MICIP Portfolio Report

Riverview Community School District

Goals Included

Active
- ELA Goal
- Math Goal

Buildings Included

Open-Active
- Forest Elementary School
- Huntington Elementary Schools
- Memorial Elementary Schools
- Riverview Community High School
- Riverview Virtual Academy
- Seitz Middle School

Plan Components Included

Goal Summary
Strategy
    Summary
    Implementation Plan
        Buildings
        Funding
        Communication

MICIP Portfolio Report

Riverview Community School District

ELA Goal

Status: ACTIVE

Statement: Our goal is to increase ELA proficiency on the state assessment by 7% each year over the next three years to reach 60% by 2025 as measured by the M-STEP/PSAT.

Created Date: 06/21/2021   *Target Completion Date:* 06/06/2025

Strategies:

(1/6): MTSS Framework (General)

Owner: Joseph Hatzl

Start Date: 06/21/2021   *Due Date:* 06/06/2025

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Total Budget: $230,000.00
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- Email Campaign
- Presentations

Audience
- Staff

(2/6): MTSS - PBIS (Behavior)

Owner: Brenda Said-Wright

Start Date: 06/21/2021   *Due Date:* 06/06/2025

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Total Budget: $22,325.00
- General Fund (Other)

Communication:

Method	Audience
• Email Campaign	• Staff
• Parent Newsletter	• Parents
• Social Media	

(3/6): Family Engagement Tied to Learning

Owner: Jason Gribble

Start Date: 09/01/2021   *Due Date:* 06/06/2025

Summary: "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children's education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

Buildings
- Forest Elementary School
- Huntington Elementary Schools
- Memorial Elementary Schools
- Riverview Community High School
- Seitz Middle School

Total Budget: $4,500.00
- Title I Part A (Federal Funds)
- General Fund (Other)

Communication:

Method
- Email Campaign
- Presentations
- Brochure
- Social Media

Audience
- Staff
- Parents

(4/6): Guaranteed and Viable Curriculum

Owner: Jason Gribble

Start Date: 06/21/2021   *Due Date:* 06/06/2025

Summary: A "guaranteed" curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word "all" needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be "viable," there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or "nice to know" content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It's what schools and teachers commit to providing for all students.

Buildings: All Active Buildings

Total Budget: $1.00
- General Fund (Other)

Communication:

Method	Audience
• Other	• Staff
• Email Campaign	

(5/6): 23g Expanded Learning Time

Owner: Joseph Hatzl

Start Date: 10/26/2023   *Due Date:* 06/06/2025

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings: All Active Buildings

Total Budget: $100,000.00
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter

Audience
- Community-at-Large
- Educators
- Staff
- School Board
- Parents

(6/6): 23g Tutoring

Owner: Joseph Hatzl

Start Date: 10/26/2023   *Due Date:* 06/06/2025

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:
• customizes learning to target a student's immediate learning needs.
• provides additional instructional time by aligning the tutoring activities to current classroom activities.
• offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
• creates meaningful mentor relationships.

Buildings: All Active Buildings

Total Budget: $100,000.00
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter

Audience
- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Math Goal

Status: ACTIVE

Statement: Our goal is to increase math proficiency on the state assessment by 7% each year for the next three years to reach 47.55% by 2025 as measured by M-STEP and PSAT.

Created Date: 06/21/2021   *Target Completion Date:* 06/06/2025

Strategies:

(1/6): Guaranteed and Viable Curriculum

Owner: Jason Gribble

Start Date: 06/21/2021   *Due Date:* 06/06/2025

Summary: A "guaranteed" curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word "all" needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be "viable," there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or "nice to know" content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It's what schools and teachers commit to providing for all students.

Buildings: All Active Buildings

Total Budget: $1.00
- General Fund (Other)

Communication:

Method	Audience
• Other	• Staff
• Email Campaign	

(2/6): MTSS Framework (General)

Owner: Brenda Said-Wright

Start Date: 06/21/2021   *Due Date:* 06/06/2025

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Total Budget: $1.00
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- Other
- Email Campaign
- Presentations

Audience
- Staff
- Parents

(3/6): MTSS - PBIS (Behavior)

Owner: Brenda Said-Wright

Start Date: 06/21/2021   *Due Date:* 06/06/2025

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Total Budget: $1.00
- General Fund (Other)

Communication:

Method
- Other
- Email Campaign
- Presentations

Audience
- Staff

(4/6): Family Engagement Tied to Learning

Owner: Jason Gribble

Start Date: 09/01/2021   *Due Date:* 09/30/2021

Summary: "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children's education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

Buildings: All Active Buildings

Total Budget: $1.00
- General Fund (Other)

Communication:

Method
- Other
- Email Campaign
- Presentations

Audience
- Staff

(5/6): 23g Expanded Learning Time

Owner: Joseph Hatzl

Start Date: 10/26/2023   *Due Date:* 06/06/2025

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings: All Active Buildings

Total Budget: $100,000.00
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter
- Local Newspaper

Audience
- Educators
- Staff
- School Board
- Parents

(6/6): 23g Tutoring

Owner: Joseph Hatzl

Start Date: 10/26/2023   *Due Date:* 06/06/2025

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:
• customizes learning to target a student's immediate learning needs.
• provides additional instructional time by aligning the tutoring activities to current classroom activities.
• offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
• creates meaningful mentor relationships.

Buildings: All Active Buildings

Total Budget: $100,000.00
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- Email Campaign
- District Website Update
- Parent Newsletter
- Social Media

Audience
- Community-at-Large
- Educators
- Staff
- School Board
- Parents