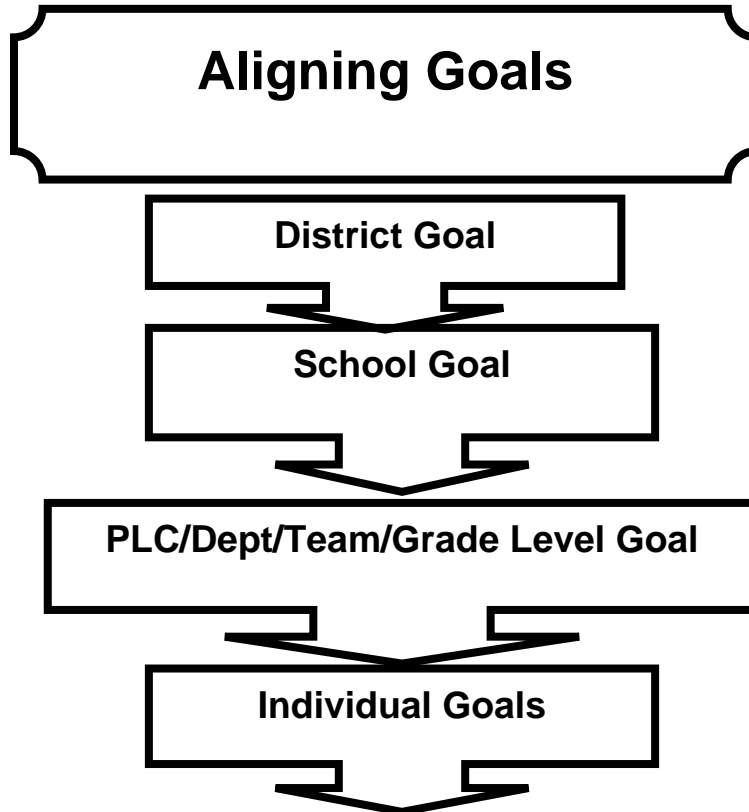
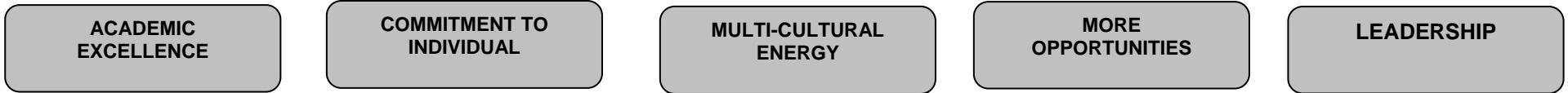


Site Plan Visits: Sept. <input type="checkbox"/> Nov. <input type="checkbox"/> Feb. <input type="checkbox"/> Apr. <input type="checkbox"/>	Staff Mtg. Reviews: Sept. <input type="checkbox"/> Nov. <input type="checkbox"/> Feb. <input type="checkbox"/> Apr. <input type="checkbox"/>	<h2 style="text-align: center;">2008-09 District 742 School Improvement Plan</h2> <p style="text-align: center;">School: Riverwoods</p> <p style="text-align: center;">Our mission is to prepare all learners, in partnership with their families and community, to live and contribute within a changing and diverse world.</p>	Leadership Team Members: Linda Tillman, Teacher Sheila Ferguson, Teacher Jeff Hoff, Teacher Craig Slocum, Teacher Brenda Blackmore, Supervisor Randy Arnold, Administrator
Principal Mtg. Review Sept. <input type="checkbox"/> Nov. <input type="checkbox"/> Jan. <input type="checkbox"/> March <input type="checkbox"/> Oct. <input type="checkbox"/> Dec. <input type="checkbox"/> Feb. <input type="checkbox"/> Apr. <input type="checkbox"/>			

The foundation of District 742's effectiveness is based on the following core values:



GOAL #1 & 2

Excellence and Equity

With academic excellence and equity held as our district standard, make significant improvement in student learning of reading and mathematics.



District Supports

- Learning Bridges Software
- Vertical Teaming for ALL
- Integrated Service Delivery Model (ISDM)
- Curriculum Team
- Professional Development and Funds
- Teacher Leader Funds

School Goal



SMART Goal: At a minimum, 50% of students enrolled at Riverwoods School for 90 consecutive calendar days or more will demonstrate growth scores on the NWEA MAP tests for reading and mathematics that equal or exceed the average growth score for grade for students nationally.

Evidence of Need: Reviews of records for students enrolling at Riverwoods School reveal that 80-90% of students enrolling show at least one of the three characteristics of underachievement: a) delay in acquisition of high school credits; b) failure to demonstrate proficiency on MCA testing; c) below grade level performance on standardized achievement measures.

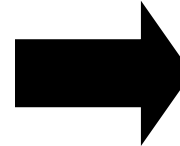
ACTION STEPS (Goal #1 & 2)	EVIDENCE OF ACTION	PROF DEVELOPMENT	RESOURCE ALLOCATION
<p>What: Identify evidence-based strategies for developing student vocabulary knowledge in the core content areas. How Often: Ongoing throughout the professional development cycle. Who Involved: Teachers, Supervisor, & Administrator Report In November: Report In February: Report In April:</p>	<p>1. Record of specific strategies. 2. Administrator interviews with teachers.</p>	<p>Teacher Share Time. Appropriately targetted workshop training with capability to disseminate to all staff. Learning Bridges experiences.</p>	<p>Bulding staff development funds for workshop attendance. District-level expertise from CIA office. Staff meeting time for brief professional sharing. Professional development days and late start/early outs.</p>

ACTION STEPS (Goal #1 & 2)	EVIDENCE OF ACTION	PROF DEVELOPMENT	RESOURCE ALLOCATION
<p>What: Increase student engagement with instruction time through application of positive behavior strategies that reduce referrals to the school office. How Often: Ongoing throughout the professional development cycle. Who Involved: Teachers, Supervisor, & Administrator Report In November: Report In February: Report In April:</p>	<ol style="list-style-type: none"> 1. Student activities. 2. Staff activities. 3. Staff/student activities. 4. Point card database usage in planning and reporting meetings, communications with parents and agency staff. 	<p>Training on models for developing sense of belonging and building school community.</p>	<p>Building staff development funds for relevant workshops. Funds for technology needed to support Point Card database system. Staff meeting time for reporting and sharing with all staff.</p>
<p>What: How Often: Who Involved: Report In November: Report In February: Report In April:</p>			
<p>Successful Outcome: (Goal #1&2)</p>	<p>50% of students will have growth scores exceeding the national average for reading and mathematics on the NWEA MAP.</p>		
<p>Evidenced by:</p>	<p>Scores obtained on the MAP.</p>		

GOAL #3

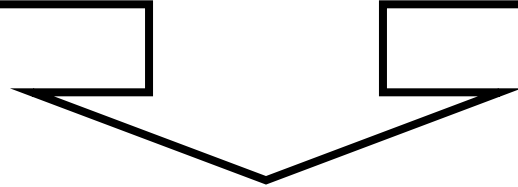
Excellence and Equity by Increasing Assessment Strategies

- How will we increase assessment strategies to be more competent in:**
- Consistency in testing administration, testing environment, etc.?
 - Data Driven Decision Making (DDDM)?
 - Putting Data in the hand of our teachers by integrating technology to better analyze data? (AIMS Web, Viewpoint, etc.)
 - Interpreting data regularly
 - Changing instructional strategies due to the analysis of data?
 - Grading practices?



District Supports

- Learning Bridges Software
- Viewpoint
- Progress Monitoring in AIMS web
- NWEA
- EXPLORE
- PLAN
- Data Retreats
- District Media Personnel
- Curriculum Team
- Professional Development and Funds
- Teacher Leader Funds



School Goal

SMART Goal: NWEA MAPS testing will be implemented with all students enrolling in Riverwoods School, with a baseline test administration in Reading, Mathematics, and Language Usage for all students completed within 10 calendar days of their enrollment, and follow-up testing completed with each student within 10 calendar days following every 90-consecutive calendar day period of enrollment.

Evidence of Need: Student enrollment at Riverwoods School is often preceded by frequent short-term placements that compromise the quality of educational records received. Reliable assessment information will assist in determining appropriate levels of instruction, as well as standards-related data that can assist staff in sharpening the focus of instruction for the student.



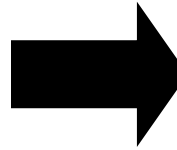
ACTION STEPS (Goal #3)	EVIDENCE OF ACTION	PROF DEVELOPMENT	RESOURCE ALLOCATION
What: Acquire and set up implementation of NWEA MAPs testing. How Often: Complete steps in the Fall of 2008. Who Involved: Randy Arnold, Brenda Blackmore, Lon Enerson, Deb Danell, and Diane Johnson Report In November: Report In February: Report In April:	Readiness to begin baseline testing of all students by end of Quarter 1.	MAP Implementation Training MAP Basic training for all staff.	Funds for NWEA online training. District-level support from media services and CIA.

ACTION STEPS (Goal #3)	EVIDENCE OF ACTION	PROF DEVELOPMENT	RESOURCE ALLOCATION
<p>What: Collect and review data reports of MAP testing completed with students. How Often: Ongoing through the school year and professional development cycle. Who Involved: Teachers, Supervisor & Administrator Report In November: Report In February: Report In April:</p>	<p>Baseline testing is completed for initial class roster, with system in place to test new enrollees. Teachers, Supervisor, and Administrator can access MAP testing reports and do basic interpretations of data.</p>	<p>Online NWEA training through Knowledge Academy. Training in interpreting report data from district staff experienced with MAP testing.</p>	<p>Funds for NWEA online training. District-level support from CIA office staff experienced with MAP testing.</p>
<p>What: Instruct at appropriate levels in reading and mathematics, and with strategies targetted to specific standard deficit areas for individual students. How Often: Ongoing though the school year and professional development cycle. Who Involved: Teachers Report In November: Report In February: Report In April:</p>	<p>Identification of at least two evidence-based strategies linked to a standard. Observation of instructional application of at least one evidence-based strategy.</p>	<p>Review of Learning Bridges. Training in NWEA DesCartes.</p>	<p>Professional development days and late start/early outs. Funds for NWEA license that includes DesCartes.</p>
<p>Successful Outcome: (Goal #3)</p>	<p>NWEA MAP testing of reading and mathematics will be completed for students upon enrollment, progress will be monitored at 90 calendar day intervals, and data will be used to select and implement instruction at an appropriate level and evidence-based strategies targetted to standards-based deficiencies.</p>		
<p>Evidenced by:</p>	<p>Records of MAP testing and observations of instruction.</p>		

GOAL #4

Demonstrate to the community at large the ways that we practice excellence and equity

- How will we:
- Close the gap?
 - Show our Cultural Competencies?
 - Improve Racial Balance
 - Create parental and community partnerships?
 - Spotlight our district/site Achievement or assessment goals?
 - Increase our student enrollment?



District Supports

- Service Learning
- Junior Achievement
- Career Investigations Support
- Business Partnerships
- Chamber Activities
- Vertical Teaming for ALL
- Communications Team
- District Media
- Curriculum Team
- Professional Development and Funds
- Teacher Leader Funds

School Goal



SMART Goal: Complete QINA with a focus on building partnerships with our agency community and parent community, as evidenced by implementation of one programmatic strategy to enhance agency collaborations and one programmatic strategy to enhance parental involvement.

Evidence of Need: Many parents/guardians of our students are faced with obstacles to participation such as needing to travel long distances to be at Riverwoods or a long history of negative experiences associated with a school environment. Extraordinary effort and creativity is needed to re-engage parents with the students' school community and experience under these circumstances.

ACTION STEPS (Goal #4)	EVIDENCE OF ACTION	PROF DEVELOPMENT	RESOURCE ALLOCATION
<p>What: Build a positive culture for learning through appreciation for student potential, active supervision and engagement with students, the agency community, and parents. How Often: Ongoing though the school year and professional development cycle. Who Involved: Teachers, Paras, Supervisor, and Administrator Report In November: Report In February: Report In April:</p>	<p>1. Student activities. 2. Staff activities. 3. Staff/student activities. 4. School community activities with agency and parent involvement.</p>	<p>View and discuss The Voice video production, with a focus on school/agency collaborative effort. Review practices of Active Supervision. Review Teamworks Decision-Making Framework</p>	<p>Professional development days and late start/early outs.</p>

ACTION STEPS (Goal #4)	EVIDENCE OF ACTION	PROF DEVELOPMENT	RESOURCE ALLOCATION
<p>What: Review relevant sections of the Bake Sale book for a definition of our current parent involvement orientation and ideas for moving toward our desired parent involvement orientation.</p> <p>How Often: Ongoing though the school year and professional development cycle.</p> <p>Who Involved: Teachers, Paras, Supervisor, and Administrator</p> <p>Report In November:</p> <p>Report In February:</p> <p>Report In April:</p>	<p>Jigsaw process of book study, with discussion.</p> <p>List of ideas to implement to increase parent participation in school activities.</p>	<p>Book Study - Bake Sale.</p>	<p>One or more copies of The Bake Sale resource for review.</p>
<p>What: Collect survey data from parents and students relating to their perception on practices relating to creating a positive climate and parent/student involvement.</p> <p>How Often: Ongoing though the school year and professional development cycle.</p> <p>Who Involved: Teachers, Paras, Supervisor, and Administrator</p> <p>Report In November:</p> <p>Report In February:</p> <p>Report In April:</p>	<p>Survey data collected through a documented process for administering and collecting surveys.</p> <p>Evidence of action planning in response to areas of need revealed through survey data.</p>	<p>Periodic review of data.</p> <p>Brainstorming of options for parent participation.</p> <p>Training in communication and collaboration skills.</p>	<p>Professional development days and late start/early outs.</p> <p>Staff meeting time for sharing of survey data with all staff.</p>
<p>Successful Outcome: (Goal #4)</p>	<p>Collaborative programming efforts with agency staff will increase and parent participation in school conferences and activities will increase.</p>		
<p>Evidenced by:</p>	<p>Descriptions of collaborative programming strategies; identification of parent participation opportunities and involvement rates.</p>		