



**Riverview Junior High
Riverview Public School District
School Improvement Plan**

Mission Statement:

Priority #1	
Improvement Plan Focus Area: Reading Comprehension	
<p>Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <ol style="list-style-type: none">1. Based on Spring NWEA Map administration, 27% of eighth graders and 42% of seventh graders scored in the 20th percentile for reading.	<p>Team Member(s) Responsible:</p> <p>Stuart Hill, Dr. Heather Allison, Janna Carr, All Teachers at RJHS</p>
<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <ol style="list-style-type: none">1. During the 2021-2022 school year, all students in grades 7-8 will improve their reading comprehension RIT scores by 5% across 3 interim 21-22 NWEA MAP growth assessments.	

Root Cause(s): *What is the heart of the issue? What evidence supports this conclusion?*

1. While overall reading scores were up from the previous year's NWEA Map Growth testing, students are still not performing at grade level in reading.

Alignment to District Goal:

Priority #1 Actions				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding (include fund source)	Progress Monitoring Data
Utilize a Science of Reading program across the curriculum.	Core teachers	Aug-May		Certifications, PD Training, staff meetings, PLCs, lesson plans
Provide Professional development for all teachers to meet the Science of Reading requirements	District	Aug-May		Training for SoR; teacher lesson plans; teacher intervention notes
Establish a viable curriculum aligned to state standards for all core subjects.	Core teachers	August		Curriculum Maps and/or Lesson Plan
Strengthen teacher teams and collaborative groups to regularly interact to address common issues regarding curriculum, assessment, instruction, and the growth/achievement of all students (PLCs).	Campus Principal and Instructional Facilitator	Aug-May		Norms, Beliefs, and Expectations, Training, Agendas, PLC notes

Priority #2

Improvement Plan Focus Area: Mathematical Concepts Comprehension

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

1. Based on Spring NWEA Map administration, 41% of eighth graders and 38% of seventh graders scored in the 20th percentile for math.

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

1. During the 2021-2022 school year, all students in grades 7-8 will improve their math RIT scores by 5% across 3 interim 21-22 NWEA MAP growth assessments.

Team Member(s) Responsible:

Stuart Hill, Dr. Heather Allison, Janna Carr, Math Teachers

Root Cause(s): *What is the heart of the issue? What evidence supports this conclusion?*

Students are impacted by a learning loss due to COVID from Spring of 2020. Math is foundational, and students continued to learn current grade level math skills while a learning gap was present from the prior grade level.

Alignment to District Goal:

Priority #2 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding (include fund source)	Progress Monitoring Data
Strengthen the IM curriculum for seventh and eighth grade math.	Core teachers	Aug-May		Lesson plans, curriculum maps, observations, assessments
Strengthen PrBL math curricula to foster learning and achievement for all (IM, 2019).	Core teachers	Aug-May		PGPs; observations; Planbook reports; Co-Op consultancy trainings and meetings
Utilize a Science of Reading program across the curriculum.	Core teachers	Aug-May		Certifications, PD Training, staff meetings, PLCs, lesson plans
Develop systemic processes for tracking student growth and intervention methods	Instructional Facilitator	Aug-May		PLC Collaborative Tools (PCT); observation; Student Data Walls
Align lesson planning to evidence-based practices for engagement and authenticity.	Stuart Hill	Weekly		Weekly lesson plans through Planbook; PCTs

Priority #3

1. **Improvement Plan Focus Area:** College and Career Readiness

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

Based on a school survey in April, zero percent of junior high students showed an interest in attending a vocational school.

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

1. Increase student interest through exposure to college and careers based programming and stakeholders.

Team Member(s) Responsible:

Stuart Hill, Dr. Heather Allison, Janna Carr, Adell Morris, Matt Bell, Tommy Coleman

Root Cause(s): *What is the heart of the issue? What evidence supports this conclusion?*

Many students are not exposed to the options of college and career opportunities and pathways to reach college and career oriented goals.

Alignment to District Goal:

Priority #3 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding (include fund source)	Progress Monitoring Data
Strengthen process for contacting parents in regards to academic feedback.	Stuart Hill; Allison; White; Faculty	Throughout Year	SchoolStatus	SchoolStatus Reports
Implement College/Career pathways that foster motivation for students to finish high school career-ready skills	Stuart Hill; Allison; White; CTE Department; Fine Arts Department	Throughout Year		Pathways; CTE program evaluation, Fine Art program evaluation, certifications, concurrent enrollment, ACT scores, graduation rates

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Stuart Hill	Junior High School Principal
Dr. Heather Allison	7-12 Assistant Principal
Megan White	7-8 Counselor/District Testing Coordinator/SIP Chair
Patrick Brown	Parental Involvement Coordinator
Janna Carr	Instructional Facilitator
Shannon Roach	Science Teacher
Jeff Sanford	Math Teacher
Andrew Medina	Fine Arts
Vanessa Duran	Community/Parent Representative/CTE
Karen Vire	ELA and Dyslexia