, Technology , Communic ation, Curriculum Developme nt, Teacher Collaborati on, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials	Tier 3		09/06/2016	06/15/2017	\$11700	Principals, Teachers, Paraprofes sionals, Director of Curriculum and Grants
Extended School Year	Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Language Arts. (Reading and Writing). The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day. Summer Reading Club to be offered for all district K-5 students in the Memorial School Library. The Media Center paraprofessional will conduct multiple reading and writing activities to increase and sustain literacy throughout hte summer. Program will run for six weeks, July 11-August 18, three hours per day, three days per week. (\$825)	Community Engagemen t, Direct Instruction, Extra Curricular, Implementa tion, Technology , Communic ation, Curriculum Developme nt, Teacher Collaborati on, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials	Tier 3	Implement	06/21/2016	08/10/2016	\$5885	Principals, Teachers, Paraprofes sionals, Director of Curriculum and Grants

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Core Instruction	All K-12 students will receive instruction in the arts (performing and/or visual) and computer science. All students will have the opportunity to perform on state in a public concert / art show one or more times per year. All Art and Music teachers will have the opportunity to attend RESA professional development activities on November 8, 2016, to collaborate with their cohorts in other districts in Wayne County and to share learning experiences that support teaching and learning in the arts. (\$50 x 6 teachers) New elementary / middle school music teacher will also attend a Michigan Music Teachers Conference in Grand Rapids in January, 2017. (\$1070.00)	Community Engagemen t, Direct Instruction, Technology , Curriculum Developme nt, Professiona l Learning, Teacher Collaborati on, Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$1500	Art and Music Teachers, Administrat ors, Director of Curriculum and Grants
Curriculum	Teachers and support staff will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes. In addition to the basal texts that have already been purchased, teachers will be implementing curriculum aligned to Next Generation Science Standards (NGSS) / Michigan Science Standards (MSS) and NGSX standards. There will be increased focus on Science, Technology, Engineering, and Math (STEM) techniques, and additional materials will be purchased with General Funds and Title I monies to increase STEM activities as they correlate with the Lego MIndstorms Kits and other Robotics equipment previously purchased. In addition, Brain POP and Brain POP Junior on-line Science applications will be purchased for elementary and middle school students to access at school and at home. Gizmos application site license will be purchased to enhance Middle School Science resources. Scholastic Science Spin Magazines will enhance the Kindergarten Science curriculum.	Direct Instruction, Implementa tion, Technology , Curriculum Developme nt, Materials, Teacher Collaborati on, Evaluation, Academic Support Program, Supplemen tal Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$9180	Principals, Teachers, Director of Curriculum and Grants



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Riverview Community School District

RESA Nurse Services	The district will contract with RESA for services of a School Nurse who will support the development of student health plans, provide instruction and education pertaining to health practices, policies and procedures, and who will train staff to offer optimal care for students whose health issues mandate a school health plan or health services.	Community Engagemen t, Technology , Professiona l Learning, Teacher Collaborati on, Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$5000	District Administrators, Teachers, Principals
Curriculum	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Writing. At the Elementary level, staff will implement Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing and Write Steps curriculum. Staff will use on-line curriculum resources provided through the e-Write Steps subscription to increase sequential and comprehensive instruction in Writing, K-5. At the Middle School, identified students will be assigned to a Writing Skills class to work with a teacher in a smaller setting, where state and local assessment data will be utilized to measure and monitor increases in writing proficiency. At RCHS, all teachers will assign writing in their academic areas and will teach and use common rubrics to score students' work. Monthly, all students will be screened for possible failure in English as a Tier 1 strategy, Students found to be at risk will be scheduled for RTI as a Tier 2 intervention.	Direct Instruction, Implementa tion, Technology , Teacher Collaborati on, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$20868	Principals, Teachers, Intervention ists, Paraprofessionals, Director of Curriculum and Technology

**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Technology	Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. For the elementary and middle school buildings, Brain Pop Website subscriptions will be purchased, along with headphones that will allow students to make full use the technological devices in centers and in whole-group settings. There will be increased focus on the use of technological materials that support STEM concepts in Grades K-12. At Seitz Middle School, the STEM lab will be utilized by students to explore Science standards using technology and a variety of other sources that encourage creative and critical planning and thinking. In all schools, NWEA on-line assessment will be used to monitor student progress in Science, and teachers will meet in PLCs to analyze scores so that students can be directed to appropriate activities using tablets, computers, iPads, and iPod touch devices. Technology resources will be purchased to enhance student learning of STEM standards in Robotics Classes and Clubs at the Middle School and High School, and in the after-school Robotics Clubs for the elementary schools.	Direct Instruction, Technology, Curriculum Development, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$2000	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
Physical Education Classes	In compliance with state mandates and to promote health and nutrition, all K-12 students will take part in Physical Education/ Health classes. Physical Education/ Health teachers will have the opportunity to attend a RESA Workshop on Election Day, 2016, to improve skills in physical education instruction. (7 teaches at \$50 each) (November 8, 2016)	Direct Instruction, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/15/2017	\$350	Physical Education Teachers, Director of Curriculum

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Extended School Year	Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 6-8 who may benefit by participating in a four-week Summer School Program to improve skills and achievement in Science and Social Studies. (Combined Class) This Middle School Summer School will run from June 21-July 22, four days a week, three hours each day.	Direct Instruction, Extra Curricular, Technology, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials	Tier 3	Implement	06/21/2016	07/22/2016	\$1415	Principals, Teachers, Director of Curriculum and Grants
Extended School Year	Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 6-8 who may benefit by participating in a four-week Summer School Program to improve skills and achievement in Science and Social Studies. (Combined Class) This Middle School Summer School will run from June 21-July 22, four days a week, three hours each day.	Community Engagement, Direct Instruction, Implementation, Technology, Communication, Curriculum Development, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials	Tier 3	Implement	06/21/2016	07/22/2016	\$1415	Principals, Teachers, Director of Curriculum and Grants

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Riverview Community School District

<p>MASA Conference</p>	<p>District Superintendent will attend MASA Fall Conference and MASA Winter Conference to improve leadership skills that support staff, students, and stakeholders.</p>	<p>Community Engagem ent, Technology , Communic ation, Curriculum Developme nt, Professiona l Learning, Teacher Collaborati on, Evaluation, Recruitmen t and Retention, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/22/2016</p>	<p>02/03/2017</p>	<p>\$2600</p>	<p>Superinten dent</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

<p>Developmental Kindergarten</p>	<p>The Riverview District will launch a Developmental Kindergarten Program designed to benefit children who are not developmentally ready to participate successfully in a regular Kindergarten Program, due to immature behavior, young age, or the lack of academic preparedness / readiness. Children will be selected for the program following a period of observation and assessment on the part of all Kindergarten teachers in the building. Curriculum will be identical to the curriculum being offered in the regular K class, but the expectations will be different. At the end of the school year, based on recommendation of the teachers and consultation with parents, children in the DK program may progress to First Grade, or they may spend the following year in a second Kindergarten experience. One teacher at Forest and one teacher at Memorial may serve as DK teacher, depending on the number of students identified. Huntington students who are recommended for DK will be transferred to Memorial or to Forest for their DK experience, and will have the opportunity to transfer back to their home school at the end of the DK program, either to take part in Kindergarten or First Grade.</p>	<p>Community Engagement, Getting Ready, Communication, Curriculum Development, Parent Involvement, Academic Support Program, Direct Instruction, Implementation, Extra Curricular, Technology, Materials, Teacher Collaboration, Evaluation, Field Trip, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Principals, Kindergarten Teachers, Paraprofessionals, Director of Curriculum and Grants</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Technology	Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. All students will have access to Khan Academy, free on-line math instruction, to supplement and support daily learning. Other technological programs that may be used include Brain POP, Front Row, Prodigy, SplashMath, and MAP Math. Headphones will be purchased to allow students to use the technological devices in centers and in whole-group settings in order to make full use of technology in learning mathematics. Seitz Middle School will use Khan Academy, Brain POP, MAP Math. Staff will monitor the effectiveness of Khan Academy, and will meet in PLCs to analyze math data from Khan Academy for the purpose of improving instruction. They will also create an on-line survey for students to gain feedback from students regarding the effectiveness of SLOT techniques. At RCHS, computers will be used in the Math Lab program as a Tier 3 Strategy for students who are still struggling in Math in spite of previous interventional strategies provided through RTI programs. Technology will be used to monitor student progress in Math, K-12, through NWEA, M-STEP, SAT, Work Keys, and other state and local assessments.	Direct Instruction, Technology, Communication, Curriculum Development, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$3000	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Formative Assessment	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Mathematics. At the elementary schools, teachers will utilize Eureka Math's embedded Exit Slips daily to formatively assess the comprehension and mastery of critical components of the math lessons taught during the day's lessons. NWEA and M-STEP scores will be analyzed and compared with other formative assessment results to verify particular student needs for reinforcement and reteaching. In addition, teachers will utilize oral quiz games, Project Based Learning, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. Seitz teachers will conduct the same type of analysis with Eureka Math, other basals, Khan Academy, and SLOT. High School teachers will continue to use Formative Assessment strategies in conjunction with Khan Academy and in the R-Math Classes and Math Labs designed for support to struggling students.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$1500	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
Technology	Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. General fund will be used to purchase school-wide subscriptions to computerized reading programs, including A-Z Learning RAZ Kids, Spelling City, and Starfall Reading (Grade K). Elementary Reading teachers will utilize on-line subscriptions to Daily CAFÉ to support language arts instruction. At Seitz Middle School, teachers will use a computer-based survey to have students rate genres or interests to inform library/media paraprofessional of student needs. In all schools, NWEA data will be used to match RIT scores to individual student practice on computerized reading programs such as Khan Academy, Front Row, MAP Reading, and Prep Dog, where students will take part in online activities that correlate directly to their NWEA RIT scores.	Direct Instruction, Technology, Communication, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$7700	Principals, Teachers, Paraprofessionals, Director of Curriculum and Grants

# Riverview Community Schools District Improvement Plan 2016-2017

Riverview Community School District

## Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Education Workshops	Riverview Community School District will provide one or more parent-education workshops related to effective discipline and child care and/or academics (Reading, Writing, Math, Science, Social Studies Family Activities) to support the school-home partnership. Dr. Ellen Vorenkamp will present a Parent Workshop on Growth Mindset on Monday, September 19, 2016.	Community Engagement, Extra Curricular, Technology, Communication, Materials, Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/19/2016	05/31/2017	\$1000	Director of Curriculum, Principals, Teachers
Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to struggling readers. The interventionists will provide supplementary lessons to enable concept mastery with identified students. At the middle school, teachers will use NWEA data to provide students with appropriate lexile levels to help them in selecting texts that match individual reading abilities, and they will use a computer-based survey program to have students rate genres and interests to assist students in reading texts designed to correlate to their individual learning styles and skills. At the high school, all ELA students will be screened monthly for possible failure in English as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy, and those who continue to struggle will be scheduled for a purposefully designed Reading Strategies class. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.	Implementation, Academic Support Program	Tier 3	Monitor	09/06/2016	06/15/2017	\$132606	Director of Curriculum, Administrators, Classroom Teachers, Reading Interventionists, Paraprofessionals



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Homeless Students	The District's Curriculum Director will collaborate with the Homeless Liaison and the Director of Transportation as needed to provide equitable services to identified homeless students. Primary use of allocated funds is to provide academic support as needed, with remaining funds allocated to provision of basic needs (clothing, food, school supplies, fees, etc.) and transportation to or from school as necessary.	Community Engagem ent, Communica tion, Curriculum Develop ment, Parent Involvement, Academic Support Program, Direct Instruction, Policy and Process, Technology , Teacher Collaborati on, Materials, Evaluation, Behavioral Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$1984	Director of Curriculum and Grants, Transportation Director, Homeless Liaison, School Social Workers, Counselors , Teachers
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Riverview Community Schools District Improvement Plan 2016-2017

Riverview Community School District

<p>Response to Intervention</p>	<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Mathematics. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement Eureka Math curriculum with additional hands-on activities in small group and one-on-one settings. At the middle school, teachers will utilize Khan Academy and Sustained Learning Over Time (SLOT) to direct students to activities and practice in math that correlates to particular needs of individual students. NWEA data corresponds directly with Khan Academy to provide teachers with pertinent information that will allow them to target the problem areas in math for each student; each student will be assigned to Khan Academy coursework to remediate those areas of difficulty. Seitz will also continue to offer co-taught classes to assist special education students who are struggling in mathematics, so that students may be mainstreamed, but still receive the extra support needed to be successful in math. At the High School, NWEA/MAP scores, class failure rates, and state test scores will be utilized to screen all students to identify those that may be at risk for failing math. (Tier 1) Students who are identified as being at risk will be placed into classes based on their skills. (Tier 2) R-Math (Remedial) classes will be offered to special needs students, and those who fall into the Bottom 30 will receive small group and one-on-one coaching and tutoring in Math Lab, as a Tier 3 Strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$49983</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to struggling writers. The interventionists will provide supplementary lessons to enable concept mastery with identified students. At the middle school, teachers will use NWEA data to create a 6th grade Writing Skills course, and the teacher of that class will work with identified students in a smaller group setting to increase their writing proficiency. State and local assessment data will be used to monitor increases in writing proficiency. At the High School, all teachers will assign writing in their academic areas and will teach and use common rubrics to score the students' work. All ELA students will be screened monthly for possible failure in English as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 intervention. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.	Direct Instruction, Technology, Communication, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 3	Monitor	09/06/2016	06/15/2017	\$49983	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
Watch D.O.G.S.	All three elementary schools will continue to sponsor the Watch D.O.G.S. (Dads of Great Students) parent-involvement program to encourage fathers, grandfathers, uncles, and brothers to volunteer in the schools. Watch D.O.G.S. volunteer services include student tutoring, parking lot attendance, lunchroom support, recess duty, clerical help, and classroom aid, as well as building security and child safety and stability support. Watch D.O.G.S. Recruitment meeting may include refreshments, incentives, promotional supplies, and uniform t-shirts. (Forest Elementary Watch D.O.G.S. funding is through the Parent Club.)	Community Engagement, Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/15/2017	\$800	District Administrators, Principals

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Professional Development	Teachers will be trained in teaching strategies through district-provided Professional Development. Elementary Social Studies teachers will take part in RESA's MC3 (Michigan Citizenship Collaborative Curriculum) with David Hales. Toni Hall will work with elementary teachers to train them in the skills of incorporating Social Studies curriculum into the Guided Reading process. High School AP American History and AP Economics teachers will take part in College Board Professional Development as available and necessary for desired outcomes in AP instruction and learning. Teachers will continue to meet monthly in PLCs to work collaboratively to analyze formative and summative assessment data in order to more effectively plan differentiated instructional strategies and activities geared to help all students be successful in Social Studies.	Direct Instruction, Implementation, Technology, Curriculum Development, Professional Learning, Materials, Teacher Collaboration, Evaluation, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$1650	Principals, Teachers, Director of Curriculum and Grants
Cyber Safety Parent Workshop	Parents and students will be provided with the opportunity to participate in workshops with Sandy Cherry (Attorney General's Office) to learn strategies that promote and maintain Cyber-Safety. All schools will offer free workshops during the school day for students, and a one-night parent workshop will take place at Seitz Auditorium. There is no charge from the Attorney General's Office--funding will provide refreshments, supplies, printing of materials, and incentive to encourage parent attendance.	Community Engagement, Technology, Communication, Parent Involvement	Tier 1	Implement	09/19/2016	09/22/2016	\$200	Director of Curriculum and Grants, Principals, Teachers

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Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Science. Much of the intervention will be accomplished in conjunction with Reading intervention, using informational texts related to Science concepts. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement classroom science curriculum with additional hands-on activities in small group and one-on-one settings. At the Middle School, teachers will focus on science vocabulary development, and they will use strategies such as Quizlet, Brain POP, Word Walls, flip charts, and vocabulary puzzles in the RTI process. At the High School, all science students will be screened monthly for possible failure in Science as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program, Supplemental Materials	Tier 3	Monitor	09/06/2016	06/15/2017	\$24991	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
Curriculum	Teachers and support staff will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes. Elementary curriculum includes Lucy Calkins Units of Study for Teaching Reading, Daily 5 and Guided Reading books purchased from various resources. At the middle school, teachers will continue to add to the collection of fiction and non-fiction resources available to students in the library and in classrooms, and at the high school, teachers will provide curriculum that supports an increased focus on development of rhetorical skills. High school will implement a three-term requirement for participation in ELA classes, with a focus on informational texts.	Direct Instruction, Curriculum Development, Materials, Teacher Collaboration, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$42840	Principals, Teachers, Director of Curriculum and Grants

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Formative Assessment	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Reading. At the elementary schools, teachers will utilize Exit Slips, oral quiz games, Project Based Learning, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. At Seitz MS, Lexile Levels generated by NWEA assessments will be employed to assist students in selecting appropriate texts that are aligned to their independent and instructional levels of reading. At RCHS, all teachers will include reading components similar to those found on SAT when using formative and summative assessments in the classroom.	Direct Instruction, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 2	Monitor	09/06/2016	06/15/2017	\$1500	Principals, Teachers, Director of Curriculum
Extended School Year	Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Language Arts. (Reading and Writing) The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day. Summer Reading Club to be offered for all district K-5 students in the Memorial School Library. Media Center Paraprofessional will conduct multiple reading and writing activities to increase and sustain literacy throughout the summer. Program will run for six weeks, July 11-August 18, three hours per day, three days per week. (\$825)	Community Engagement, Direct Instruction, Extra Curricular, Implementation, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials	Tier 3	Implement	06/21/2016	08/12/2016	\$825	Principals, Teachers, Paraprofessionals, Director of Curriculum, Media Center Paraprofessional

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Riverview Community Schools District Improvement Plan 2016-2017**

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<p>School Improvement / Title I Parent Involvement Team</p>	<p>Parents will be invited to actively participate in School Building Improvement Plan construction, implementation, and evaluation, as well as District Improvement Plan construction, implementation, and evaluation. Parents will also participate in the planning, implementation, and evaluation of the District Title I Plan and Program.</p>	<p>Community Engagement, Policy and Process, Technology, Communication, Curriculum Development, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Teachers, Administrators, Support Staff, Director of Curriculum and Grants</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

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<p>GSRP (Great Start Readiness Program)</p>	<p>If the district is awarded slots by the State of Michigan, a maximum of sixteen four-year-old children whose families are income-eligible and who qualify according to the rubric established by the state, will be admitted to a full-time preschool program that will run four days a week, Monday through Thursday, from 8:30 A.M.--3:30 P.M. HighScope Curriculum will be utilized, and breakfast and lunch will be provided through the district's food service program. Lead teacher / Program Director has a Bachelor Degree in Early Childhood Education. A full time highly qualified aide will assist, making the ratio of adults to students 1:8 for this program. Funding will be provided through the State of Michigan, resulting in no cost to parents or the district for this program. The school calendar year will be in effect for the GSRP.</p>	<p>Community Engagemen t, Getting Ready, Communic ation, Curriculum Developme nt, Parent Involvemen t, Academic Support Program, Direct Instruction, Extra Curricular, Technology , Materials, Teacher Collaborati on, Evaluation, Field Trip, Behavioral Support Program, Supplemen tal Materials</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Preschool Program Director / Lead Teacher, Director of Curriculum and Grants, Superintendent</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Formative Assessment	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Social Studies. At the elementary schools, teachers will utilize Exit Slips, oral quiz games, Project Based Learning, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. Middle school and high school Social Studies teachers will make use of charts, graphs, observation, Exit Slips and other Formative Assessment strategies to identify struggling students needing further assistance with Social Studies. They will incorporate Visual Representation of Data to increase understanding and to generate higher order thinking skills during the RTI process. High School teachers will create Document-Based Questions (DBQs) to help struggling students gain a deeper understanding of informational texts.	Direct Instruction, Technology, Curriculum Development, Materials, Teacher Collaboration, Evaluation, Monitor, Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
Technology	Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. For the elementary and middle school buildings, Brain POP Website subscriptions will be purchased, along with headphones that will allow students to make full use the technological devices in centers and in whole-group settings. At Seitz Middle School and RCHS, the social studies classroom curriculum will be integrated with on-line learning through Khan Academy, Brain POP, and other Social Studies-related applications. In all grades, access to a variety of technological media (DVDs, You Tube videos) will be used to support and enhance Social Studies instruction.	Direct Instruction, Technology, Curriculum Development, Materials, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	Principals, Teachers, Director of Curriculum and Grants

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Parent Connection	Parents will be offered the opportunity to secure a PIN and Password to access Parent Connect through the District WebSite in order to track their child's attendance, academic progress, and cafeteria purchases.	Community Engagement, Technology, Communication, Parent Involvement, Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Technology Staff, Teachers, Administrators, Director of Curriculum and Grants
Formative Assessment	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Science. At the elementary schools, teachers will utilize Exit Slips, oral quiz games (Jeopardy), hands-on activities in the Science Olympics, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. Middle school and high school science teachers will make use of charts, graphs, observation, Exit Slips and other Formative Assessment strategies to identify struggling students needing further assistance with Science Vocabulary and higher order thinking skills, so that RTI strategies may be properly executed to support these students.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants

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<p>Response to Intervention</p>	<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Social Studies. Much of the intervention will be accomplished in conjunction with Reading intervention, using informational texts related to Social Studies standards and concepts. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement classroom social studies curriculum with additional support in small group and one-on-one settings. At the Middle School, teachers will meet in PLCs to discuss strategies in mapping and graphing for use with individual students needing additional assistance. At the High School, all social studies students will be screened monthly for possible failure in Social Studies as a Tier I strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Cyber Safety Parent Workshop	Parents and students will be provided with the opportunity to participate in workshops with Sandy Cherry (Attorney General's Office) to learn strategies that promote and maintain Cyber-Safety. All schools will offer free workshops during the school day for students, and a one-night parent workshop will take place at Seitz Auditorium. There is no charge from the Attorney General's Office--funding will provide refreshments, supplies, printing of materials, and incentive to encourage parent attendance.	Community Engagement, Technology, Communication, Parent Involvement	Tier 1	Implement	09/19/2016	09/22/2016	\$200	Director of Curriculum and Grants, Principals, Teachers
Parent Education Workshops	Riverview Community School District will provide one or more parent-education workshops related to effective discipline and child care and/or academics (Reading, Writing, Math, Science, Social Studies Family Activities) to support the school-home partnership. Dr. Ellen Vorenkamp will present a Parent Workshop on Growth Mindset on Monday, September 19, 2016.	Community Engagement, Extra Curricular, Technology, Communication, Materials, Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/19/2016	05/31/2017	\$1000	Director of Curriculum, Principals, Teachers
River-Views Community Newsletter	Riverview Community School District will publish and mail to all homes in the school district a quarterly 8-page glossy community newsletter, printed in full color with photos, delivered in a timely manner.	Community Engagement, Technology, Communication, Parent Involvement	Tier 1	Implement	09/06/2016	06/30/2017	\$12000	Director of Curriculum and Grants

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Parent Connection	Parents will be offered the opportunity to secure a PIN and Password to access Parent Connect through the District WebSite in order to track their child's attendance, academic progress, and cafeteria purchases.	Community Engagement, Technology, Communication, Parent Involvement, Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Technology Staff, Teachers, Administrators, Director of Curriculum and Grants
School Improvement / Title I Parent Involvement Team	Parents will be invited to actively participate in School Building Improvement Plan construction, implementation, and evaluation, as well as District Improvement Plan construction, implementation, and evaluation. Parents will also participate in the planning, implementation, and evaluation of the District Title I Plan and Program.	Community Engagement, Policy and Process, Technology, Communication, Curriculum Development, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Administrators, Support Staff, Director of Curriculum and Grants
RESA Nurse Services	The district will contract with RESA for services of a School Nurse who will support the development of student health plans, provide instruction and education pertaining to health practices, policies and procedures, and who will train staff to offer optimal care for students whose health issues mandate a school health plan or health services.	Community Engagement, Technology, Professional Learning, Teacher Collaboration, Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$5000	District Administrators, Teachers, Principals

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Physical Education Classes	In compliance with state mandates and to promote health and nutrition, all K-12 students will take part in Physical Education/ Health classes. Physical Education/ Health teachers will have the opportunity to attend a RESA Workshop on Election Day, 2016, to improve skills in physical education instruction. (7 teaches at \$50 each) (November 8, 2016)	Direct Instruction, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/15/2017	\$350	Physical Education Teachers, Director of Curriculum
Core Instruction	All K-12 students will receive instruction in the arts (performing and/or visual) and computer science. All students will have the opportunity to perform on state in a public concert / art show one or more times per year. All Art and Music teachers will have the opportunity to attend RESA professional development activities on November 8, 2016, to collaborate with their cohorts in other districts in Wayne County and to share learning experiences that support teaching and learning in the arts. (\$50 x 6 teachers) New elementary / middle school music teacher will also attend a Michigan Music Teachers Conference in Grand Rapids in January, 2017. (\$1070.00)	Community Engagement, Direct Instruction, Technology, Curriculum Development, Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$1500	Art and Music Teachers, Administrators, Director of Curriculum and Grants
Field Trips	All students will have opportunities to participate in field trips that enhance and support instruction in the Arts and other Core Curricular subjects. Parents are encouraged to chaperone and share experiences with their children. Funding is through Parent Club and/or Parent contribution. (Cost varies--cost listed is typical including admittance and transportation for most experiences per child.)	Community Engagement, Direct Instruction, Extra Curricular, Curriculum Development, Teacher Collaboration, Parent Involvement, Field Trip, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$10	Classroom teachers, Principals

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<p>Special Services</p>	<p>Students in need of Special Services will be supported through collaborative effort among teachers, special education staff, students, and families. Services may include extended school year. Funding is through Special Education and the General Fund, but cost listed is limited to the approximate amount of the special education grant resources.</p>	<p>Direct Instruction, Policy and Process, Technology, Curriculum Development, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Behavioral Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>07/11/2016</p>	<p>06/15/2017</p>	<p>\$460000</p>	<p>Teachers, Special Education staff, Administrators, Director of Curriculum</p>
<p>Homeless Students</p>	<p>The District's Curriculum Director will collaborate with the Homeless Liaison and the Director of Transportation as needed to provide equitable services to identified homeless students. Primary use of allocated funds is to provide academic support as needed, with remaining funds allocated to provision of basic needs (clothing, food, school supplies, fees, etc.) and transportation to or from school as necessary.</p>	<p>Community Engagement, Communication, Curriculum Development, Parent Involvement, Academic Support Program, Direct Instruction, Policy and Process, Technology, Teacher Collaboration, Materials, Evaluation, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$1984</p>	<p>Director of Curriculum and Grants, Transportation Director, Homeless Liaison, School Social Workers, Counselors, Teachers</p>

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Financial Leadership	Business Finance Director and Accountants will attend professional development to increase their competency and to assure compliance and fidelity with state and federal programs.	Policy and Process, Technology, Materials, Academic Support Program, Behavioral Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/30/2017	\$4540	Finance Director and Accountant
Learning Series for Leaders	Nine district administrators will take part in a ten-day RESA-sponsored workshop entitled Learning Series for Leaders. Cost of \$12,200 includes two day retreat workshop and lodging, along with eight classes held at Wayne County Community College throughout the year.	Direct Instruction, Technology, Curriculum Development, Professional Learning, Materials, Evaluation, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/14/2016	05/31/2017	\$12200	District Administrators



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<p>MASA Conference</p>	<p>District Superintendent will attend MASA Fall Conference and MASA Winter Conference to improve leadership skills that support staff, students, and stakeholders.</p>	<p>Community Engagem ent, Technology  , Communic ation, Curriculum Developme nt, Professiona l Learning, Teacher Collaborati on, Evaluation, Recruitmen t and Retention, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/22/2016</p>	<p>02/03/2017</p>	<p>\$2600</p>	<p>Superinten dent</p>
<p>MAS/FPS Conferences / Institutes</p>	<p>Director of Curriculum and Grants will attend MAS/FPS Conferences (Fall Institute, Winter Institute, Directors Boot Camp) to learn strategies that sustain compliance with all federal and state mandates associated with federal and state program, and to gain knowledge that will support teachers, staff, and students in the process of Curriculum Development and Implementation.</p>	<p>Community Engagem ent, Policy and Process, Technology  , Communic ation, Curriculum Developme nt, Professiona l Learning, Evaluation, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>10/04/2016</p>	<p>02/28/2017</p>	<p>\$2266</p>	<p>Director of Curriculum and Grants</p>

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Substitute Teachers	Substitute teachers will provide instruction to support students in the classroom while their teachers are attending approved professional development activities as outlined in the Title II plan.	Direct Instruction, Professional Learning, Teacher Collaboration, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$4120	Teachers, Administrators, Director of Curriculum, Human Resources Specialist, Payroll Specialist
Formative Assessment	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Reading. At the elementary schools, teachers will utilize Exit Slips, oral quiz games, Project Based Learning, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. At Seitz MS, Lexile Levels generated by NWEA assessments will be employed to assist students in selecting appropriate texts that are aligned to their independent and instructional levels of reading. At RCHS, all teachers will include reading components similar to those found on SAT when using formative and summative assessments in the classroom.	Direct Instruction, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 2	Monitor	09/06/2016	06/15/2017	\$1500	Principals, Teachers, Director of Curriculum

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<p>Professional Development</p>	<p>Teachers will be trained in Language Arts strategies through district-provided Professional Development. Toni Hall, RESA Consultant, will provide coaching to elementary teachers; Ellen Vorenkamp (RESA) will train teachers and parents in Growth Mindset strategies; consultant will work with teachers to train them in Critical Thinking mapping strategies; teachers will be provided with on-line subscriptions to Two Sisters' Daily CAFE. Teachers will be trained in using Lexile Levels and in using the NWEA assessment program's data analysis. Elementary Reading Interventionists and teacher will attend a series of RESA workshops to be trained in Fountas and Pinnell Leveled Literacy (LLI) Intervention strategies. High School teachers will participate in RESA workshops to be trained in the strategies of Close and Critical Reading of Complex Text, and HS teacher will attend Advanced Placement Literature Conference. Nineteen staff members, including teachers, administrators, counselors, reading interventionists, and school social worker will take part in Wayne RESA's series of four workshops to be trained in Multi-Level Systems of Support (MTSS) strategies. Teachers will continue to meet monthly in PLCs to work collaboratively to analyze formative and summative assessment data, including NWEA and M-STEP data, in order to more effectively plan differentiated instructional strategies and activities geared to help all students be successful in Reading and Language Arts.</p>	<p>Direct Instruction, Curriculum Development, Professional Learning, Teacher Collaboration, Parent Involvement, Evaluation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$3650</p>	<p>Principals, Teachers, Reading Interventionists, Counselors, SSW, Director of Curriculum and Grants</p>
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Curriculum	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Writing. At the Elementary level, staff will implement Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing and Write Steps curriculum. Staff will use on-line curriculum resources provided through the e-Write Steps subscription to increase sequential and comprehensive instruction in Writing, K-5. At the Middle School, identified students will be assigned to a Writing Skills class to work with a teacher in a smaller setting, where state and local assessment data will be utilized to measure and monitor increases in writing proficiency. At RCHS, all teachers will assign writing in their academic areas and will teach and use common rubrics to score students' work. Monthly, all students will be screened for possible failure in English as a Tier 1 strategy, Students found to be at risk will be scheduled for RTI as a Tier 2 intervention.	Direct Instruction, Implementation, Technology, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$20868	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Technology
Technology	Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. General fund will be used to purchase school-wide subscriptions to computerized writing programs, including Vocabulary Spelling City, Daily CAFE, and e-Write Steps, in addition to Lucy Calkins technological support provided with the LC Writing Curriculum and Scholastic News Magazines. At Seitz Middle School, teachers will use a computer-based programs and NWEA data to support student writing and implementation of a Sixth Grade Writing Skills class. In all schools, NWEA data will be used to match RIT scores to individual student practice on computerized literacy programs such as Front Row, MAP Reading, and Prep Dog, where students will take part in online activities that correlate directly to their NWEA RIT scores.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$5885	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants

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Formative Assessment	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Writing. NWEA RIT Scores will be analyzed and applied to instruction using e-Write Steps and Lucy Calkins Units of Study to ensure that students have access to individualized instruction in Writing.	Technology , Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
Professional Development	Teachers will be trained in Language Arts strategies through district-provided Professional Development. Toni Hall, RESA Consultant, will provide coaching to elementary teachers; Ellen Vorenkamp (RESA) will train teachers and parents in Growth Mindset strategies; consultant will work with teachers to train them in Critical Thinking mapping strategies; teachers will be provided with on-line subscriptions to Two Sisters' Daily CAFE and to Suzanne Klein's e-Write Steps. Elementary Interventionists and teacher will attend a series of RESA workshops to be trained in Fountas and Pinnell Leveled Literacy (LLI) Intervention strategies. High School will attend Advanced Placement Literature Conference. Nineteen staff members, including teachers, administrators, counselors, reading interventionists, and school social worker will take part in Wayne RESA's series of four workshops to be trained in Multi-Level Systems of Support (MTSS) strategies. Teachers will continue to meet monthly in PLCs to work collaboratively to analyze formative and summative assessment data, including NWEA and M-STEP data, in order to more effectively plan differentiated instructional strategies and activities geared to help all students be successful in Writing and Language Arts.	Career Preparation /Orientation , Implementation, Communication, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$3650	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants

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Curriculum	<p>All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Mathematics. Elementary teachers will continue to use the Eureka Math curriculum that was implemented in 2014. (Engage NY, Great Minds). Teachers will implement common assessments created this past year to assess common grade level targets, along with the Eureka Math Mid-Module and End-of-Module assessments. NWEA scores will be analyzed and correlated to Khan Academy curriculum to allow students extra practice as needed to master key concepts in Math. Teachers will continue to use district-purchased curriculum with manipulative kits to provide students with exercises, direct instruction, and assessments. At Seitz, teachers will help middle school students to succeed in Math using Eureka Math and other district-purchased curriculum, with Khan Academy being implemented to support students who need extra practice, as well as to allow gifted and talented students to accelerate their study of mathematics. Teachers will also implement daily non-unit topics to encourage Sustained Learning Over Time (SLOT). (Over the course of 4-5 weeks, a non-unit topic is introduced in small increments of time, and while new concepts are introduced, the concepts build upon previous lessons in the SLOT strategy.) At RCHS, teachers will identify learning targets for students in each unit of instruction, and they will complement basal texts with Khan Academy, guided notes, posters, charts, and graphs. All teachers will analyze NWEA/MAP scores three times each year, as well as state and other local assessments in order to provide access to appropriate curriculum to meet the needs of students as identified by data analysis.</p>	<p>Direct Instruction, Implementation, Technology, Curriculum Development, Materials, Teacher Collaboration, Evaluation, Academic Support Program, Supplemental Materials</p>	Tier 1	Implement	09/06/2016	06/15/2017	\$55000	Principals, Teachers, Director of Curriculum and Grants
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Technology	Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. All students will have access to Khan Academy, free on-line math instruction, to supplement and support daily learning. Other technological programs that may be used include Brain POP, Front Row, Prodigy, SplashMath, and MAP Math. Headphones will be purchased to allow students to use the technological devices in centers and in whole-group settings in order to make full use of technology in learning mathematics. Seitz Middle School will use Khan Academy, Brain POP, MAP Math. Staff will monitor the effectiveness of Khan Academy, and will meet in PLCs to analyze math data from Khan Academy for the purpose of improving instruction. They will also create an on-line survey for students to gain feedback from students regarding the effectiveness of SLOT techniques. At RCHS, computers will be used in the Math Lab program as a Tier 3 Strategy for students who are still struggling in Math in spite of previous interventional strategies provided through RTI programs. Technology will be used to monitor student progress in Math, K-12, through NWEA, M-STEP, SAT, Work Keys, and other state and local assessments.	Direct Instruction, Technology, Communication, Curriculum Development, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$3000	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
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<p>Professional Development</p>	<p>Teachers will be trained in Mathematical strategies through district-provided Professional Development. Eight high school math teachers, five middle school math teachers, and six elementary math teachers (one per grade, two per building) will each participate (in grade level groupings) in a series of seven math workshops at RESA as part of the Title I Project Making Mathematics Matter (TIPM3) in order to be trained in effective math instruction strategies. They will learn elements of Best Practices and how they relate to Mathematics instruction and assessment. This will include learning the elements of planning, lesson development, assessment elements, cross curricular links and cross content links and understanding reports developed through NWEA Assessments. These workshops take place monthly throughout the school year. In addition, Shannon Samulski of Strategic Solutions will present a full day of on-site professional development in math, so that elementary teachers may be trained in multiple strategies that encourage students to engage in high level thinking strategies to become better problem solvers. High School AP Statistics teacher will take part in College Board Professional Development as available and prudent for desired outcomes in AP instruction and learning. Teachers will continue to meet monthly in PLCs to work collaboratively to analyze formative and summative assessment data, including NWEA and M-STEP data, in order to more effectively plan differentiated instructional strategies and activities geared to help all students be successful in Mathematics.</p>	<p>Direct Instruction, Career Preparation /Orientation, Implementation, Communication, Curriculum Development, Professional Learning, Teacher Collaboration, Evaluation, Academic Support Program</p>	<p>Tier 1</p>		<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$36300</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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Curriculum	Teachers and support staff will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes. In addition to the basal texts that have already been purchased, teachers will be implementing curriculum aligned to Next Generation Science Standards (NGSS) / Michigan Science Standards (MSS) and NGSS standards. There will be increased focus on Science, Technology, Engineering, and Math (STEM) techniques, and additional materials will be purchased with General Funds and Title I monies to increase STEM activities as they correlate with the Lego Mindstorms Kits and other Robotics equipment previously purchased. In addition, Brain POP and Brain POP Junior on-line Science applications will be purchased for elementary and middle school students to access at school and at home. Gizmos application site license will be purchased to enhance Middle School Science resources. Scholastic Science Spin Magazines will enhance the Kindergarten Science curriculum.	Direct Instruction, Implementation, Technology, Curriculum Development, Materials, Teacher Collaboration, Evaluation, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$9180	Principals, Teachers, Director of Curriculum and Grants
Formative Assessment	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Science. At the elementary schools, teachers will utilize Exit Slips, oral quiz games (Jeopardy), hands-on activities in the Science Olympics, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. Middle school and high school science teachers will make use of charts, graphs, observation, Exit Slips and other Formative Assessment strategies to identify struggling students needing further assistance with Science Vocabulary and higher order thinking skills, so that RTI strategies may be properly executed to support these students.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants

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Professional Development	Teachers will be trained in Science strategies through district-provided Professional Development. Science teachers, Grades K-12, will take part in RESA NGSS and NGSX workshops to learn how to incorporate new STEM and Next Generation standards into everyday lessons. Toni Hall will work with elementary teachers to train them in the skills of incorporating Science curriculum into the Guided Reading process. High School AP Psychology teacher will take part in College Board Professional Development as available and prudent for desired outcomes in AP instruction and learning. Teachers will continue to meet monthly in PLCs to work collaboratively to analyze formative and summative assessment data, including NWEA and M-STEP data, in order to more effectively plan differentiated instructional strategies and activities geared to help all students be successful in Science.	Direct Instruction, Career Preparation /Orientation , Extra Curricular, Implementation, Curriculum Development, Professional Learning, Teacher Collaboration, Evaluation, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$3125	Principals, Teachers, Director of Curriculum and Grants
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Curriculum	<p>Teachers and support staff will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes. At the elementary schools, the MC3 Curriculum (Michigan Citizenship Collaborative Curriculum) will be implemented with fidelity, supported by Guided Reading informational texts correlated to Social Studies standards and benchmarks. Classroom subscriptions to Scholastic News (Grades 1-5) and "Let's Find Out!" (Grade K). MC3 will also be supported by on-line apps and programs (Brain POP, Brain POP Junior), as well as videos, to enhance student understanding of Social Studies concepts. At the Middle School, social studies teachers will implement mapping and graphing activities in conjunction with use of the 7th and 8th grade Atlas sets on a weekly basis, and they will incorporate informational texts and a dedicated informational reading activity monthly, or with each chapter. Teachers will meet in PLCs to discuss informational reading strategies for use with individual students. At the high school, social studies teachers will create DBQs (Document Based Questions) and CRQs (Constructed Response Questions) for reading and understanding primary and secondary sources relevant to state standards. Students will receive skill-based instruction through online sources such as Khan Academy, RIT to Resource and News ELA. New textbooks will be purchased for two Social Studies Advanced Placement Classes (American History and Economics) that will be initiated in the Fall of 2016. High school Social Studies teacher Ryan DiBrano will take interested students on an extended field trip to European countries to provide students with authentic experiences related to the study of world geography, economics, civics, history, and culture. (Fundraising and personal / family budgets will cover the cost--no school funds to be expended.)</p>	Direct Instruction, Implementation, Technology, Curriculum Development, Materials, Teacher Collaboration, Evaluation, Field Trip, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$18486	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
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Technology	Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. For the elementary and middle school buildings, Brain POP Website subscriptions will be purchased, along with headphones that will allow students to make full use the technological devices in centers and in whole-group settings. At Seitz Middle School and RCHS, the social studies classroom curriculum will be integrated with on-line learning through Khan Academy, Brain POP, and other Social Studies-related applications. In all grades, access to a variety of technological media (DVDs, You Tube videos) will be used to support and enhance Social Studies instruction.	Direct Instruction, Technology, Curriculum Development, Materials, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	Principals, Teachers, Director of Curriculum and Grants
Formative Assessment	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Social Studies. At the elementary schools, teachers will utilize Exit Slips, oral quiz games, Project Based Learning, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. Middle school and high school Social Studies teachers will make use of charts, graphs, observation, Exit Slips and other Formative Assessment strategies to identify struggling students needing further assistance with Social Studies. They will incorporate Visual Representation of Data to increase understanding and to generate higher order thinking skills during the RTI process. High School teachers will create Document-Based Questions (DBQs) to help struggling students gain a deeper understanding of informational texts.	Direct Instruction, Technology, Curriculum Development, Materials, Teacher Collaboration, Evaluation, Monitor, Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants

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Professional Development	Teachers will be trained in teaching strategies through district-provided Professional Development. Elementary Social Studies teachers will take part in RESA's MC3 (Michigan Citizenship Collaborative Curriculum) with David Hales. Toni Hall will work with elementary teachers to train them in the skills of incorporating Social Studies curriculum into the Guided Reading process. High School AP American History and AP Economics teachers will take part in College Board Professional Development as available and necessary for desired outcomes in AP instruction and learning. Teachers will continue to meet monthly in PLCs to work collaboratively to analyze formative and summative assessment data in order to more effectively plan differentiated instructional strategies and activities geared to help all students be successful in Social Studies.	Direct Instruction, Implementation, Technology, Curriculum Development, Professional Learning, Materials, Teacher Collaboration, Evaluation, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$1650	Principals, Teachers, Director of Curriculum and Grants
Extended School Year	Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 6-8 who may benefit by participating in a four-week Summer School Program to improve skills and achievement in Science and Social Studies. (Combined Class) This Middle School Summer School will run from June 21-July 22, four days a week, three hours each day.	Community Engagement, Direct Instruction, Implementation, Technology, Communication, Curriculum Development, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials	Tier 3	Implement	06/21/2016	07/22/2016	\$1415	Principals, Teachers, Director of Curriculum and Grants

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<p>Support for English Language Learners</p>	<p>Students who are identified as having a Home Language or Primary Language other than English will be offered support through the RESA EL Consultant, Emanuela Rroko. Emanuela will work with the Director of Curriculum and Classroom Teachers to coordinate these services so that students will be successful in eliminating barriers that prevent achievement in core classes and/or communicative skills. Students will receive support throughout the year, and will participate in WIDA testing in the early spring. WIDA testing will be coordinated among the RESA Consultant, Director of Curriculum and Grants, Building Principals, and Classroom Teachers. Director of Curriculum and Grants will communicate with parents by phone, email, and through personalized letters mailed home in English and Home Language. Funding will be through the RESA Title III Consortium. (Cost is based on participating students--estimated cost below)</p>	<p>Community Engagemen nt, Direct Instruction, Technology , Communic ation, Materials, Teacher Collaborati on, Parent Involvement, Evaluation, Monitor, Academic Support Program, Supplemental Materials</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$30000</p>	<p>Principals, Classroom Teachers, RESA Consultant, Director of Curriculum and Grants</p>
<p>Teacher Leaders Series</p>	<p>Seven District Teachers, representing all buildings in the district, will take part in RESA's two-year "Teacher Leaders" workshop under the direction of Syndee Malek. They will take part in full-day and after-school professional development, working in conjunction with teachers from multiple districts in Wayne County, to share ideas, and to be trained by a variety of highly-touted speakers and educational leaders from across the country. Costs include a two-day retreat at Tullymore summer of 2016.</p>	<p>Community Engagemen nt, Direct Instruction, Implementa tion, Technology , Communic ation, Curriculum Developme nt, Professiona l Learning, Teacher Collaborati on, Parent Involvement, Evaluation, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>05/31/2017</p>	<p>\$7980</p>	<p>Principals, Teachers, Director of Curriculum and Grants</p>

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<p>Multi-Tiered Systems of Support</p>	<p>Eight Gr. K-8 Teachers, two Elementary Interventionists, four Gr. 6-12 Counselors, four Administrators, and one School Social Worker will take part in a four-day Professional Development series led by Wayne RESA Consultants to learn how to effectively manage and enhance Multi-Tiered Systems of Support in order to help all students be successful in meeting proficiency standards in all subjects, so that College and Career Readiness Standards can be achieved by every Riverview student.</p>	<p>Community Engagement, Communication, Curriculum Development, Parent Involvement, Academic Support Program, Direct Instruction, Implementation, Extra Curricular, Technology, Professional Learning, Teacher Collaboration, Monitor, Evaluation, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/29/2016</p>	<p>01/12/2017</p>	<p>\$1500</p>	<p>Principals, Teachers, Counselors, School Social Worker, Interventionists</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

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<p>AdvancED Fall Conference</p>	<p>Eight teachers, representing all buildings in the district, and the Director of Curriculum and Grants will attend the AdvancEd Fall Conference in Novi in October to be trained in the appropriate practices and procedures to successfully retain AdvancED Accreditation. These staff members will be instrumental in planning, preparing, and executing the External Review to be held February 26--March 1, 2017.</p>	<p>Community Engagemen nt, Getting Ready, Communication, Curriculum Developme nt, Parent Involvement, Academic Support Program, Direct Instruction, Extra Curricular, Technology , Professiona l Learning, Teacher Collaborati on, Evaluation, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>10/20/2016</p>	<p>10/21/2016</p>	<p>\$1600</p>	<p>Teachers, Director of Curriculum and Grants</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

<p>Tuition Based Preschool</p>	<p>The District will offer a full-time (Monday-Friday, 8:30 A.M.--3:30 P.M.) Tuition-Based Preschool Program for four-year-old children whose families do not meet the eligibility criteria for the GSRP. The HighScope Curriculum will be used in this program, and the Program Director/Lead Teacher for the GSRP will oversee the TBPS Program along with the GSRP. Tuition of \$200 per week will sustain and support the program. Program will operate with a minimum of thirteen children and a maximum of sixteen children, and the adult-to-child ratio will stand at a minimum of 1:8, as an aide will assist the teacher, who will have a Bachelor Degree with Early Childhood Education experience and / or endorsement. Program will follow the school year calendar.</p>	<p>Community Engagemen t, Getting Ready, Communic ation, Curriculum Developme nt, Parent Involvemen t, Academic Support Program, Direct Instruction, Extra Curricular, Technology , Materials, Teacher Collaborati on, Evaluation, Field Trip, Behavioral Support Program, Supplemen tal Materials</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Director of Curriculum and Grants, Program Director, Superintendent</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Technology Education Conferences	District teachers, support staff, technology staff, and administrators will attend conferences to learn how to improve technology education and implementation in the Riverview Community School District. Three administrators will attend Oakland Schools Collaborative Summit in August, 2016. Riverview will send representatives from the schools and central office to the MACUL Conference to be held at Cobo Hall in Detroit in March, 2017. Forest Principal will take part in MACUL SIG (Special Interest Groups) Admin, attending meetings and workshops for SIG-Admin to represent Riverview.	Direct Instruction, Career Preparation /Orientation , Extra Curricular, Technology , Communication, Curriculum Development, Professional Learning, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	\$2100	Administrators, Teachers, Technology Staff
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**Seitz Middle School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to struggling readers. The interventionists will provide supplementary lessons to enable concept mastery with identified students. At the middle school, teachers will use NWEA data to provide students with appropriate lexile levels to help them in selecting texts that match individual reading abilities, and they will use a computer-based survey program to have students rate genres and interests to assist students in reading texts designed to correlate to their individual learning styles and skills. At the high school, all ELA students will be screened monthly for possible failure in English as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy, and those who continue to struggle will be scheduled for a purposefully designed Reading Strategies class. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.	Implementation, Academic Support Program	Tier 3	Monitor	09/06/2016	06/15/2017	\$132606	Director of Curriculum, Administrators, Classroom Teachers, Reading Interventionists, Paraprofessionals
Curriculum	Teachers and support staff will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes. Elementary curriculum includes Lucy Calkins Units of Study for Teaching Reading, Daily 5 and Guided Reading books purchased from various resources. At the middle school, teachers will continue to add to the collection of fiction and non-fiction resources available to students in the library and in classrooms, and at the high school, teachers will provide curriculum that supports an increased focus on development of rhetorical skills. High school will implement a three-term requirement for participation in ELA classes, with a focus on informational texts.	Direct Instruction, Curriculum Development, Materials, Teacher Collaboration, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$42840	Principals, Teachers, Director of Curriculum and Grants

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Washington D.C. Trip	Seitz Middle School Eighth Graders will be offered the opportunity to take part in an extended field trip to Washington D.C. to participate in authentic experiences related to Social Studies concepts of History, Civics (Government), Economics, and Geography. Funding is accomplished through fund-raising and parent support. Parent Chaperones are welcome and encouraged. (Price listed is per student.)	Community Engagemen t, Direct Instruction, Extra Curricular, Technology , Curriculum Developme nt, Teacher Collaborati on, Parent Involvemen t, Field Trip, Academic Support Program	Tier 1	Implement	03/01/2017	04/28/2017	\$1200	Seitz Administrat ors, Seitz Teachers
Puberty / HIV / AIDS/ Drug / Alcohol/Tobacco Awareness Instruction	The district will provide puberty instruction classes for students in 4th grade through Middle School. Classes include videos, written materials, and may include health and hygiene samples. Teachers will participate in RESA Training using Michigan Model Health Curriculum as necessary. Parents are invited to come into the schools to consult and view instructional materials prior to the start of these classes. (Memorial, Huntington, and Seitz staff are already certified. Due to a transfer of staff, Forest may need to offer training to a fourth or fifth grade teacher.)	Community Engagemen t, Direct Instruction, Technology , Communic ation, Professiona l Learning, Curriculum Developme nt, Materials, Teacher Collaborati on, Parent Involvemen t, Behavioral Support Program	Tier 1	Implement	09/06/2016	05/31/2017	\$120	Elementary and Middle School staff certified to teach these classes, Administrat ors, Director of Curriculum

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<p>MASSP / MEMSPA Conferences</p>	<p>Building Principals will attend MASSP Summit / EdCon (\$4900) and MEMSPA Conference (\$1200) to improve leadership skills to support students in the district.</p>	<p>Direct Instruction, Policy and Process, Technology, Curriculum Development, Professional Learning, Materials, Teacher Collaboration, Evaluation, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$6100</p>	<p>Building Administrators</p>
<p>Technology</p>	<p>Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. General fund will be used to purchase school-wide subscriptions to computerized reading programs, including A-Z Learning RAZ Kids, Spelling City, and Starfall Reading (Grade K). Elementary Reading teachers will utilize on-line subscriptions to Daily CAFE to support language arts instruction. At Seitz Middle School, teachers will use a computer-based survey to have students rate genres or interests to inform library/media paraprofessional of student needs. In all schools, NWEA data will be used to match RIT scores to individual student practice on computerized reading programs such as Khan Academy, Front Row, MAP Reading, and Prep Dog, where students will take part in online activities that correlate directly to their NWEA RIT scores.</p>	<p>Direct Instruction, Technology, Communication, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$7700</p>	<p>Principals, Teachers, Paraprofessionals, Director of Curriculum and Grants</p>

Riverview Community Schools District Improvement Plan 2016-2017

Riverview Community School District

Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to struggling writers. The interventionists will provide supplementary lessons to enable concept mastery with identified students. At the middle school, teachers will use NWEA data to create a 6th grade Writing Skills course, and the teacher of that class will work with identified students in a smaller group setting to increase their writing proficiency. State and local assessment data will be used to monitor increases in writing proficiency. At the High School, all teachers will assign writing in their academic areas and will teach and use common rubrics to score the students' work. All ELA students will be screened monthly for possible failure in English as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 intervention. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.	Direct Instruction, Technology, Communication, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 3	Monitor	09/06/2016	06/15/2017	\$49983	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
Extended School Year	Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Language Arts. (Reading and Writing) The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day. Summer Reading Club to be offered for all district K-5 students in the Memorial School Library. Media Center Paraprofessional will conduct multiple reading and writing activities to increase and sustain literacy throughout the summer. Program will run for six weeks, July 11-August 18, three hours per day, three days per week. (\$825)	Community Engagement, Direct Instruction, Extra Curricular, Implementation, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials	Tier 3	Implement	06/21/2016	08/12/2016	\$12595	Principals, Teachers, Paraprofessionals, Director of Curriculum, Media Center Paraprofessional

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Extended School Year	Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Language Arts. (Reading and Writing). The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day. Summer Reading Club to be offered for all district K-5 students in the Memorial School Library. The Media Center paraprofessional will conduct multiple reading and writing activities to increase and sustain literacy throughout the summer. Program will run for six weeks, July 11-August 18, three hours per day, three days per week. (\$825)	Community Engagement, Direct Instruction, Extra Curricular, Implementation, Technology, Communication, Curriculum Development, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials	Tier 3	Implement	06/21/2016	08/10/2016	\$5885	Principals, Teachers, Paraprofessionals, Director of Curriculum and Grants
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<p>Response to Intervention</p>	<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Mathematics. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement Eureka Math curriculum with additional hands-on activities in small group and one-on-one settings. At the middle school, teachers will utilize Khan Academy and Sustained Learning Over Time (SLOT) to direct students to activities and practice in math that correlates to particular needs of individual students. NWEA data corresponds directly with Khan Academy to provide teachers with pertinent information that will allow them to target the problem areas in math for each student; each student will be assigned to Khan Academy coursework to remediate those areas of difficulty. Seitz will also continue to offer co-taught classes to assist special education students who are struggling in mathematics, so that students may be mainstreamed, but still receive the extra support needed to be successful in math. At the High School, NWEA/MAP scores, class failure rates, and state test scores will be utilized to screen all students to identify those that may be at risk for failing math. (Tier 1) Students who are identified as being at risk will be placed into classes based on their skills. (Tier 2) R-Math (Remedial) classes will be offered to special needs students, and those who fall into the Bottom 30 will receive small group and one-on-one coaching and tutoring in Math Lab, as a Tier 3 Strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$49983</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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Formative Assessment	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Mathematics. At the elementary schools, teachers will utilize Eureka Math's embedded Exit Slips daily to formatively assess the comprehension and mastery of critical components of the math lessons taught during the day's lessons. NWEA and M-STEP scores will be analyzed and compared with other formative assessment results to verify particular student needs for reinforcement and reteaching. In addition, teachers will utilize oral quiz games, Project Based Learning, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. Seitz teachers will conduct the same type of analysis with Eureka Math, other basals, Khan Academy, and SLOT. High School teachers will continue to use Formative Assessment strategies in conjunction with Khan Academy and in the R-Math Classes and Math Labs designed for support to struggling students.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$1500	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
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Extended School Year	Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Mathematics. The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day.	Community Engagemen nt, Direct Instruction, Extra Curricular, Implementa tion, Technology , Communic ation, Curriculum Developme nt, Teacher Collaborati on, Parent Involvemen t, Evaluation, Academic Support Program, Supplemen tal Materials	Tier 3		09/06/2016	06/15/2017	\$11700	Principals, Teachers, Paraprofes sionals, Director of Curriculum and Grants
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Riverview Community School District

<p>Response to Intervention</p>	<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Science. Much of the intervention will be accomplished in conjunction with Reading intervention, using informational texts related to Science concepts. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement classroom science curriculum with additional hands-on activities in small group and one-on-one settings. At the Middle School, teachers will focus on science vocabulary development, and they will use strategies such as Quizlet, Brain POP, Word Walls, flip charts, and vocabulary puzzles in the RTI process. At the High School, all science students will be screened monthly for possible failure in Science as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$24991</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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Technology	Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. For the elementary and middle school buildings, Brain Pop Website subscriptions will be purchased, along with headphones that will allow students to make full use the technological devices in centers and in whole-group settings. There will be increased focus on the use of technological materials that support STEM concepts in Grades K-12. At Seitz Middle School, the STEM lab will be utilized by students to explore Science standards using technology and a variety of other sources that encourage creative and critical planning and thinking. In all schools, NWEA on-line assessment will be used to monitor student progress in Science, and teachers will meet in PLCs to analyze scores so that students can be directed to appropriate activities using tablets, computers, iPads, and iPod touch devices. Technology resources will be purchased to enhance student learning of STEM standards in Robotics Classes and Clubs at the Middle School and High School, and in the after-school Robotics Clubs for the elementary schools.	Direct Instruction, Technology, Curriculum Development, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$2000	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
Extended School Year	Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 6-8 who may benefit by participating in a four-week Summer School Program to improve skills and achievement in Science and Social Studies. (Combined Class) This Middle School Summer School will run from June 21-July 22, four days a week, three hours each day.	Direct Instruction, Extra Curricular, Technology, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials	Tier 3	Implement	06/21/2016	07/22/2016	\$1415	Principals, Teachers, Director of Curriculum and Grants

**Riverview Community High School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to struggling readers. The interventionists will provide supplementary lessons to enable concept mastery with identified students. At the middle school, teachers will use NWEA data to provide students with appropriate lexile levels to help them in selecting texts that match individual reading abilities, and they will use a computer-based survey program to have students rate genres and interests to assist students in reading texts designed to correlate to their individual learning styles and skills. At the high school, all ELA students will be screened monthly for possible failure in English as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy, and those who continue to struggle will be scheduled for a purposefully designed Reading Strategies class. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.	Implementation, Academic Support Program	Tier 3	Monitor	09/06/2016	06/15/2017	\$132606	Director of Curriculum, Administrators, Classroom Teachers, Reading Interventionists, Paraprofessionals
Curriculum	Teachers and support staff will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes. Elementary curriculum includes Lucy Calkins Units of Study for Teaching Reading, Daily 5 and Guided Reading books purchased from various resources. At the middle school, teachers will continue to add to the collection of fiction and non-fiction resources available to students in the library and in classrooms, and at the high school, teachers will provide curriculum that supports an increased focus on development of rhetorical skills. High school will implement a three-term requirement for participation in ELA classes, with a focus on informational texts.	Direct Instruction, Curriculum Development, Materials, Teacher Collaboration, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$42840	Principals, Teachers, Director of Curriculum and Grants

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<p>MASSP / MEMSPA Conferences</p>	<p>Building Principals will attend MASSP Summit / EdCon (\$4900) and MEMSPA Conference (\$1200) to improve leadership skills to support students in the district.</p>	<p>Direct Instruction, Policy and Process, Technology, Curriculum Development, Professional Learning, Materials, Teacher Collaboration, Evaluation, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$6100</p>	<p>Building Administrators</p>
<p>Technology</p>	<p>Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. General fund will be used to purchase school-wide subscriptions to computerized reading programs, including A-Z Learning RAZ Kids, Spelling City, and Starfall Reading (Grade K). Elementary Reading teachers will utilize on-line subscriptions to Daily CAFE to support language arts instruction. At Seitz Middle School, teachers will use a computer-based survey to have students rate genres or interests to inform library/media paraprofessional of student needs. In all schools, NWEA data will be used to match RIT scores to individual student practice on computerized reading programs such as Khan Academy, Front Row, MAP Reading, and Prep Dog, where students will take part in online activities that correlate directly to their NWEA RIT scores.</p>	<p>Direct Instruction, Technology, Communication, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$7700</p>	<p>Principals, Teachers, Paraprofessionals, Director of Curriculum and Grants</p>

**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

<p>Response to Intervention</p>	<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to struggling writers. The interventionists will provide supplementary lessons to enable concept mastery with identified students. At the middle school, teachers will use NWEA data to create a 6th grade Writing Skills course, and the teacher of that class will work with identified students in a smaller group setting to increase their writing proficiency. State and local assessment data will be used to monitor increases in writing proficiency. At the High School, all teachers will assign writing in their academic areas and will teach and use common rubrics to score the students' work. All ELA students will be screened monthly for possible failure in English as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 intervention. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p>	<p>Direct Instruction, Technology, Communication, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$49983</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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Riverview Community Schools District Improvement Plan 2016-2017

Riverview Community School District

<p>Response to Intervention</p>	<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Mathematics. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement Eureka Math curriculum with additional hands-on activities in small group and one-on-one settings. At the middle school, teachers will utilize Khan Academy and Sustained Learning Over Time (SLOT) to direct students to activities and practice in math that correlates to particular needs of individual students. NWEA data corresponds directly with Khan Academy to provide teachers with pertinent information that will allow them to target the problem areas in math for each student; each student will be assigned to Khan Academy coursework to remediate those areas of difficulty. Seitz will also continue to offer co-taught classes to assist special education students who are struggling in mathematics, so that students may be mainstreamed, but still receive the extra support needed to be successful in math. At the High School, NWEA/MAP scores, class failure rates, and state test scores will be utilized to screen all students to identify those that may be at risk for failing math. (Tier 1) Students who are identified as being at risk will be placed into classes based on their skills. (Tier 2) R-Math (Remedial) classes will be offered to special needs students, and those who fall into the Bottom 30 will receive small group and one-on-one coaching and tutoring in Math Lab, as a Tier 3 Strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$49983</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Formative Assessment	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Mathematics. At the elementary schools, teachers will utilize Eureka Math's embedded Exit Slips daily to formatively assess the comprehension and mastery of critical components of the math lessons taught during the day's lessons. NWEA and M-STEP scores will be analyzed and compared with other formative assessment results to verify particular student needs for reinforcement and reteaching. In addition, teachers will utilize oral quiz games, Project Based Learning, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. Seitz teachers will conduct the same type of analysis with Eureka Math, other basals, Khan Academy, and SLOT. High School teachers will continue to use Formative Assessment strategies in conjunction with Khan Academy and in the R-Math Classes and Math Labs designed for support to struggling students.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$1500	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

<p>Response to Intervention</p>	<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Science. Much of the intervention will be accomplished in conjunction with Reading intervention, using informational texts related to Science concepts. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement classroom science curriculum with additional hands-on activities in small group and one-on-one settings. At the Middle School, teachers will focus on science vocabulary development, and they will use strategies such as Quizlet, Brain POP, Word Walls, flip charts, and vocabulary puzzles in the RTI process. At the High School, all science students will be screened monthly for possible failure in Science as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$24991</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Technology	Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. For the elementary and middle school buildings, Brain Pop Website subscriptions will be purchased, along with headphones that will allow students to make full use the technological devices in centers and in whole-group settings. There will be increased focus on the use of technological materials that support STEM concepts in Grades K-12. At Seitz Middle School, the STEM lab will be utilized by students to explore Science standards using technology and a variety of other sources that encourage creative and critical planning and thinking. In all schools, NWEA on-line assessment will be used to monitor student progress in Science, and teachers will meet in PLCs to analyze scores so that students can be directed to appropriate activities using tablets, computers, iPads, and iPod touch devices. Technology resources will be purchased to enhance student learning of STEM standards in Robotics Classes and Clubs at the Middle School and High School, and in the after-school Robotics Clubs for the elementary schools.	Direct Instruction, Technology, Curriculum Development, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$2000	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
High School European Field Trip	High School students will be offered the opportunity to take part in an extended field trip to Europe to participate in authentic experiences related to Social Studies concepts of History, Civics (Government), Economics, and Geography. Funding is accomplished through fund-raising and parent support. (Price listed is per student.)	Community Engagement, Direct Instruction, Extra Curricular, Implementation, Communication, Parent Involvement, Field Trip, Academic Support Program	Tier 1	Implement	03/01/2017	04/28/2017	\$3500	High School Social Studies Teacher, High School Administrators

**Memorial Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to struggling readers. The interventionists will provide supplementary lessons to enable concept mastery with identified students. At the middle school, teachers will use NWEA data to provide students with appropriate lexile levels to help them in selecting texts that match individual reading abilities, and they will use a computer-based survey program to have students rate genres and interests to assist students in reading texts designed to correlate to their individual learning styles and skills. At the high school, all ELA students will be screened monthly for possible failure in English as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy, and those who continue to struggle will be scheduled for a purposefully designed Reading Strategies class. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.	Implementation, Academic Support Program	Tier 3	Monitor	09/06/2016	06/15/2017	\$132606	Director of Curriculum, Administrators, Classroom Teachers, Reading Interventionists, Paraprofessionals
Curriculum	Teachers and support staff will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes. Elementary curriculum includes Lucy Calkins Units of Study for Teaching Reading, Daily 5 and Guided Reading books purchased from various resources. At the middle school, teachers will continue to add to the collection of fiction and non-fiction resources available to students in the library and in classrooms, and at the high school, teachers will provide curriculum that supports an increased focus on development of rhetorical skills. High school will implement a three-term requirement for participation in ELA classes, with a focus on informational texts.	Direct Instruction, Curriculum Development, Materials, Teacher Collaboration, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$42840	Principals, Teachers, Director of Curriculum and Grants

**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Social Studies. Much of the intervention will be accomplished in conjunction with Reading intervention, using informational texts related to Social Studies standards and concepts. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement classroom social studies curriculum with additional support in small group and one-on-one settings. At the Middle School, teachers will meet in PLCs to discuss strategies in mapping and graphing for use with individual students needing additional assistance. At the High School, all social studies students will be screened monthly for possible failure in Social Studies as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program	Tier 3	Monitor	09/06/2016	06/15/2017	\$0	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
Watch D.O.G.S.	All three elementary schools will continue to sponsor the Watch D.O.G.S. (Dads of Great Students) parent-involvement program to encourage fathers, grandfathers, uncles, and brothers to volunteer in the schools. Watch D.O.G.S. volunteer services include student tutoring, parking lot attendance, lunchroom support, recess duty, clerical help, and classroom aid, as well as building security and child safety and stability support. Watch D.O.G.S. Recruitment meeting may include refreshments, incentives, promotional supplies, and uniform t-shirts. (Forest Elementary Watch D.O.G.S. funding is through the Parent Club.)	Community Engagement, Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/15/2017	\$800	District Administrators, Principals

**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Grade 5 Camp	All students in Grade 5 will be offered the opportunity to participate in 4-5 days at YMCA Storer Camp in Napoleon, MI to take part in outdoor education focused on Science and Social Studies Core Curricular Standards. (Fundraising and Parent Contribution) Listed cost is approximate amount per student.	Community Engagemen t, Direct Instruction, Curriculum Developme nt, Teacher Collaborati on, Parent Involvement, Field Trip, Academic Support Program	Tier 1	Implement	09/19/2016	04/28/2017	\$200	Elementary fifth grade teachers, Support Staff, Administrators
Puberty / HIV / AIDS/ Drug / Alcohol/Tobacco Awareness Instruction	The district will provide puberty instruction classes for students in 4th grade through Middle School. Classes include videos, written materials, and may include health and hygiene samples. Teachers will participate in RESA Training using Michigan Model Health Curriculum as necessary. Parents are invited to come into the schools to consult and view instructional materials prior to the start of these classes. (Memorial, Huntington, and Seitz staff are already certified. Due to a transfer of staff, Forest may need to offer training to a fourth or fifth grade teacher.)	Community Engagemen t, Direct Instruction, Technology , Communication, Professiona l Learning, Curriculum Developme nt, Materials, Teacher Collaborati on, Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/06/2016	05/31/2017	\$120	Elementary and Middle School staff certified to teach these classes, Administrators, Director of Curriculum

**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Technology	Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. General fund will be used to purchase school-wide subscriptions to computerized reading programs, including A-Z Learning RAZ Kids, Spelling City, and Starfall Reading (Grade K). Elementary Reading teachers will utilize on-line subscriptions to Daily CAFÉ to support language arts instruction. At Seitz Middle School, teachers will use a computer-based survey to have students rate genres or interests to inform library/media paraprofessional of student needs. In all schools, NWEA data will be used to match RIT scores to individual student practice on computerized reading programs such as Khan Academy, Front Row, MAP Reading, and Prep Dog, where students will take part in online activities that correlate directly to their NWEA RIT scores.	Direct Instruction, Technology, Communication, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$7700	Principals, Teachers, Paraprofessionals, Director of Curriculum and Grants
Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to struggling writers. The interventionists will provide supplementary lessons to enable concept mastery with identified students. At the middle school, teachers will use NWEA data to create a 6th grade Writing Skills course, and the teacher of that class will work with identified students in a smaller group setting to increase their writing proficiency. State and local assessment data will be used to monitor increases in writing proficiency. At the High School, all teachers will assign writing in their academic areas and will teach and use common rubrics to score the students' work. All ELA students will be screened monthly for possible failure in English as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 intervention. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.	Direct Instruction, Technology, Communication, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 3	Monitor	09/06/2016	06/15/2017	\$49983	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants

**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Extended School Year	<p>Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Language Arts. (Reading and Writing) The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day.</p> <p>Summer Reading Club to be offered for all district K-5 students in the Memorial School Library. Media Center Paraprofessional will conduct multiple reading and writing activities to increase and sustain literacy throughout the summer. Program will run for six weeks, July 11-August 18, three hours per day, three days per week. (\$825)</p>	Community Engagement, Direct Instruction, Extra Curricular, Implementation, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials	Tier 3	Implement	06/21/2016	08/12/2016	\$12595	Principals, Teachers, Paraprofessionals, Director of Curriculum, Media Center Paraprofessional
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Riverview Community Schools District Improvement Plan 2016-2017

Riverview Community School District

<p>Response to Intervention</p>	<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Mathematics. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement Eureka Math curriculum with additional hands-on activities in small group and one-on-one settings. At the middle school, teachers will utilize Khan Academy and Sustained Learning Over Time (SLOT) to direct students to activities and practice in math that correlates to particular needs of individual students. NWEA data corresponds directly with Khan Academy to provide teachers with pertinent information that will allow them to target the problem areas in math for each student; each student will be assigned to Khan Academy coursework to remediate those areas of difficulty. Seitz will also continue to offer co-taught classes to assist special education students who are struggling in mathematics, so that students may be mainstreamed, but still receive the extra support needed to be successful in math. At the High School, NWEA/MAP scores, class failure rates, and state test scores will be utilized to screen all students to identify those that may be at risk for failing math. (Tier 1) Students who are identified as being at risk will be placed into classes based on their skills. (Tier 2) R-Math (Remedial) classes will be offered to special needs students, and those who fall into the Bottom 30 will receive small group and one-on-one coaching and tutoring in Math Lab, as a Tier 3 Strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$49983</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Formative Assessment	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Mathematics. At the elementary schools, teachers will utilize Eureka Math's embedded Exit Slips daily to formatively assess the comprehension and mastery of critical components of the math lessons taught during the day's lessons. NWEA and M-STEP scores will be analyzed and compared with other formative assessment results to verify particular student needs for reinforcement and reteaching. In addition, teachers will utilize oral quiz games, Project Based Learning, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. Seitz teachers will conduct the same type of analysis with Eureka Math, other basals, Khan Academy, and SLOT. High School teachers will continue to use Formative Assessment strategies in conjunction with Khan Academy and in the R-Math Classes and Math Labs designed for support to struggling students.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$1500	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Extended School Year	Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Mathematics. The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day.	Community Engagemen nt, Direct Instruction, Extra Curricular, Implementa tion, Technology , Communic ation, Curriculum Developme nt, Teacher Collaborati on, Parent Involvemen t, Evaluation, Academic Support Program, Supplemen tal Materials	Tier 3		09/06/2016	06/15/2017	\$11700	Principals, Teachers, Paraprofes sionals, Director of Curriculum and Grants
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

<p>Response to Intervention</p>	<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Science. Much of the intervention will be accomplished in conjunction with Reading intervention, using informational texts related to Science concepts. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement classroom science curriculum with additional hands-on activities in small group and one-on-one settings. At the Middle School, teachers will focus on science vocabulary development, and they will use strategies such as Quizlet, Brain POP, Word Walls, flip charts, and vocabulary puzzles in the RTI process. At the High School, all science students will be screened monthly for possible failure in Science as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$24991</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Technology	Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. For the elementary and middle school buildings, Brain Pop Website subscriptions will be purchased, along with headphones that will allow students to make full use the technological devices in centers and in whole-group settings. There will be increased focus on the use of technological materials that support STEM concepts in Grades K-12. At Seitz Middle School, the STEM lab will be utilized by students to explore Science standards using technology and a variety of other sources that encourage creative and critical planning and thinking. In all schools, NWEA on-line assessment will be used to monitor student progress in Science, and teachers will meet in PLCs to analyze scores so that students can be directed to appropriate activities using tablets, computers, iPads, and iPod touch devices. Technology resources will be purchased to enhance student learning of STEM standards in Robotics Classes and Clubs at the Middle School and High School, and in the after-school Robotics Clubs for the elementary schools.	Direct Instruction, Technology, Curriculum Development, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$2000	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Developmental Kindergarten	The Riverview District will launch a Developmental Kindergarten Program designed to benefit children who are not developmentally ready to participate successfully in a regular Kindergarten Program, due to immature behavior, young age, or the lack of academic preparedness / readiness. Children will be selected for the program following a period of observation and assessment on the part of all Kindergarten teachers in the building. Curriculum will be identical to the curriculum being offered in the regular K class, but the expectations will be different. At the end of the school year, based on recommendation of the teachers and consultation with parents, children in the DK program may progress to First Grade, or they may spend the following year in a second Kindergarten experience. One teacher at Forest and one teacher at Memorial may serve as DK teacher, depending on the number of students identified. Huntington students who are recommended for DK will be transferred to Memorial or to Forest for their DK experience, and will have the opportunity to transfer back to their home school at the end of the DK program, either to take part in Kindergarten or First Grade.	Community Engagement, Getting Ready, Communication, Curriculum Development, Parent Involvement, Academic Support Program, Direct Instruction, Implementation, Extra Curricular, Technology, Materials, Teacher Collaboration, Evaluation, Field Trip, Behavioral Support Program, Supplemental Materials	Tier 2	Getting Ready	09/06/2016	06/15/2017	\$0	Principals, Kindergarten Teachers, Paraprofessionals, Director of Curriculum and Grants
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**Huntington Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to struggling readers. The interventionists will provide supplementary lessons to enable concept mastery with identified students. At the middle school, teachers will use NWEA data to provide students with appropriate lexile levels to help them in selecting texts that match individual reading abilities, and they will use a computer-based survey program to have students rate genres and interests to assist students in reading texts designed to correlate to their individual learning styles and skills. At the high school, all ELA students will be screened monthly for possible failure in English as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy, and those who continue to struggle will be scheduled for a purposefully designed Reading Strategies class. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.	Implementation, Academic Support Program	Tier 3	Monitor	09/06/2016	06/15/2017	\$132606	Director of Curriculum, Administrators, Classroom Teachers, Reading Interventionists, Paraprofessionals
Curriculum	Teachers and support staff will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes. Elementary curriculum includes Lucy Calkins Units of Study for Teaching Reading, Daily 5 and Guided Reading books purchased from various resources. At the middle school, teachers will continue to add to the collection of fiction and non-fiction resources available to students in the library and in classrooms, and at the high school, teachers will provide curriculum that supports an increased focus on development of rhetorical skills. High school will implement a three-term requirement for participation in ELA classes, with a focus on informational texts.	Direct Instruction, Curriculum Development, Materials, Teacher Collaboration, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$42840	Principals, Teachers, Director of Curriculum and Grants

**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Social Studies. Much of the intervention will be accomplished in conjunction with Reading intervention, using informational texts related to Social Studies standards and concepts. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement classroom social studies curriculum with additional support in small group and one-on-one settings. At the Middle School, teachers will meet in PLCs to discuss strategies in mapping and graphing for use with individual students needing additional assistance. At the High School, all social studies students will be screened monthly for possible failure in Social Studies as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program	Tier 3	Monitor	09/06/2016	06/15/2017	\$0	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
Watch D.O.G.S.	All three elementary schools will continue to sponsor the Watch D.O.G.S. (Dads of Great Students) parent-involvement program to encourage fathers, grandfathers, uncles, and brothers to volunteer in the schools. Watch D.O.G.S. volunteer services include student tutoring, parking lot attendance, lunchroom support, recess duty, clerical help, and classroom aid, as well as building security and child safety and stability support. Watch D.O.G.S. Recruitment meeting may include refreshments, incentives, promotional supplies, and uniform t-shirts. (Forest Elementary Watch D.O.G.S. funding is through the Parent Club.)	Community Engagement, Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/15/2017	\$800	District Administrators, Principals



**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Grade 5 Camp	All students in Grade 5 will be offered the opportunity to participate in 4-5 days at YMCA Storer Camp in Napoleon, MI to take part in outdoor education focused on Science and Social Studies Core Curricular Standards. (Fundraising and Parent Contribution) Listed cost is approximate amount per student.	Community Engagemen t, Direct Instruction, Curriculum Developme nt, Teacher Collaborati on, Parent Involvemen t, Field Trip, Academic Support Program	Tier 1	Implement	09/19/2016	04/28/2017	\$200	Elementary fifth grade teachers, Support Staff, Administrat ors
Puberty / HIV / AIDS/ Drug / Alcohol/Tobacco Awareness Instruction	The district will provide puberty instruction classes for students in 4th grade through Middle School. Classes include videos, written materials, and may include health and hygiene samples. Teachers will participate in RESA Training using Michigan Model Health Curriculum as necessary. Parents are invited to come into the schools to consult and view instructional materials prior to the start of these classes. (Memorial, Huntington, and Seitz staff are already certified. Due to a transfer of staff, Forest may need to offer training to a fourth or fifth grade teacher.)	Community Engagemen t, Direct Instruction, Technology , Communic ation, Professiona l Learning, Curriculum Developme nt, Materials, Teacher Collaborati on, Parent Involvemen t, Behavioral Support Program	Tier 1	Implement	09/06/2016	05/31/2017	\$120	Elementary and Middle School staff certified to teach these classes, Administrat ors, Director of Curriculum

**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Technology	Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. General fund will be used to purchase school-wide subscriptions to computerized reading programs, including A-Z Learning RAZ Kids, Spelling City, and Starfall Reading (Grade K). Elementary Reading teachers will utilize on-line subscriptions to Daily CAFÉ to support language arts instruction. At Seitz Middle School, teachers will use a computer-based survey to have students rate genres or interests to inform library/media paraprofessional of student needs. In all schools, NWEA data will be used to match RIT scores to individual student practice on computerized reading programs such as Khan Academy, Front Row, MAP Reading, and Prep Dog, where students will take part in online activities that correlate directly to their NWEA RIT scores.	Direct Instruction, Technology, Communication, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$7700	Principals, Teachers, Paraprofessionals, Director of Curriculum and Grants
Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to struggling writers. The interventionists will provide supplementary lessons to enable concept mastery with identified students. At the middle school, teachers will use NWEA data to create a 6th grade Writing Skills course, and the teacher of that class will work with identified students in a smaller group setting to increase their writing proficiency. State and local assessment data will be used to monitor increases in writing proficiency. At the High School, all teachers will assign writing in their academic areas and will teach and use common rubrics to score the students' work. All ELA students will be screened monthly for possible failure in English as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 intervention. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.	Direct Instruction, Technology, Communication, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 3	Monitor	09/06/2016	06/15/2017	\$49983	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants

**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

<p>Extended School Year</p>	<p>Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Language Arts. (Reading and Writing) The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day.                  Summer Reading Club to be offered for all district K-5 students in the Memorial School Library. Media Center Paraprofessional will conduct multiple reading and writing activities to increase and sustain literacy throughout the summer. Program will run for six weeks, July 11-August 18, three hours per day, three days per week. (\$825)</p>	<p>Community Engagemen t, Direct Instruction, Extra Curricular, Implementa tion, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Implement</p>	<p>06/21/2016</p>	<p>08/12/2016</p>	<p>\$12595</p>	<p>Principals, Teachers, Paraprofessionals, Director of Curriculum, Media Center Paraprofessional</p>
<p>Extended School Year</p>	<p>Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Language Arts. (Reading and Writing). The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day. Summer Reading Club to be offered for all district K-5 students in the Memorial School Library. The Media Center paraprofessional will conduct multiple reading and writing activities to increase and sustain literacy throughout the summer. Program will run for six weeks, July 11-August 18, three hours per day, three days per week. (\$825)</p>	<p>Community Engagemen t, Direct Instruction, Extra Curricular, Implementa tion, Technology, Communication, Curriculum Development, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Implement</p>	<p>06/21/2016</p>	<p>08/10/2016</p>	<p>\$5885</p>	<p>Principals, Teachers, Paraprofessionals, Director of Curriculum and Grants</p>

Riverview Community Schools District Improvement Plan 2016-2017

Riverview Community School District

<p>Response to Intervention</p>	<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Mathematics. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement Eureka Math curriculum with additional hands-on activities in small group and one-on-one settings. At the middle school, teachers will utilize Khan Academy and Sustained Learning Over Time (SLOT) to direct students to activities and practice in math that correlates to particular needs of individual students. NWEA data corresponds directly with Khan Academy to provide teachers with pertinent information that will allow them to target the problem areas in math for each student; each student will be assigned to Khan Academy coursework to remediate those areas of difficulty. Seitz will also continue to offer co-taught classes to assist special education students who are struggling in mathematics, so that students may be mainstreamed, but still receive the extra support needed to be successful in math. At the High School, NWEA/MAP scores, class failure rates, and state test scores will be utilized to screen all students to identify those that may be at risk for failing math. (Tier 1) Students who are identified as being at risk will be placed into classes based on their skills. (Tier 2) R-Math (Remedial) classes will be offered to special needs students, and those who fall into the Bottom 30 will receive small group and one-on-one coaching and tutoring in Math Lab, as a Tier 3 Strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$49983</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Formative Assessment	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Mathematics. At the elementary schools, teachers will utilize Eureka Math's embedded Exit Slips daily to formatively assess the comprehension and mastery of critical components of the math lessons taught during the day's lessons. NWEA and M-STEP scores will be analyzed and compared with other formative assessment results to verify particular student needs for reinforcement and reteaching. In addition, teachers will utilize oral quiz games, Project Based Learning, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. Seitz teachers will conduct the same type of analysis with Eureka Math, other basals, Khan Academy, and SLOT. High School teachers will continue to use Formative Assessment strategies in conjunction with Khan Academy and in the R-Math Classes and Math Labs designed for support to struggling students.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$1500	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Extended School Year	Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Mathematics. The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day.	Community Engagemen nt, Direct Instruction, Extra Curricular, Implementa tion, Technology , Communic ation, Curriculum Developme nt, Teacher Collaborati on, Parent Involvemen t, Evaluation, Academic Support Program, Supplemen tal Materials	Tier 3		09/06/2016	06/15/2017	\$11700	Principals, Teachers, Paraprofes sionals, Director of Curriculum and Grants
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

<p>Response to Intervention</p>	<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Science. Much of the intervention will be accomplished in conjunction with Reading intervention, using informational texts related to Science concepts. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement classroom science curriculum with additional hands-on activities in small group and one-on-one settings. At the Middle School, teachers will focus on science vocabulary development, and they will use strategies such as Quizlet, Brain POP, Word Walls, flip charts, and vocabulary puzzles in the RTI process. At the High School, all science students will be screened monthly for possible failure in Science as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$24991</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Technology	Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. For the elementary and middle school buildings, Brain Pop Website subscriptions will be purchased, along with headphones that will allow students to make full use the technological devices in centers and in whole-group settings. There will be increased focus on the use of technological materials that support STEM concepts in Grades K-12. At Seitz Middle School, the STEM lab will be utilized by students to explore Science standards using technology and a variety of other sources that encourage creative and critical planning and thinking. In all schools, NWEA on-line assessment will be used to monitor student progress in Science, and teachers will meet in PLCs to analyze scores so that students can be directed to appropriate activities using tablets, computers, iPads, and iPod touch devices. Technology resources will be purchased to enhance student learning of STEM standards in Robotics Classes and Clubs at the Middle School and High School, and in the after-school Robotics Clubs for the elementary schools.	Direct Instruction, Technology, Curriculum Development, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$2000	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Developmental Kindergarten	The Riverview District will launch a Developmental Kindergarten Program designed to benefit children who are not developmentally ready to participate successfully in a regular Kindergarten Program, due to immature behavior, young age, or the lack of academic preparedness / readiness. Children will be selected for the program following a period of observation and assessment on the part of all Kindergarten teachers in the building. Curriculum will be identical to the curriculum being offered in the regular K class, but the expectations will be different. At the end of the school year, based on recommendation of the teachers and consultation with parents, children in the DK program may progress to First Grade, or they may spend the following year in a second Kindergarten experience. One teacher at Forest and one teacher at Memorial may serve as DK teacher, depending on the number of students identified. Huntington students who are recommended for DK will be transferred to Memorial or to Forest for their DK experience, and will have the opportunity to transfer back to their home school at the end of the DK program, either to take part in Kindergarten or First Grade.	Community Engagement, Getting Ready, Communication, Curriculum Development, Parent Involvement, Academic Support Program, Direct Instruction, Implementation, Extra Curricular, Technology, Materials, Teacher Collaboration, Evaluation, Field Trip, Behavioral Support Program, Supplemental Materials	Tier 2	Getting Ready	09/06/2016	06/15/2017	\$0	Principals, Kindergarten Teachers, Paraprofessionals, Director of Curriculum and Grants
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**Forest Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to struggling readers. The interventionists will provide supplementary lessons to enable concept mastery with identified students. At the middle school, teachers will use NWEA data to provide students with appropriate lexile levels to help them in selecting texts that match individual reading abilities, and they will use a computer-based survey program to have students rate genres and interests to assist students in reading texts designed to correlate to their individual learning styles and skills. At the high school, all ELA students will be screened monthly for possible failure in English as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy, and those who continue to struggle will be scheduled for a purposefully designed Reading Strategies class. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.	Implementation, Academic Support Program	Tier 3	Monitor	09/06/2016	06/15/2017	\$132606	Director of Curriculum, Administrators, Classroom Teachers, Reading Interventionists, Paraprofessionals
Curriculum	Teachers and support staff will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes. Elementary curriculum includes Lucy Calkins Units of Study for Teaching Reading, Daily 5 and Guided Reading books purchased from various resources. At the middle school, teachers will continue to add to the collection of fiction and non-fiction resources available to students in the library and in classrooms, and at the high school, teachers will provide curriculum that supports an increased focus on development of rhetorical skills. High school will implement a three-term requirement for participation in ELA classes, with a focus on informational texts.	Direct Instruction, Curriculum Development, Materials, Teacher Collaboration, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$42840	Principals, Teachers, Director of Curriculum and Grants

**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Social Studies. Much of the intervention will be accomplished in conjunction with Reading intervention, using informational texts related to Social Studies standards and concepts. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement classroom social studies curriculum with additional support in small group and one-on-one settings. At the Middle School, teachers will meet in PLCs to discuss strategies in mapping and graphing for use with individual students needing additional assistance. At the High School, all social studies students will be screened monthly for possible failure in Social Studies as a Tier I strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program	Tier 3	Monitor	09/06/2016	06/15/2017	\$0	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
Watch D.O.G.S.	All three elementary schools will continue to sponsor the Watch D.O.G.S. (Dads of Great Students) parent-involvement program to encourage fathers, grandfathers, uncles, and brothers to volunteer in the schools. Watch D.O.G.S. volunteer services include student tutoring, parking lot attendance, lunchroom support, recess duty, clerical help, and classroom aid, as well as building security and child safety and stability support. Watch D.O.G.S. Recruitment meeting may include refreshments, incentives, promotional supplies, and uniform t-shirts. (Forest Elementary Watch D.O.G.S. funding is through the Parent Club.)	Community Engagement, Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/15/2017	\$800	District Administrators, Principals

**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

Grade 5 Camp	All students in Grade 5 will be offered the opportunity to participate in 4-5 days at YMCA Storer Camp in Napoleon, MI to take part in outdoor education focused on Science and Social Studies Core Curricular Standards. (Fundraising and Parent Contribution) Listed cost is approximate amount per student.	Community Engagemen t, Direct Instruction, Curriculum Developme nt, Teacher Collaborati on, Parent Involvement, Field Trip, Academic Support Program	Tier 1	Implement	09/19/2016	04/28/2017	\$200	Elementary fifth grade teachers, Support Staff, Administrat ors
Puberty / HIV / AIDS/ Drug / Alcohol/Tobacco Awareness Instruction	The district will provide puberty instruction classes for students in 4th grade through Middle School. Classes include videos, written materials, and may include health and hygiene samples. Teachers will participate in RESA Training using Michigan Model Health Curriculum as necessary. Parents are invited to come into the schools to consult and view instructional materials prior to the start of these classes. (Memorial, Huntington, and Seitz staff are already certified. Due to a transfer of staff, Forest may need to offer training to a fourth or fifth grade teacher.)	Community Engagemen t, Direct Instruction, Technology , Communic ation, Professiona l Learning, Curriculum Developme nt, Materials, Teacher Collaborati on, Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/06/2016	05/31/2017	\$120	Elementary and Middle School staff certified to teach these classes, Administrat ors, Director of Curriculum

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Riverview Community School District

<p>MASSP / MEMSPA Conferences</p>	<p>Building Principals will attend MASSP Summit / EdCon (\$4900) and MEMSPA Conference (\$1200) to improve leadership skills to support students in the district.</p>	<p>Direct Instruction, Policy and Process, Technology, Curriculum Development, Professional Learning, Materials, Teacher Collaboration, Evaluation, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$6100</p>	<p>Building Administrators</p>
<p>Technology</p>	<p>Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. General fund will be used to purchase school-wide subscriptions to computerized reading programs, including A-Z Learning RAZ Kids, Spelling City, and Starfall Reading (Grade K). Elementary Reading teachers will utilize on-line subscriptions to Daily CAFE to support language arts instruction. At Seitz Middle School, teachers will use a computer-based survey to have students rate genres or interests to inform library/media paraprofessional of student needs. In all schools, NWEA data will be used to match RIT scores to individual student practice on computerized reading programs such as Khan Academy, Front Row, MAP Reading, and Prep Dog, where students will take part in online activities that correlate directly to their NWEA RIT scores.</p>	<p>Direct Instruction, Technology, Communication, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$7700</p>	<p>Principals, Teachers, Paraprofessionals, Director of Curriculum and Grants</p>

Riverview Community Schools District Improvement Plan 2016-2017

Riverview Community School District

Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to struggling writers. The interventionists will provide supplementary lessons to enable concept mastery with identified students. At the middle school, teachers will use NWEA data to create a 6th grade Writing Skills course, and the teacher of that class will work with identified students in a smaller group setting to increase their writing proficiency. State and local assessment data will be used to monitor increases in writing proficiency. At the High School, all teachers will assign writing in their academic areas and will teach and use common rubrics to score the students' work. All ELA students will be screened monthly for possible failure in English as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 intervention. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.	Direct Instruction, Technology, Communication, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 3	Monitor	09/06/2016	06/15/2017	\$49983	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
Extended School Year	Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Language Arts. (Reading and Writing) The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day. Summer Reading Club to be offered for all district K-5 students in the Memorial School Library. Media Center Paraprofessional will conduct multiple reading and writing activities to increase and sustain literacy throughout the summer. Program will run for six weeks, July 11-August 18, three hours per day, three days per week. (\$825)	Community Engagement, Direct Instruction, Extra Curricular, Implementation, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials	Tier 3	Implement	06/21/2016	08/12/2016	\$12595	Principals, Teachers, Paraprofessionals, Director of Curriculum, Media Center Paraprofessional

**Riverview Community Schools District Improvement Plan 2016-2017**

Riverview Community School District

<p>Extended School Year</p>	<p>Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Language Arts. (Reading and Writing). The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day. Summer Reading Club to be offered for all district K-5 students in the Memorial School Library. The Media Center paraprofessional will conduct multiple reading and writing activities to increase and sustain literacy throughout the summer. Program will run for six weeks, July 11-August 18, three hours per day, three days per week. (\$825)</p>	<p>Community Engagemen nt, Direct Instruction, Extra Curricular, Implementation, Technology, Communication, Curriculum Development, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Implement</p>	<p>06/21/2016</p>	<p>08/10/2016</p>	<p>\$5885</p>	<p>Principals, Teachers, Paraprofessionals, Director of Curriculum and Grants</p>
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Riverview Community Schools District Improvement Plan 2016-2017

Riverview Community School District

<p>Response to Intervention</p>	<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Mathematics. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement Eureka Math curriculum with additional hands-on activities in small group and one-on-one settings. At the middle school, teachers will utilize Khan Academy and Sustained Learning Over Time (SLOT) to direct students to activities and practice in math that correlates to particular needs of individual students. NWEA data corresponds directly with Khan Academy to provide teachers with pertinent information that will allow them to target the problem areas in math for each student; each student will be assigned to Khan Academy coursework to remediate those areas of difficulty. Seitz will also continue to offer co-taught classes to assist special education students who are struggling in mathematics, so that students may be mainstreamed, but still receive the extra support needed to be successful in math. At the High School, NWEA/MAP scores, class failure rates, and state test scores will be utilized to screen all students to identify those that may be at risk for failing math. (Tier 1) Students who are identified as being at risk will be placed into classes based on their skills. (Tier 2) R-Math (Remedial) classes will be offered to special needs students, and those who fall into the Bottom 30 will receive small group and one-on-one coaching and tutoring in Math Lab, as a Tier 3 Strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$49983</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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Formative Assessment	All teachers will use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to whole class and small groups through targeted instruction. During this process, staff will use a range of formal and informal assessment procedures in order to modify teaching and learning activities to improve student attainment of College and Career Ready Standards for Mathematics. At the elementary schools, teachers will utilize Eureka Math's embedded Exit Slips daily to formatively assess the comprehension and mastery of critical components of the math lessons taught during the day's lessons. NWEA and M-STEP scores will be analyzed and compared with other formative assessment results to verify particular student needs for reinforcement and reteaching. In addition, teachers will utilize oral quiz games, Project Based Learning, and ancillary materials such as write-on-wipe off pockets, individual student white lapboards, chart paper, markers, and whiteboard markers to support the Formative Assessment process. Seitz teachers will conduct the same type of analysis with Eureka Math, other basals, Khan Academy, and SLOT. High School teachers will continue to use Formative Assessment strategies in conjunction with Khan Academy and in the R-Math Classes and Math Labs designed for support to struggling students.	Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$1500	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
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Extended School Year	Teachers will use academic assessment data (M-STEP, NWEA, Standards-Based Report Card Grades), Classroom Observation, with Parent Consultation, to identify students in Grades 1-3 and in Grades 6-8 who may benefit by participating in a five-week Summer Academy to improve skills and achievement in Mathematics. The Elementary Program (Summer Academy) will run from July 12-August 10, twice weekly for three hours each day, and the Middle School Summer School will run from June 21-July 22, four days a week, three hours each day.	Community Engagemen nt, Direct Instruction, Extra Curricular, Implementation, Technology , Communication, Curriculum Development, Teacher Collaboration, Parent Involvement, Evaluation, Academic Support Program, Supplemental Materials	Tier 3		09/06/2016	06/15/2017	\$11700	Principals, Teachers, Paraprofessionals, Director of Curriculum and Grants
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Riverview Community School District

<p>Response to Intervention</p>	<p>Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. At the elementary level, HQ paraprofessionals and certified interventionists will use both push-in and pull-out strategies to provide Tier 2 and Tier 3 support to students who are struggling in Science. Much of the intervention will be accomplished in conjunction with Reading intervention, using informational texts related to Science concepts. The interventionists will provide supplementary lessons to enable concept mastery with identified students. In Grades K-5, teachers, interventionists, and paraprofessionals will supplement classroom science curriculum with additional hands-on activities in small group and one-on-one settings. At the Middle School, teachers will focus on science vocabulary development, and they will use strategies such as Quizlet, Brain POP, Word Walls, flip charts, and vocabulary puzzles in the RTI process. At the High School, all science students will be screened monthly for possible failure in Science as a Tier 1 strategy. Students identified as being at risk will be scheduled for RTI as a Tier 2 strategy. At Seitz and RCHS, teachers will continue to utilize 20 minutes each day before school to promote interaction with individual or small groups of students who take advantage of the opportunity to engage in scheduled daily Student Assistance Time.</p>	<p>Direct Instruction, Technology, Curriculum Development, Teacher Collaboration, Evaluation, Monitor, Academic Support Program, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$24991</p>	<p>Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants</p>
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Technology	Using observational and assessment data, all staff will increase technology-based instruction to differentiate instruction. This technology will be applied to the use of existing lap-top carts, netbooks, iPod Touches, iPads, and similar devices. For the elementary and middle school buildings, Brain Pop Website subscriptions will be purchased, along with headphones that will allow students to make full use the technological devices in centers and in whole-group settings. There will be increased focus on the use of technological materials that support STEM concepts in Grades K-12. At Seitz Middle School, the STEM lab will be utilized by students to explore Science standards using technology and a variety of other sources that encourage creative and critical planning and thinking. In all schools, NWEA on-line assessment will be used to monitor student progress in Science, and teachers will meet in PLCs to analyze scores so that students can be directed to appropriate activities using tablets, computers, iPads, and iPod touch devices. Technology resources will be purchased to enhance student learning of STEM standards in Robotics Classes and Clubs at the Middle School and High School, and in the after-school Robotics Clubs for the elementary schools.	Direct Instruction, Technology, Curriculum Development, Evaluation, Monitor, Academic Support Program, Supplemental Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$2000	Principals, Teachers, Interventionists, Paraprofessionals, Director of Curriculum and Grants
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**Riverview Community Schools District Improvement Plan 2016-2017**

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<p>GSRP (Great Start Readiness Program)</p>	<p>If the district is awarded slots by the State of Michigan, a maximum of sixteen four-year-old children whose families are income-eligible and who qualify according to the rubric established by the state, will be admitted to a full-time preschool program that will run four days a week, Monday through Thursday, from 8:30 A.M.--3:30 P.M. HighScope Curriculum will be utilized, and breakfast and lunch will be provided through the district's food service program. Lead teacher / Program Director has a Bachelor Degree in Early Childhood Education. A full time highly qualified aide will assist, making the ratio of adults to students 1:8 for this program. Funding will be provided through the State of Michigan, resulting in no cost to parents or the district for this program. The school calendar year will be in effect for the GSRP.</p>	<p>Community Engagemen t, Getting Ready, Communic ation, Curriculum Developme nt, Parent Involvemen t, Academic Support Program, Direct Instruction, Extra Curricular, Technology , Materials, Teacher Collaborati on, Evaluation, Field Trip, Behavioral Support Program, Supplemen tal Materials</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Preschool Program Director / Lead Teacher, Director of Curriculum and Grants, Superintendent</p>
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<p>Developmental Kindergarten</p>	<p>The Riverview District will launch a Developmental Kindergarten Program designed to benefit children who are not developmentally ready to participate successfully in a regular Kindergarten Program, due to immature behavior, young age, or the lack of academic preparedness / readiness. Children will be selected for the program following a period of observation and assessment on the part of all Kindergarten teachers in the building. Curriculum will be identical to the curriculum being offered in the regular K class, but the expectations will be different. At the end of the school year, based on recommendation of the teachers and consultation with parents, children in the DK program may progress to First Grade, or they may spend the following year in a second Kindergarten experience. One teacher at Forest and one teacher at Memorial may serve as DK teacher, depending on the number of students identified. Huntington students who are recommended for DK will be transferred to Memorial or to Forest for their DK experience, and will have the opportunity to transfer back to their home school at the end of the DK program, either to take part in Kindergarten or First Grade.</p>	<p>Community Engagement, Getting Ready, Communication, Curriculum Development, Parent Involvement, Academic Support Program, Direct Instruction, Implementation, Extra Curricular, Technology, Materials, Teacher Collaboration, Evaluation, Field Trip, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Principals, Kindergarten Teachers, Paraprofessionals, Director of Curriculum and Grants</p>
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