



Single Building District Improvement Plan

River School
Sodus Township S/D #5

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Improvement Plan**

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Because of the size of our school population we do not have an extensive number of people to draw from. Any and all willing participants are welcomed and encouraged to be a part of the school's improvement plan team. Meetings are held at the beginning, middle and end of the school year with all parents. They are apprised of the needs of the school and requested to actively participate in various areas of the school improvement program.

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

The faculty, school board members, parents, community citizens, and administration also participated as a team in the various facets of the school improvement plan: curriculum, technology, extra-curricular activities, community service, financial support, academic support in the classroom and outside of the classroom.

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

By virtue of the fact that all faculty and school board members and many parents assisted in forming the school improvement plan they are involved in the implementation and progress in an on-going basis. The plan is available for review at the school and communicated about via newsletters and on our website.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

All faculty from all grade levels, as well as the District Administrator and Intervention educator team teachers, participated in the needs assessment process for all students. Students are assessed on an on-going basis and data is reviewed by the faculty in an on-going process so that student needs can be identified and addressed as needed throughout the school year.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

All faculty from all grade levels, as well as the District Administrator and Intervention educator team teachers, participated in the needs assessment process for all students. Students are assessed on an on-going basis and data is reviewed by the faculty in an on-going process so that student needs can be identified and addressed as needed throughout the school year.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Faculty use the federal and state program guidelines, as well as local assessment data from Easy CBM, AimsWeb, M-STEP, Wida, and classroom assessment data to establish the criteria for the needs assessment process. This criteria is then applied to evaluate all students in an on-going basis throughout the school year to identify students in need of services and provide those services as appropriate to support student success.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Faculty for all grades, including Kindergarten through 2nd grade, use the federal and state program guidelines, as well as local assessment data from Easy CBM, AimsWeb, Wida, district common assessments, and classroom assessment data to establish the criteria for the needs assessment process. This criteria is then applied to evaluate all students in an on-going basis throughout the school year to identify students in need of services and provide those services as appropriate to support student success.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Sodus Township #5 School District uses its Title I A allocation to provide a Highly Qualified Intervention Teacher to provide a system of support as a strategy for student success. This Intervention Teacher works collaboratively with classroom teachers on a daily basis to communicate about student challenges, effective strategies and other needs to implement a program that will best support each student's needs to help him or her achieve success.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

The program planning for eligible students is an integral part of our school improvement planning process. As our district's faculty regularly engages in professional development and reviews student achievement data, they engage in professional dialog to plan, implement, evaluate and modify programming to produce effective strategies for student success.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Instructional strategies from our SIP & DIP that focus on helping eligible student reach the standards in all four areas include our Intervention Teacher, providing appropriate supplies to support the work of the Intervention program, participation of our District Administrator and our faculty in on-going leadership and best practices professional development.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Sodus Township #5 School District implements an RTI program with multiple tiers of support interventions. This includes: Explicit and systematic instruction, groups of 3 to 5 students, instruction in foundational skills, underlying skills, strategies, concepts and structures, closely monitored progress, and provide instruction and assessment that is highly targeted, is challenging, provides opportunities for immediate feedback and multiple opportunities for success.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

We provide supplemental learning both through faculty designed accelerated curriculum and third party online content providers.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

We ensure that students are rarely pulled from regular classroom to receive supplemental instruction through the close collaboration and daily communication between classroom teachers, Intervention Teacher, and administration.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

We ensure that students receive supplemental instruction with ongoing coordination through the close collaboration and daily communication between classroom teachers, Intervention Teacher, and administration.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Unfortunately our school district does not facilitate a preschool program and there are no preschool programs which operate within our district boundaries. We do, however, welcome families to visit the kindergarten classroom throughout the school year in anticipation of kindergartner attendance. We also offer open houses, community events, and kindergarten readiness screening so that children and families have opportunities to become familiar with and prepare for kindergarten.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Yes, all teachers employed at River School, in Sodus Township #5 School District, meet NCLB HQ requirements.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

All faculty of Sodus Township #5 School District are engaged in a minimum of 5 days of District Provided Professional Development as well as high-quality and relevant PD learning through the Berrien RESA and state-wide professional organizations, such as the Michigan Council of Teachers of Mathematics annual state conference.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

One of the goals for Sodus Township #5 School District as part of our SIP and DIP is to provide ongoing learning for parents through subject area open houses in which students, parents and faculty participate to develop a strong understanding of best practices for supporting classroom learning.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	July 6-8, 2016: District Administrator will actively engage in professional learning regarding leadership, change, and compliance with Federal and State programs at the Berrien RESA Leadership Academy in Thompsonville, Michigan. August 16-19, 2016: All instructional faculty and the District Administrator will actively engage in professional learning at the Solution Tree Professional Learning Communities at Work conference in Milwaukee, Wisconsin. September 1: All faculty, staff and the District Administrator will participate in professional development regarding standards based assessment Janu	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

All parents are invited and encouraged to attend school improvement planning meetings, which include providing information and dialog regarding best practices for the RTI, student support (targeted assistance) program plan.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Faculty frequently communicate with parents regarding student achievement and participation in targeted assistance programs.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	All parents are invited and encouraged to participate in program evaluation surveys. The data resulting from these surveys are used to improve programs that are implemented.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Sodus Township #5 School District involves parents as partners in each child's learning through frequent direct conversation, in person, using Remind, Power Alerts, email, phone conversations, at parent teacher conferences, open houses and special events, in addition to information meetings and parent teacher organization activities.

5. Describe how the parent involvement activities are evaluated.

To evaluate parent involvement activities, Sodus Township #5 School District utilizes sign in sheets (attendance data) and feedback evaluation tools.

6. Describe how the school-parent compact is developed.

The school-parent compact was developed with input from parent, teacher, and administrator stakeholders.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		

8. How does the school provide individual student academic assessment results in a language parents can understand?

All written communications from the school are provided in both Spanish and English. This includes Power Announcements, newsletters, and forms. We have a number of parents and students who assist with translating for others, as well as our Spanish instructor.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The parent compact is shared with parents at open house and at parent teacher conferences by teachers.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

All of our Federal, State and local programs are coordinated and integrated to serve eligible children through collaborative planning and implementation efforts by all faculty. We evaluate and communicate about our programs on a daily basis, and adjust our services to provide just-in-time support to all eligible children.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our Federal, State and local programs all work in harmony with the programs and services we provide to all eligible students and families. This year we strengthened our violence prevention, bullying, career planning and nutrition programs. We intend to continue to implement even stronger strategies to best meet the needs of our students in the upcoming three years.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

The progress of participant students is reviewed on a daily basis through collaborative conversations between the Intervention Teacher and the classroom teachers. Common planning time is built into the schedules so that teachers have an opportunity for this cooperative work to best meet the needs of our students in an ongoing basis. Additionally, faculty meets on a regular basis to review assessment data and adjust instructional groups accordingly to differentiate instruction for students.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

All of the instruction and assessment provided to students both in the classroom and by the Intervention Teacher are aligned to the state standards. Lesson plans reviews and classroom observations occur regularly by the District Administrator. Due to the collaborative nature of the faculty and the weekly schedule, teachers are able to adjust according to student needs.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

All faculty have engaged in professional development to better understand how to effectively use and implement data based decisions over the last two years. This work will continue to be a focus area for the faculty at the Solution Tree Professional Learning Communities at Work Conference and through addition learning provided by both Berrien RESA and the District Administrator.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

The effectiveness of all programs provided by Sodus Township #5 School District is evaluated at least twice a year by both the faculty and the school improvement team.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

Data from the MEAP, M-STEP, Easy CBM, AimsWeb, Wida, and other local district assessments is used to evaluate the results achieved by all of our programs and to make adjustments to be more effective accordingly.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

In addition to the review of the student achievement data, narrative statements are provided by faculty that has worked with each child and classroom grades are included in the Student Achievement Profiles, so that the child as a whole has his or her story told, and he or she and his or her success is not only considered on assessment data. After reviewing the achievements, progress and challenges of each child are considered, the team evaluates the effectiveness of the students and what is most needed to help students be successful moving forward.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

If modifications are needed, the team meets to review the data and consider the student information, as well as what strategies have been implemented and what changes need to be made for more effective implementation. All faculty and parents involved are consulted and program changes are implemented and monitored to be evaluated for ongoing improvement and success.

Sodus Township #5 School District (River School) Single Building District School Improvement Plan

Overview

Plan Name

Sodus Township #5 School District (River School) Single Building District School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	100% of all students will be proficient in ELA by 2022	Objectives: 1 Strategies: 5 Activities: 18	Academic	\$71942
2	100% of all students will score within the proficient or advanced area of the Social Studies assessment tool by 2022.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$4154
3	85% of all students will score proficient or advanced on the assessment tool for Science by 2022.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$10426
4	85% of all students will be proficient in Mathematics by 2022	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$49094

Goal 1: 100% of all students will be proficient in ELA by 2022

Measurable Objective 1:

A total of 64 Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on a standardized ELA test. in English Language Arts by 06/30/2022 as measured by the state mandated standardized test for 3rd - 8th grade students. The objective will be measured by NWEA and AIMSweb for Kindergarten through 2nd grade students.. .

Strategy 1:

Professional Learning Communities - Develop a structured PLC process to promote evidence-based, high-quality literacy curriculum, instruction and assessment aligned across the learning environment.

Category: English/Language Arts

Research Cited: Research completed by the Early Literacy Taskforce as evidenced in the Essential Literacy Practices and Richard Dufor in "Learn by Doing"

Tier: Tier 1

Activity - ELA Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
River School teaching staff will work leaders from Berrien RESA to identify power standards and relate them to the Literacy Essentials. Staff will work on unpacking the standards and utilizing the board approved curriculum components (Wonders for K-5 and Engage NY for 6-8) in order to align the ELA curriculum.	Policy and Process, Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	06/25/2018	08/28/2020	\$1000	Other	HIL staff Berrien RESA staff Principal Grade level teachers

Activity - Literacy Essentials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Two staff members will attend "Fourth and Fifth Grade Essential Instructional Practices in Literacy" February 12, 2019 and March 12, 2019 at Berrien RESA, in order to learn how to implement quality instructional practices in the classroom in order to engage students in literacy throughout the school day	Academic Support Program, Direct Instruction, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	02/12/2019	03/12/2019	\$50	Title II Part A	Principal
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Strategy 2:

Intervention Support-WIN TIME - Students will be selected based on data analysis of MSTEP, NWEA, and AIMSweb data to receive specific interventions during a 30 minute "WIN" (What I Need) Time block. Groups of no more than ten students will be assigned to a certified teacher to receive additional direct instruction, based on their specific needs.

Category: English/Language Arts

Research Cited: "Why Intensive Reading Interventions are Necessary for Students With Severe Reading Difficulties" by Sharon Vaughn, Carolyn A. Denton, and Jack M. Fletcher (2010)

Tier: Tier 2

Activity - Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will employ an interventionist to provide supplemental instruction to Tier 2 and Tier 3 students, as identified by CBM, MSTEP, and classroom assessment scores.	Academic Support Program, Direct Instruction, Materials, Supplemental Materials	Tier 2	Monitor	09/05/2017	06/08/2018	\$13847	Title I Part A	Building administrator, interventionist

Status	Progress Notes	Created On	Created By
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Completed		September 04, 2018	Laura Lausch
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Activity - Language Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention staff will utilize "Academic Vocabulary for English Language Learners" as a supplemental program to support the language development in second language learners.	Academic Support Program, Direct Instruction, Materials, Supplemental Materials	Tier 3	Getting Ready	01/08/2018	06/07/2019	\$225	Title I Part A	Principal, Intervention Staff, Classroom Teachers

Activity - Early Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Eggs will be utilized by intervention staff for Tier 3 learners in grades K-5 to help develop key reading skills by focusing on phonics and sight words.	Academic Support Program, Technology, Supplemental Materials	Tier 2	Getting Ready	11/20/2017	06/07/2019	\$320	Title I Part A	Classroom teachers, intervention staff

Activity - Reading Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Six Minute Solutions" will be utilized as a Tier 2 reading fluency intervention for identified students in grades K-8. "Reading Assistant Plus" will be utilized for Tier 2 and Tier 3 students needing intervention for fluency and comprehension. All five members of the teaching staff will receive two sessions of web based training on the function and utilization of Reading Assistant Plus from Fast ForWord, the makers of the program.	Academic Support Program, Materials, Supplemental Materials, Professional Learning	Tier 2	Getting Ready	12/01/2017	06/12/2020	\$1930	Title IV Part A, Title I Part A	RESA staff, principal, instructional staff

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Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Corrective Reading will be utilized with identified upper elementary students in need of additional support in the area of reading.	Academic Support Program, Direct Instruction	Tier 2	Implement	02/01/2018	08/30/2019	\$500	Title I Part A	Middle School Teacher

Activity - Orton-Gillingham	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three staff members will be trained in the Orton-Gillingham Fundamental Phonics Program to be utilized with struggling Tier 2 and Tier 3 learners during WIN time. Students will be selected to receive Orton-Gillingham as an intervention based upon their NWEA and AIMSweb scores. Funding to support this implementation will come from HIL funding, Title IIA, Title IA, and Title IV.	Academic Support Program, Direct Instruction, Professional Learning	Tier 2	Getting Ready	10/01/2018	06/12/2020	\$2000	Title II Part A	K/1 teacher 2/3 teacher Resource/ Intervention Teacher OG staff

Strategy 3:

Effective Reading Support - The district will designate an ELA teacher leader. This individual will be our Reading Now Network representative. River School will utilize support through Berrien RESA and the HIL grant to further support student learning in the area of reading.

Category: English/Language Arts

Research Cited: Using Student Achievement Data to Support Instructional Decision Making. What Works Clearinghouse. IES Practice Guide (2009)

Cunningham, P. M., & Allington, R. L. (2011). Classrooms That Work: They Can All Read and Write

Tier: Tier 2

Activity - Reading Now Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The school will designate an ELA lead teacher. This individual will be responsible for attending the monthly Reading Now Network /Literacy meetings at Berrien RESA, and reporting back to the staff. This person will guide staff and parents through the IRIP process.</p>	<p>Academic Support Program, Technology , Direct Instruction, Materials, Curriculum Development, Supplemental Materials, Professional Learning, Parent Involvement, Teacher Collaboration</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/05/2020</p>	<p>\$300</p>	<p>Title II Part A</p>	<p>Principal, ELA lead teacher, staff</p>
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Activity - HIL grant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>HIL grant funds will be utilized for: growing the leadership capacity of River School, building a strong literacy culture, aligning all of River School's renewal initiatives, deepening the culture of reflective practice and professionalism, and establishing robust data informed school processes. All teaching staff and the principal will attend the Summer HIL Summits, to be held in Kalamazoo and Grand Rapids. Title IIA money will be utilized in conjunction with HIL funds in order for staff to attend the culminating Summit at the Grand Traverse Resort in June 2020.</p>	<p>Academic Support Program, Policy and Process, Direct Instruction, Materials, Curriculum Development, Supplemental Materials, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>01/08/2018</p>	<p>06/23/2020</p>	<p>\$40000</p>	<p>Other</p>	<p>HIL staff, principal, building staff</p>

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Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the Accelerated Reader online program to increase comprehension skills through independent reading.	Academic Support Program, Technology, Supplemental Materials	Tier 1	Getting Ready	01/29/2018	01/28/2019	\$1820	Title V Part A-C	Classroom teachers

Status	Progress Notes	Created On	Created By
Completed		October 02, 2019	Laura Lausch

Activity - RESA support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
River School will utilize support from Berrien RESA to create balanced reading program, that is aligned to the CCSS. The program will contain individualized supports for students, based on assessment data.	Policy and Process, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	11/29/2017	06/28/2019	\$6000	Other	RESA ELA consultants, principal, teaching and support staff

Activity - Mix and Mingle	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend "Mix and Mingle" at Paw Paw High School to coincide with goals developed through the HIL project.	Professional Learning	Tier 2	Implement	08/01/2018	09/30/2018	\$300	Title II Part A	Classroom teachers Administration

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Status	Progress Notes	Created On	Created By
Completed		October 02, 2019	Laura Lausch

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The middle school teacher and principal will attend "Disciplinary Literacy with Timothy Shanahan" at Berrien RESA on 1/14/2020 in order to understand content area literacy versus disciplinary literacy and effectively engage students across the content areas.	Academic Support Program, Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	01/14/2020	01/15/2020	\$250	Title II Part A	Principal, middle school teacher

Activity - Leveled Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raz Kids Plus will be used in grades K-5 as a resource for leveled reading, in order to provide students with high interest, grade level appropriate text at their reading level. The ELL edition will be used as an additional resource for our second language learners.	Technology, Materials	Tier 1	Getting Ready	11/04/2019	11/02/2020	\$300	Title IV Part A	Elementary level teachers, principal

Activity - Summer Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To help prevent the "Summer Slump", students will receive books prior to the end of the school year, to promote summer reading. Each student will receive a selection of personally selected books, to ensure they are of high interest to the student.	Materials	Tier 1	Getting Ready	04/10/2020	06/12/2020	\$850	Title IV Part A	Principal

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Strategy 4:

Balanced Assessment - Staff will work in PLCs to create a balanced assessment system that is aligned to the common core and the district curriculum.

Category: English/Language Arts

Research Cited: "Classroom Assessment for Student Learning" by Rick Stiggins, Judith Arter, Jan Chappius, and Steve Chappius

Tier: Tier 1

Activity - NWEA testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will utilize NWEA and the thrice yearly screener.	Policy and Process, Technology, Curriculum Development, Other - Assessment	Tier 1	Getting Ready	09/17/2018	06/11/2021	\$2000	Other	Administration

Strategy 5:

Breaking Barriers - In order to break down educational barriers that may exist for homeless students, the district will provide set aside additional resources for homeless students.

Category: Other - Student Support

Research Cited: The National Center for Homeless Education has multiple published resources that specify the need to provide additional support for students facing homelessness.

Tier: Tier 3

Activity - Barrier Free Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Gas cards will be provided to families to ensure students can be at school everyday. School supplies will be provided to ensure students are equipped to succeed in the classroom. Breakfast and lunch will be provided so students can maintain focus in the classroom. Season appropriate clothing will be provided to allow students to fully participate with their peers.	Materials, Parent Involvement	Tier 3	Monitor	09/04/2018	06/18/2021	\$250	Title I Part A	Homeless Liaison, Principal
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Goal 2: 100% of all students will score within the proficient or advanced area of the Social Studies assessment tool by 2022.

Measurable Objective 1:

100% of All Students will demonstrate student proficiency (pass rate) on the MSTEP in Social Studies by 06/17/2022 as measured by proficiency on the MSTEP.

Strategy 1:

Outside experiences - Students in grades K-8 will participate in outside experiences to strengthen their knowledge of concepts pertinent to social studies, including natural resources, native Americans, Michigan History, and slavery.

Category: Social Studies

Research Cited: "Back to School: Back Outside" from the National Wildlife Foundation

Wells, N.M., & Evans, G.W. Nearby nature: A buffer of life stress among rural children. Environment and Behavior, 35(3), 311-330.

Tier: Tier 1

Activity - Traveling Naturalist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Traveling naturalist from Fernwood Botanical Center to present to students on several occasions on topics including Nature by Stories, Natural Resources, and Environmental Ethics.	Direct Instruction, Community Engagement	Tier 1	Getting Ready	10/01/2018	06/07/2019	\$450	Title IV Part A	Classroom teacher Administration

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Activity - Outreach Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Outreach program presented by Curious Kids Museum on Native Americans. Students will learn about the cultural history of local tribes and distinguish the lifestyles of the pre-industrial cultures and compare them to our own society.	Direct Instruction, Community Engagement	Tier 1	Getting Ready	10/29/2018	06/14/2019	\$230	Title IV Part A	Administration

Activity - Outdoor Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 6-8 will participate in a two day outdoor history and environmental education program. Students will experience the challenges of primitive skills and the ways the native Americans, pioneers, and former slaves overcame obstacles while learning about the impact of human activities on the natural world.	Direct Instruction, Field Trip, Community Engagement	Tier 1	Getting Ready	09/10/2018	06/07/2019	\$1900	Title IV Part A	6-8 teacher Administrator

Status	Progress Notes	Created On	Created By
Completed		October 02, 2019	Laura Lausch

Activity - Kalamazoo Valley Experiences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in programs at the Kalamazoo Valley Museum in Kalamazoo, Michigan to strengthen their understanding of Social Studies concepts. Students in grades K-3 will learn more about the history and culture of Michigan's first people through the "Three Fires Native Americans" program. 4th-8th grade students will be versed in the recording techniques archeologists use to catalog and describe artifacts in the "Archeology Lab" program.	Field Trip	Tier 1	Getting Ready	10/14/2019	05/29/2020	\$1250	Title IV Part A	principal

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Strategy 2:

Social Studies Supplements - Supplemental resources will be utilized in grades K-8 to help emphasize key concepts.

Category: Social Studies

Research Cited: The NEA has multiple sources on the effectiveness of supplemental materials to increase student achievement in the area of Social Studies.

Tier: Tier 1

Activity - Social Studies Weekly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subscription to "Social Studies Weekly" for students in grades K-1st to reinforce social studies concepts through engaging weekly print materials and online resources that align to the Michigan Standards. (24 subscriptions x \$7.65 per student = \$183.60)	Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	09/10/2018	06/07/2019	\$184	Title IV Part A	K/1 teaching staff

Activity - BOOKS!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental social studies books at a variety of Lexile levels to support student learning on the Industrial Revolution, working conditions in the United States and across the world, and the Civil Rights Movement. Our tier 3 middle school students are in need of high interest/low readability literature to reinforce social studies concepts being covered.	Direct Instruction, Materials, Supplemental Materials, Teacher Collaboration	Tier 3	Getting Ready	09/10/2018	06/07/2019	\$140	Title IV Part A	Special Education/Intervention Staff

Goal 3: 85% of all students will score proficient or advanced on the assessment tool for Science by 2022.

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Measurable Objective 1:

28% of Fifth and Eighth grade students will demonstrate a proficiency on the state mandated Science test in Science by 06/05/2014 as measured by the state mandate Science test.

Strategy 1:

Intervention Support - Students will receive supplemental instruction through an online intervention program.

Category: Science

Research Cited: John Hattie's research on 195 influences on education

Tier: Tier 2

Activity - Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 2-8 that are struggling to meet the Social Studies learning targets will receive supplemental support through the Moby Max program.	Academic Support Program, Technology, Supplemental Materials	Tier 2	Implement	09/05/2017	06/07/2019	\$300	General Fund	Classroom teachers

Strategy 2:

STEM - In addition to classroom teaching, students will be provided additional educational opportunities to explore multiple STEM based activities. Along with promoting critical thinking, these project-based activities will foster creative thinking in real-world applications. Integrated learning activities increase the conceptual learning of students which fosters increased academic achievement in the area of science.

Category: Science

Research Cited: Lee, O., Buxton, C., Lewis, S., and LeRoy, K. (2006). Science Inquiry and Student Diversity: Enhanced Abilities and Continuing Difficulties After an Instructional Intervention. Journal of Research in Science Teaching,

National Research Council - Committee on Highly Successful Science Programs for K-12 Science Education, Board on Science Education and Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. (2011). Successful K-12 STEM Education: Identifying Effective Approaches in Science,

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Technology, Engineering, and Mathematics. Washington, DC: The National Academies Press.

Tier: Tier 1

Activity - RESA STEM Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Berrien RESA will provide STEM classes to students in grades 2-8, three times a month. Students will learn the basics of coding, robotics, and technology basics.	Technology , Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	09/04/2019	06/10/2020	\$100	General Fund	RESA staff, principal, teachers

Activity - Fab Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 4-8 will travel to the Fab Lab, located on the campus of Lake Michigan College to participate in hands-on learning activities that coincide with skills and topics being taught by Berrien RESA staff during the trip-monthly STEM class. Students in grades 4-5 will travel to the Fab Lab twice and students in grades 6-8 will travel to the Fab Lab four times over the course of the year. Students will have the opportunity to work with laser cutters, 3D printers, lathes, and laser engravers to create handcrafted, specialty projects, such as a leather journal and wood turned pen.	Technology , Direct Instruction, Materials, Field Trip, Community Engagement, Supplemental Materials	Tier 1	Getting Ready	10/07/2019	05/29/2020	\$2900	Title IV Part A	Principal, Classroom teachers

Activity - Planetarium	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Cost for students in grades 4-8 to visit the Upton Planetarium in St. Joseph, Michigan to participate in the "Small Pieces of Glass Program" to learn how the telescope has helped us understand our place in space and how telescopes continue to expand our understanding of the Universe. This ties directly to our prism STEM unit in which students construct kaleidoscopes and telescopes.	Technology , Direct Instruction, Field Trip	Tier 1	Getting Ready	01/28/2019	05/31/2019	\$176	Title IV Part A	Principal
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Activity - Life Science and Ecosystems for 4th and 5th Grade	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NGSS aligned STEM kits for students in grades 4-5. These will provide students with the opportunity to understand how plants and animals get their food for survival, along with growth, behavior, and reproduction of the organisms. Students will collaborate to develop plans to reduce the impact of humans on the energy flow in the ecosystem. They will also create models to describe: the movement of matter between producers, consumers, and decomposers; and human organs in order to demonstrate how senses are utilized to process information in order to survive.	Direct Instruction, Materials, Curriculum Development, Supplemental Materials, Teacher Collaboration	Tier 1	Getting Ready	04/15/2019	04/27/2020	\$2250	Title IV Part A	Principal/STEM teacher

Status	Progress Notes	Created On	Created By
In Progress		October 02, 2019	Laura Lausch

Activity - Middle School STEM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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NGSS aligned STEM kits for use by middle school students during STEM time. Forces STEM kit for students to understand and apply Newton's Laws of Motion through exploration of electrical, gravitational, and magnetic forces. Students will employ engineering practices and concepts to solve questions regarding the motion of objects and draw conclusions about the movement of matter and its connection to chemical reactions. Particles of Matter and Chemical Reactions kit for students to establish how atoms and molecules make up matter and explore how they can create new substances through models and experiments. Students will complete a culminating project that explores endo and exothermic reactions in order to create a habitat that sustains specific temperatures under water.	Direct Instruction, Materials, Supplemental Materials	Tier 1	Getting Ready	04/08/2019	04/13/2020	\$3000	Title IV Part A	Principal/STEM teacher
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Status	Progress Notes	Created On	Created By
In Progress		October 02, 2019	Laura Lausch

Activity - Plants, Animals, and Life Cycles STEM for 2nd and 3rd grade	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plants and Animals and Life Cycles NGSS aligned STEM kits for 2nd and 3rd graders. Students will learn about the diversity of plants and animals, their dependency on each other, and photosynthesis, along with exploring the balance between organisms in an ecosystem through the development of models of life cycles of organisms. Students will create an artificial pollinator and design and construct a model to demonstrate how problems occur between populations when a change occurs in the environment.	Direct Instruction, Materials, Supplemental Materials	Tier 1	Getting Ready	04/08/2019	04/06/2020	\$1700	Title IV Part A	Principal/STEM Teacher

Status	Progress Notes	Created On	Created By
In Progress		October 02, 2019	Laura Lausch

Goal 4: 85% of all students will be proficient in Mathematics by 2022

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Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in mathematics in Mathematics by 06/02/2022 as measured by the state mandated standardized test for 3rd - 8th grade students. The objective will be measured by EasyCBM standardized tests for Kindergarten through 2nd grade students.. .

Strategy 1:

Intervention Support - Students will be selected based on data analysis through our PLC work. These students will be identified for support specific to their learning needs. A HQ teacher for Math is employed who will serve in the role of Intervention Teacher. She will meet with the students individually and in small groups based on key concepts being addressed and ability level to provide support - daily or weekly, for both Tier 2 and Tier 3 students.

Category: Mathematics

Research Cited: "Strategies and Interventions to Support Students with Mathematics Learning Disabilities" (2014) by Brittany Hott, Laura Isbell, and Teresa Oettinger Montani

Tier: Tier 2

Activity - Math Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An interventionist will work with Tier 2 and 3 students (as identified through math CBM, MSTEP, and classroom assessments) to achieve grade level learning targets.	Academic Support Program, Technology, Direct Instruction, Supplemental Materials	Tier 2	Implement	09/05/2017	06/07/2019	\$13847	Title I Part A	Building administrator

Activity - Pirate Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identified Students will utilize the Pirate Math supplemental program to aid in word problem solving skills. This will allow them to learn to identify the underlying conceptual framework and to transfer problem solving skills to problems with irrelevant information and to problems with relevant information.	Academic Support Program, Direct Instruction, Supplemental Materials	Tier 2	Getting Ready	10/01/2018	06/12/2020	\$200	Title I Part A	Intervention Teacher
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Activity - Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A highly qualified paraprofessional will provide instructional support services to our academically at-risk students, while working under the direction supervision of a highly qualified teacher.	Academic Support Program, Behavioral Support Program, Other - Student Support, Teacher Collaboration	Tier 2	Getting Ready	10/07/2019	06/12/2020	\$19700	Title I Part A, General Fund	Principal

Measurable Objective 2:

85% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in mathematics in Mathematics by 06/02/2022 as measured by the state mandated standardized test.

Strategy 1:

Intervention Support 6-8 - Students will be selected based on data analysis through our PLC work. These students will be identified for support specific to their learning needs. A HQ teacher for Math is employed who will serve in the role of Intervention Teacher. She will meet with the students individually and in small groups based on key concepts being addressed and ability level to provide support - daily or weekly, for both Tier 2 and Tier 3 students.

Category: Mathematics

Research Cited: "Strategies and Interventions to Support Students with Mathematical Disabilities" (2014) by Brittany Hott, Laura Isbell, and Teresa Oettinger Montani

Tier: Tier 2

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Activity - Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math interventionist will provide supplemental instruction to Tier 2 and 3 learners in the area of mathematics in order for the students to meet grade level learning targets.	Academic Support Program, Technology, Direct Instruction, Supplemental Materials	Tier 2	Implement	09/05/2017	06/07/2019	\$13847	Title I Part A	Building principal

Strategy 2:

Math Pilot - Students in grades 6-8 will pilot a new CCSS aligned math program.

Category: Mathematics

Research Cited: Research completed by ED Reports will be utilized in selection of the pilot program.

Tier: Tier 1

Activity - REVEAL Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The REVEAL Math program will be piloted during the 2019-2020 school year, in grades 6-8.	Academic Support Program, Technology, Direct Instruction, Field Trip, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/09/2019	06/12/2020	\$1500	General Fund	Principal, middle school teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventionist	A math interventionist will provide supplemental instruction to Tier 2 and 3 learners in the area of mathematics in order for the students to meet grade level learning targets.	Academic Support Program, Technology, Direct Instruction, Supplemental Materials	Tier 2	Implement	09/05/2017	06/07/2019	\$13847	Building principal
Corrective Reading	Corrective Reading will be utilized with identified upper elementary students in need of additional support in the area of reading.	Academic Support Program, Direct Instruction	Tier 2	Implement	02/01/2018	08/30/2019	\$500	Middle School Teacher
Interventionist	The district will employ an interventionist to provide supplemental instruction to Tier 2 and Tier 3 students, as identified by CBM, MSTEP, and classroom assessment scores.	Academic Support Program, Direct Instruction, Materials, Supplemental Materials	Tier 2	Monitor	09/05/2017	06/08/2018	\$13847	Building administrator, interventionist
Early Intervention	Reading Eggs will be utilized by intervention staff for Tier 3 learners in grades K-5 to help develop key reading skills by focusing on phonics and sight words.	Academic Support Program, Technology, Supplemental Materials	Tier 2	Getting Ready	11/20/2017	06/07/2019	\$320	Classroom teachers, intervention staff

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Reading Fluency	"Six Minute Solutions" will be utilized as a Tier 2 reading fluency intervention for identified students in grades K-8. "Reading Assistant Plus" will be utilized for Tier 2 and Tier 3 students needing intervention for fluency and comprehension. All five members of the teaching staff will receive two sessions of web based training on the function and utilization of Reading Assistant Plus from Fast ForWord, the makers of the program.	Academic Support Program, Materials, Supplemental Materials, Professional Learning	Tier 2	Getting Ready	12/01/2017	06/12/2020	\$330	RESA staff, principal, instructional staff
Language Development	Intervention staff will utilize "Academic Vocabulary for English Language Learners" as a supplemental program to support the language development in second language learners.	Academic Support Program, Direct Instruction, Materials, Supplemental Materials	Tier 3	Getting Ready	01/08/2018	06/07/2019	\$225	Principal, Intervention Staff, Classroom Teachers
Paraprofessional	A highly qualified paraprofessional will provide instructional support services to our academically at-risk students, while working under the direction supervision of a highly qualified teacher.	Academic Support Program, Behavioral Support Program, Other - Student Support, Teacher Collaboration	Tier 2	Getting Ready	10/07/2019	06/12/2020	\$13500	Principal
Math Interventionist	An interventionist will work with Tier 2 and 3 students (as identified through math CBM, MSTEP, and classroom assessments) to achieve grade level learning targets.	Academic Support Program, Technology, Direct Instruction, Supplemental Materials	Tier 2	Implement	09/05/2017	06/07/2019	\$13847	Building administrator
Barrier Free Learning	Gas cards will be provided to families to ensure students can be at school everyday. School supplies will be provided to ensure students are equipped to succeed in the classroom. Breakfast and lunch will be provided so students can maintain focus in the classroom. Season appropriate clothing will be provided to allow students to fully participate with their peers.	Materials, Parent Involvement	Tier 3	Monitor	09/04/2018	06/18/2021	\$250	Homeless Liaison, Principal

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Pirate Math	Identified Students will utilize the Pirate Math supplemental program to aid in word problem solving skills. This will allow them to learn to identify the underlying conceptual framework and to transfer problem solving skills to problems with irrelevant information and to problems with relevant information.	Academic Support Program, Direct Instruction, Supplemental Materials	Tier 2	Getting Ready	10/01/2018	06/12/2020	\$200	Intervention Teacher
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
HIL grant	HIL grant funds will be utilized for: growing the leadership capacity of River School, building a strong literacy culture, aligning all of River School's renewal initiatives, deepening the culture of reflective practice and professionalism, and establishing robust data informed school processes. All teaching staff and the principal will attend the Summer HIL Summits, to be held in Kalamazoo and Grand Rapids. Title IIA money will be utilized in conjunction with HIL funds in order for staff to attend the culminating Summit at the Grand Traverse Resort in June 2020.	Academic Support Program, Policy and Process, Direct Instruction, Materials, Curriculum Development, Supplemental Materials, Professional Learning, Teacher Collaboration	Tier 1	Implement	01/08/2018	06/23/2020	\$40000	HIL staff, principal, building staff
NWEA testing	The district will utilize NWEA and the thrice yearly screener.	Policy and Process, Technology, Curriculum Development, Other - Assessment	Tier 1	Getting Ready	09/17/2018	06/11/2021	\$2000	Administration

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RESA support	River School will utilize support from Berrien RESA to create balanced reading program, that is aligned to the CCSS. The program will contain individualized supports for students, based on assessment data.	Policy and Process, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	11/29/2017	06/28/2019	\$6000	RESA ELA consultants , principal, teaching and support staff
ELA Curriculum Alignment	River School teaching staff will work leaders from Berrien RESA to identify power standards and relate them to the Literacy Essentials. Staff will work on unpacking the standards and utilizing the board approved curriculum components (Wonders for K-5 and Engage NY for 6-8) in order to align the ELA curriculum.	Policy and Process, Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	06/25/2018	08/28/2020	\$1000	HIL staff Berrien RESA staff Principal Grade level teachers

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Kalamazoo Valley Experiences	All students will participate in programs at the Kalamazoo Valley Museum in Kalamazoo, Michigan to strengthen their understanding of Social Studies concepts. Students in grades K-3 will learn more about the history and culture of Michigan's first people through the "Three Fires Native Americans" program. 4th-8th grade students will be versed in the recording techniques archeologists use to catalog and describe artifacts in the "Archeology Lab" program.	Field Trip	Tier 1	Getting Ready	10/14/2019	05/29/2020	\$1250	principal
Reading Fluency	"Six Minute Solutions" will be utilized as a Tier 2 reading fluency intervention for identified students in grades K-8. "Reading Assistant Plus" will be utilized for Tier 2 and Tier 3 students needing intervention for fluency and comprehension. All five members of the teaching staff will receive two sessions of web based training on the function and utilization of Reading Assistant Plus from Fast ForWord, the makers of the program.	Academic Support Program, Materials, Supplemental Materials, Professional Learning	Tier 2	Getting Ready	12/01/2017	06/12/2020	\$1600	RESA staff, principal, instructional staff

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BOOKS!	Supplemental social studies books at a variety of Lexile levels to support student learning on the Industrial Revolution, working conditions in the United States and across the world, and the Civil Rights Movement. Our tier 3 middle school students are in need of high interest/low readability literature to reinforce social studies concepts being covered.	Direct Instruction, Materials, Supplemental Materials, Teacher Collaboration	Tier 3	Getting Ready	09/10/2018	06/07/2019	\$140	Special Education/Intervention Staff
Outdoor Education	Students in grades 6-8 will participate in a two day outdoor history and environmental education program. Students will experience the challenges of primitive skills and the ways the native Americans, pioneers, and former slaves overcame obstacles while learning about the impact of human activities on the natural world.	Direct Instruction, Field Trip, Community Engagement	Tier 1	Getting Ready	09/10/2018	06/07/2019	\$1900	6-8 teacher Administrator
Middle School STEM	NGSS aligned STEM kits for use by middle school students during STEM time. Forces STEM kit for students to understand and apply Newton's Laws of Motion through exploration of electrical, gravitational, and magnetic forces. Students will employ engineering practices and concepts to solve questions regarding the motion of objects and draw conclusions about the movement of matter and its connection to chemical reactions. Particles of Matter and Chemical Reactions kit for students to establish how atoms and molecules make up matter and explore how they can create new substances through models and experiments. Students will complete a culminating project that explores endo and exothermic reactions in order to create a habitat that sustains specific temperatures under water.	Direct Instruction, Materials, Supplemental Materials	Tier 1	Getting Ready	04/08/2019	04/13/2020	\$3000	Principal/STEM teacher
Fab Lab	Students in grades 4-8 will travel to the Fab Lab, located on the campus of Lake Michigan College to participate in hands-on learning activities that coincide with skills and topics being taught by Berrien RESA staff during the trip-monthly STEM class. Students in grades 4-5 will travel to the Fab Lab twice and students in grades 6-8 will travel to the Fab Lab four times over the course of the year. Students will have the opportunity to work with laser cutters, 3D printers, lathes, and laser engravers to create handcrafted, specialty projects, such as a leather journal and wood turned pen.	Technology, Direct Instruction, Materials, Field Trip, Community Engagement, Supplemental Materials	Tier 1	Getting Ready	10/07/2019	05/29/2020	\$2900	Principal, Classroom teachers

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Summer Literacy	To help prevent the "Summer Slump", students will receive books prior to the end of the school year, to promote summer reading. Each student will receive a selection of personally selected books, to ensure they are of high interest to the student.	Materials	Tier 1	Getting Ready	04/10/2020	06/12/2020	\$850	Principal
Planetarium	Cost for students in grades 4-8 to visit the Upton Planetarium in St. Joseph, Michigan to participate in the "Small Pieces of Glass Program" to learn how the telescope has helped us understand our place in space and how telescopes continue to expand our understanding of the Universe. This ties directly to our prism STEM unit in which students construct kaleidoscopes and telescopes.	Technology , Direct Instruction, Field Trip	Tier 1	Getting Ready	01/28/2019	05/31/2019	\$176	Principal
Leveled Reading	Raz Kids Plus will be used in grades K-5 as a resource for leveled reading, in order to provide students with high interest, grade level appropriate text at their reading level. The ELL edition will be used as an additional resource for our second language learners.	Technology , Materials	Tier 1	Getting Ready	11/04/2019	11/02/2020	\$300	Elementary level teachers, principal
Outreach Program	Outreach program presented by Curious Kids Museum on Native Americans. Students will learn about the cultural history of local tribes and distinguish the lifestyles of the pre-industrial cultures and compare them to our own society.	Direct Instruction, Community Engagement	Tier 1	Getting Ready	10/29/2018	06/14/2019	\$230	Administration
Traveling Naturalist	Traveling naturalist from Fernwood Botanical Center to present to students on several occasions on topics including Nature by Stories, Natural Resources, and Environmental Ethics.	Direct Instruction, Community Engagement	Tier 1	Getting Ready	10/01/2018	06/07/2019	\$450	Classroom teacher Administration
Plants, Animals, and Life Cycles STEM for 2nd and 3rd grade	Plants and Animals and Life Cycles NGSS aligned STEM kits for 2nd and 3rd graders. Students will learn about the diversity of plants and animals, their dependency on each other, and photosynthesis, along with exploring the balance between organisms in an ecosystem through the development of models of life cycles of organisms. Students will create an artificial pollinator and design and construct a model to demonstrate how problems occur between populations when a change occurs in the environment.	Direct Instruction, Materials, Supplemental Materials	Tier 1	Getting Ready	04/08/2019	04/06/2020	\$1700	Principal/STEM Teacher

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Life Science and Ecosystems for 4th and 5th Grade	NGSS aligned STEM kits for students in grades 4-5. These will provide students with the opportunity to understand how plants and animals get their food for survival, along with growth, behavior, and reproduction of the organisms. Students will collaborate to develop plans to reduce the impact of humans on the energy flow in the ecosystem. They will also create models to describe: the movement of matter between producers, consumers, and decomposers; and human organs in order to demonstrate how senses are utilized to process information in order to survive.	Direct Instruction, Materials, Curriculum Development, Supplemental Materials, Teacher Collaboration	Tier 1	Getting Ready	04/15/2019	04/27/2020	\$2250	Principal/S TEM teacher
Social Studies Weekly	Subscription to "Social Studies Weekly" for students in grades K-1st to reinforce social studies concepts through engaging weekly print materials and online resources that align to the Michigan Standards. (24 subscriptions x \$7.65 per student =\$183.60)	Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	09/10/2018	06/07/2019	\$184	K/1 teaching staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Essentials	Two staff members will attend "Fourth and Fifth Grade Essential Instructional Practices in Literacy" February 12, 2019 and March 12, 2019 at Berrien RESA, in order to learn how to implement quality instructional practices in the classroom in order to engage students in literacy throughout the school day	Academic Support Program, Direct Instruction, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	02/12/2019	03/12/2019	\$50	Principal
Orton-Gillingham	Three staff members will be trained in the Orton-Gillingham Fundamental Phonics Program to be utilized with struggling Tier 2 and Tier 3 learners during WIN time. Students will be selected to receive Orton-Gillingham as an intervention based upon their NWEA and AIMSweb scores. Funding to support this implementation will come from HIL funding, Title IIA, Title IA, and Title IV.	Academic Support Program, Direct Instruction, Professional Learning	Tier 2	Getting Ready	10/01/2018	06/12/2020	\$2000	K/1 teacher 2/3 teacher Resource/ Intervention Teacher OG staff
Mix and Mingle	Staff will attend "Mix and Mingle" at Paw Paw High School to coincide with goals developed through the HIL project.	Professional Learning	Tier 2	Implement	08/01/2018	09/30/2018	\$300	Classroom teachers Administration

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Disciplinary Literacy	The middle school teacher and principal will attend "Disciplinary Literacy with Timothy Shanahan" at Berrien RESA on 1/14/2020 in order to understand content area literacy versus disciplinary literacy and effectively engage students across the content areas.	Academic Support Program, Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	01/14/2020	01/15/2020	\$250	Principal, middle school teacher
Reading Now Network	The school will designate an ELA lead teacher. This individual will be responsible for attending the monthly Reading Now Network /Literacy meetings at Berrien RESA, and reporting back to the staff. This person will guide staff and parents through the IRIP process.	Academic Support Program, Technology, Direct Instruction, Materials, Curriculum Development, Supplemental Materials, Professional Learning, Parent Involvement, Teacher Collaboration	Tier 2	Implement	09/05/2017	06/05/2020	\$300	Principal, ELA lead teacher, staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Paraprofessional	A highly qualified paraprofessional will provide instructional support services to our academically at-risk students, while working under the direction supervision of a highly qualified teacher.	Academic Support Program, Behavioral Support Program, Other - Student Support, Teacher Collaboration	Tier 2	Getting Ready	10/07/2019	06/12/2020	\$6200	Principal

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River School

Intervention Support	Students in grades 2-8 that are struggling to meet the Social Studies learning targets will receive supplemental support through the Moby Max program.	Academic Support Program, Technology, Supplemental Materials	Tier 2	Implement	09/05/2017	06/07/2019	\$300	Classroom teachers
RESA STEM Activities	Berrien RESA will provide STEM classes to students in grades 2-8, three times a month. Students will learn the basics of coding, robotics, and technology basics.	Technology, Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	09/04/2019	06/10/2020	\$100	RESA staff, principal, teachers
REVEAL Math	The REVEAL Math program will be piloted during the 2019-2020 school year, in grades 6-8.	Academic Support Program, Technology, Direct Instruction, Field Trip, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/09/2019	06/12/2020	\$1500	Principal, middle school teacher

Title V Part A-C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reader	Students will utilize the Accelerated Reader online program to increase comprehension skills through independent reading.	Academic Support Program, Technology, Supplemental Materials	Tier 1	Getting Ready	01/29/2018	01/28/2019	\$1820	Classroom teachers