

River Valley High School

Academic Goal: *By the end of the 2023-24 school year, 100% of the RVHS educational staff will increase their use of strategies designed to improve academic proficiency of low socioeconomic students. These strategies will include small group instruction for all students, setting and posting learning outcome targets and refining our Co-Teaching Model. This progress will be measured through the use of formative and summative data.*

Climate Goal: *By the end of the 2023-24 school year 100% of students will attain a sense of belonging at River Valley High School. This progress will be measured utilizing the connection survey, data from activity participation, and surveys and observations from the Freshman AM Blackhawk period.*

ACADEMIC GOAL:

In regards to our educational staff utilizing strategies designed to improve academic proficiency of low socioeconomic students, the high school teachers, based on formal observations, mini-observations and informal walkthroughs, 100% of our high school teachers are utilizing small group instruction and posting their learning outcome targets for students to see. When in the classroom, when asking students what their learning targets were for the day, students were able to give Mr. Blakley a detailed description of the goal of the lesson and the outcome. This was done at every observation done during the 2023-24 school year with all staff classrooms.

The high school staff did a training in 2022-23 toward refining our Co-Teaching Model. A Co-Teaching Handbook was given to staff that described the different models of Co-Teaching, which included Parallel Teaching, Teaming, One Teach/One Assist, Station Teaching and One Teach/One Observe. Our Special Education Staff, along with our regular education teachers broke into groups and then modeled each form of Co-Teaching in different classrooms, in a rotation, to show the different forms of proficient Co-Teaching. This training will be done again at the start of the 2024-25 school year. While River Valley High School has been incorporating Co-Teaching for the last ten years, it is important, especially with changes to teaching staff that we continue to refine and describe best practice for our staff.

This year, with the help of the RVHS Academic Team, we decided to take a deeper look at our formal assessments and how we can work to improve our scores and help our high school students become more invested in the testing. While we were getting data, we weren't sure how accurate the data was based on student investment. We had our Freshmen and Sophomores take a PRE-ACT Test at the start of the school year. Once those results came back the Academic Team, with the lead of Kevin Billington, Lisa Scofield and our high school counselors, a Google Doc was created to allow our students to look at their own scores and truly reflect on the testing. Students posted their individual scores into the document, reflected on their strengths and weaknesses for the testing, their testing strategies, etc. This

was not only great for our students, but it also gave our teachers great data on what questions the students were struggling with and what areas of the curriculum our teaching staff needed to spend more or less time on. Our Freshmen and Sophomore Teachers, in the areas of Mathematics, English and Science then each took a week to review the questions with their students. Students could ask for assistance on individual questions that they had, and teachers were given data from PRE-ACT that allowed them to look at questions that the class struggled with as a whole and truly understand why. Our students then took the PRE-ACT again in the Spring. Those results have just come back and we are going to look to see if there was improvement from the Fall to Spring.

Universally, to help all students, we are offering our Algebra Workshop and Geometry Workshop to students that are identified as needing remediation in the areas of mathematics. We also offer our English Booster Class for students that are identified in needing remediation in the area of English.

In regards to Summative Data for our low socio-economic students, we now have Pre-ACT Data that we will utilize for our freshmen and sophomores, along with ACT data still coming in for some of our juniors. We have gotten our grades finalized and our summer school ends on June 21 where we can look at credit accumulation for all students. This summer, we will be cross-referencing our low socio-economic students with the different data we have accumulated to see which students are meeting their goals and which students are going to need more assistance. Lisa Scofield and I also plan to look at what classes our low socio-economic students are taking. Often we have found that our low socio-economic students are not enrolling in the many offered AP Courses at River Valley, so our goal is to help identify those students find one AP Class of interest and get them enrolled at some point during their high school career.

CLIMATE GOAL:

Jaime Hegland will speak on the percentage of students that are taking part in activities at River Valley High School. We continue to offer our Freshmen/New Student Orientation Day. During that school day we have what is called an "ACTIVITIES FAIR." All activities, from Mock Trial, to Athletics, to Music, to Trap Club are given booths and all of our freshmen and new students are asked to visit at least five different booths to learn about all of the different things available for them to take part in at River Valley. New clubs are starting all the time, most recently the Fishing Team was created and many kids signed up for that. While the goal of 100% participation is a tough goal, we will continue to advertise and provide a variety of great programs for our students.

Our Connection Survey that we do each year was scheduled for the end of the school year. Unfortunately the Mount Horeb incident took place three days before our survey was going to go to our students. In discussion with our climate team and our entire staff, it felt that the survey could be viewed as reactionary to that terrible event. We will be giving the connection survey to our students at the end of the first semester and at the end of the second semester during the 2024-25 school year. This will allow us to target students that are not feeling connected and see if we can improve that during the second semester.

During the 2023-24 school year, our climate team developed a Student Feedback Survey. This survey allowed students to give feedback to their teachers on how their class went during that semester.

Students were given the opportunity to let their teachers know what parts of the class they enjoyed and what parts of the class they didn't enjoy. They were allowed to speak to the different teaching styles that they preferred. Students gave feedback to their teacher on if they felt supported by the teacher and if the teacher was available to give them assistance when needed. This gave valuable information to our teachers as they develop their classes and reflect on their teaching, as well as gave students a voice in their education and learning.

Our YRBS Data that was given last Spring came back to us this Spring. This data was reviewed with our Climate Team and with our entire staff. Our YRBS Data stated:

STUDENTS FELT THAT THEY HAD A TEACHER OR STAFF MEMBER THAT THEY COULD CONFIDE IN:

Freshmen reported 71% felt that they had someone that they could confide in.

Sophomores reported 82% felt that they had someone that they could confide in.

Juniors reported 87% felt that they had someone that they could confide in.

Seniors reported 100% felt that they had someone that they could confide in.

The high school also took part in the S.O.S. (Signs of Suicide) Training. This is a program that we purchase. This training shows students how to monitor themselves and their peers in the areas of depression and how to find help for themselves or friends. On this day, during the training, our River Valley Counselors, along with a therapist from a local clinic and a crisis therapist from Sauk County are available if students are in need. Normally the number of students that are seen on this day because they have concerns for themselves or a friend has been traditionally around 30 students. During the 2023-24 school year, only eight students requested to see a counselor on this day.

We continue to develop new ways to connect with our incoming freshmen. Along with our Freshmen/New Student Orientation Day, we have all freshmen placed into a Freshmen AM Blackhawk Period. For the first quarter the freshmen students are taught study skills, they are introduced to different staff within our building, expectations are reviewed, students are shown how to look at their Skyward accounts and review their grades, etc. We feel it's a great way to support our youngest students and get them connected and comfortable to the high school building and staff.

On August 22nd our Senior Blackhawk Leaders will receive a training by Lisa Shaefer. These students act as mentors for our incoming freshmen and new students and are also given leadership roles throughout the school year within the high school. The mentors are given 2-3 freshmen/new students. The Blackhawk Leaders meet with these students during Freshmen/New Student Orientation. They give these students tours of the building, help them get to their classes, help them with their lockers, introduce them to teachers, and review the overall expectations of the high school.

Thank you to the members of our 2023-24 Academic and Climate Teams. Thank you for donating time each month to look at different ways that we can connect with students and reach their needs academically. It is truly appreciated.