



School Improvement Plan

Roguewood Elementary School

Rockford Public Schools

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 Goal 1: All students at Rogewood Elementary School will become proficient readers. 75

 Goal 2: All students will increase their proficiency in the area of Fractions. 77

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 Goal 4: All students will gain a better understanding of vocabulary when teachers implement grade level specific, common academic vocabulary within the context of science. 81

 Goal 5: All students will increase proficiency in the area of nonfiction reading in the context of social studies. 82

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Introduction

The School Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP 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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Roguewood has 360 students, located in a suburban area. Staff, students and community are primarily middle-class families. Roguewood does have a 20% free and reduced lunch population which allows for Title I status.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

At Roguewood Elementary School we envision our school as a provider of a world-class education whose priority is to seek high academic standards, increase academic achievement, and develop our students' learning skills preparing them for the global world. We envision a learning environment that encourages the participation of all stakeholders, which in turn, inspires confidence and trust in our school. We will provide proof of our students' achievement in order to confirm our commitment to stakeholders. We will maximize student learning by initiating research-based teaching strategies and interventions while seeking continuous improvement.

Mission Statement

The Roguewood community will provide a learning environment to equip students with the wisdom to positively impact our world.

Beliefs Statement

At Roguewood Elementary School we believe in:

- * A safe and orderly environment
- * All Roguewood students taking pride in meeting the standards of RESPECT, RESPONSIBILITY, HONESTY, and CARING.
- * Providing a world-class education to all students
- * Strong instructional leadership
- * A climate of high expectations
- * The opportunity to learn and increase time-on-task
- * Frequent monitoring of student progress
- * Strong home/school relationships and communication
- * The importance of teaching meaningful content

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Roguewood is a unique school in that it includes an immersion program, Spanish. For the first six years, the staff members for each "school" were mostly working independently along program lines. In the past four years, the staff has begun to collaborate and share common goals and activities, working interdependently. We still need to work to find ways to support our challenged learners.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

None

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.

Staff, parent, and student surveys are used to gain a wide range of input about the school setting and improvement process. Once survey data is available, we build our team based on qualifications, knowledge, and availability. Building School Improvement meetings are scheduled monthly to meet the needs of parent involvement, staff involvement, and student availability.

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

Staff (from all core areas and electives), administration, counseling staff, and parents.

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

Presented to all staff at building staff meeting with monthly updates to all staff during building PLC time.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|-----------------|-------------------|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | See attachments | |

Evaluative Criteria and Rubrics

Overall Rating: 2.5

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 1. | Assessment Quality | The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements. | Level 2 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 2. | Test Administration | All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected. | Level 2 |

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 4. | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline. | Level 2 |

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Data was compared for the last 3 years in grades 3rd-5th based on the Discovery Education (DE) Assessment Test A. In math, we scored higher than the District, State and National averages in all grade levels on the DE Test A sessions for a three year period. Additionally, 3rd grade students are performing well in both Math and Reading on the state assessment (MEAP) and are scoring better than their 4th counterparts.

Describe the area(s) that show a positive trend in performance.

Data was compared for the last 3 years in grades 3rd-5th based on the Discovery Education (DE) Assessment Test A. In math, we scored higher than the District, State and National averages in all grade levels on the DE Test A sessions for a three year period. Additionally, 3rd grade students are performing well in both Math and Reading on the state assessment (MEAP) and are scoring better than their 4th counterparts.

Which area(s) indicate the overall highest performance?

Data was compared for the last 3 years in grades 3rd-5th based on the Discovery Education (DE) Assessment Test A. In math, we scored higher than the District, State and National averages in all grade levels on the DE Test A sessions for a three year period. Additionally, 3rd grade students are performing well in both Math and Reading on the state assessment (MEAP) and are scoring better than their 4th counterparts.

Which subgroup(s) show a trend toward increasing performance?

Data was compared for the last 3 years in grades 3rd-5th based on the Discovery Education (DE) Assessment Test A. In math, we scored higher than the District, State and National averages in all grade levels on the DE Test A sessions for a three year period. Additionally, 3rd grade students are performing well in both Math and Reading on the state assessment (MEAP) and are scoring better than their 4th counterparts.

Between which subgroups is the achievement gap closing?

NA

Which of the above reported findings are consistent with findings from other data sources?

Both the Discovery Education Assessment and the MEAP match performance in 3rd Grade Math.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Based on the MEAP, our fourth grade students are under-performing last year's fourth grade students in the areas of Reading, Math and Writing.

Describe the area(s) that show a negative trend in performance.

MEAP Writing shows a negative trend for our fourth grade students.

Which area(s) indicate the overall lowest performance?

Students are lowest performing in science on the MEAP.

Which subgroup(s) show a trend toward decreasing performance?

NA

Between which subgroups is the achievement gap becoming greater?

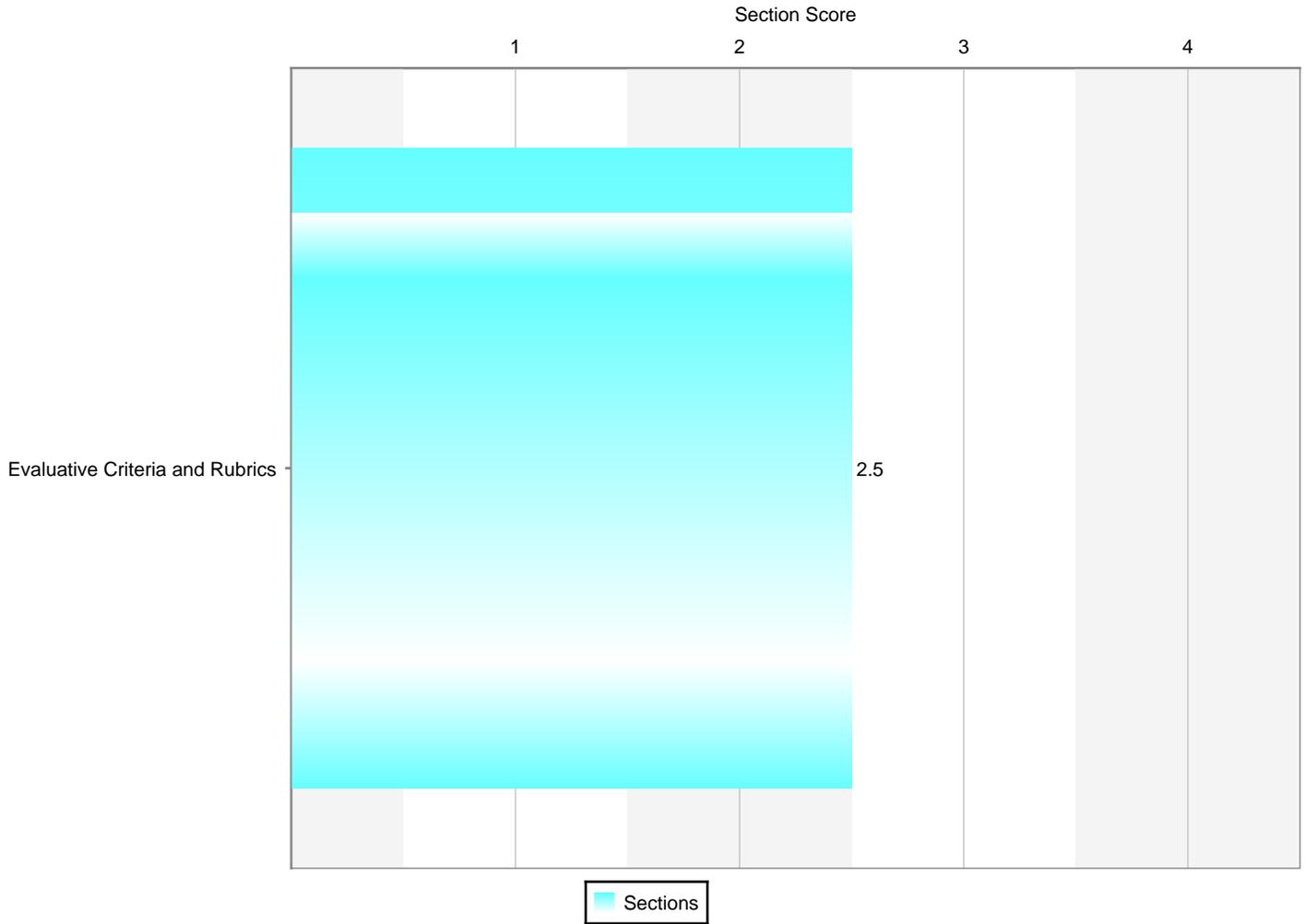
No subgroups

Which of the above reported findings are consistent with findings from other data sources?

NA

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|--------------------------|-------------------|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | No | Completed ASSIST online. | |

Evaluative Criteria and Rubrics

Overall Rating: 3.0

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants. | Level 3 |

| | Statement or Question | Response | Rating |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity. | Level 3 |

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Communication, student learning expectations, quality staff and meeting the learning needs of students.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Stakeholders' approval of the recent bond issue demonstrated that passion and support for RGW. It also demonstrated the desire for increased technology and the safety of the building.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The RAMS MODEL survey supported the ASSIST survey data by demonstrating a community desire for increased technology, safe schools, and increased academic/community education/cocurricular learning opportunities.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Lack of available technology, class size, physical building needs and safety.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

With the passing of the recent bond, these areas are decreasing knowing that improvements are coming for parking, technology and time for planning and learning.

What are the implications for these stakeholder perceptions?

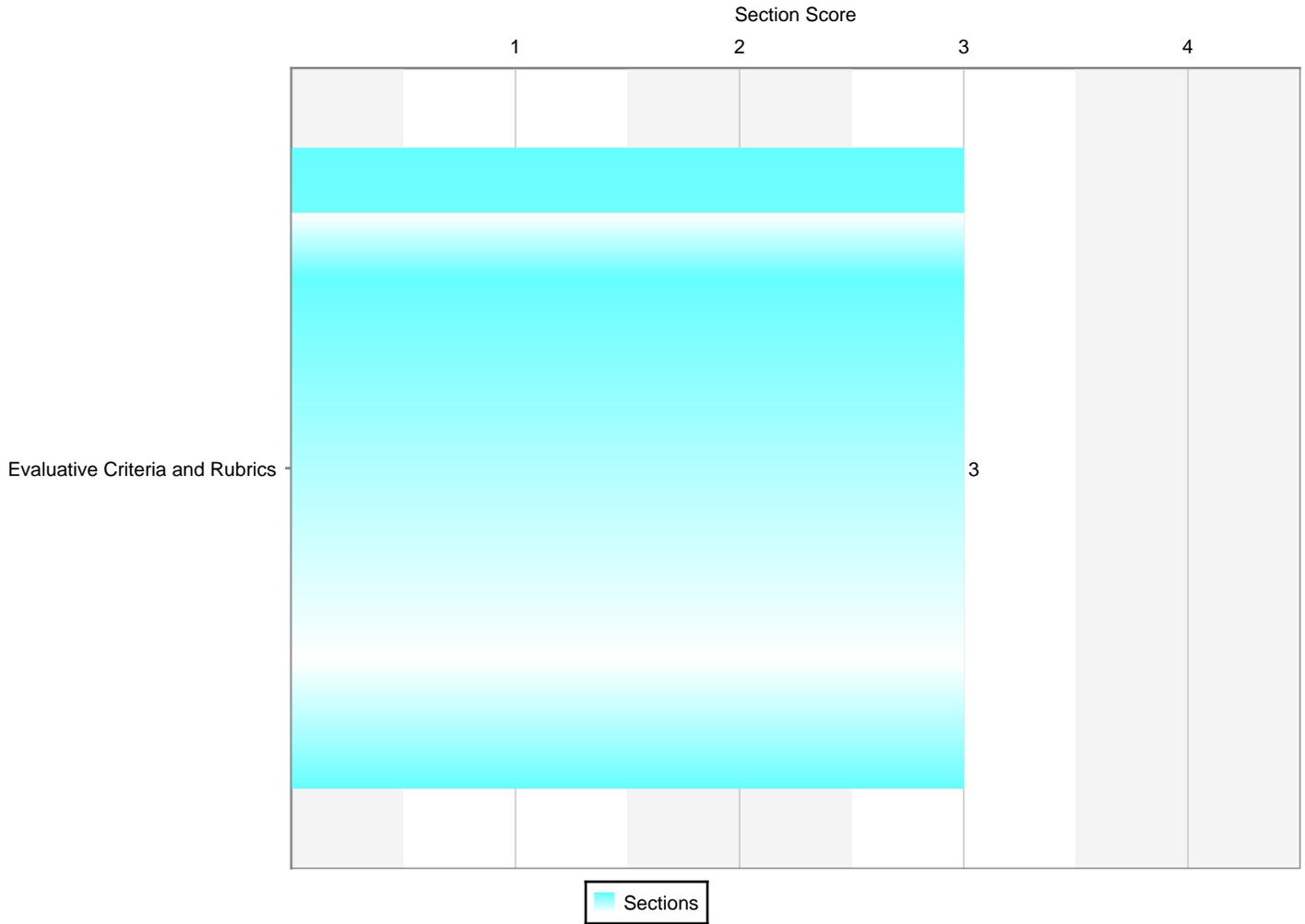
Implications for the perceptions of the stakeholders are that they are improving knowing that the bond will address the largest concerns: technology, building improvements, safety, parking and traffic flow and continued communication among stakeholders.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

all of the areas mentioned.

Report Summary

Scores By Section



School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Overall, as a school district, higher enrollment allows for more opportunities for students, and lower class size can be a direct result of a stronger budget. The State of Michigan decides school budget which directly affects financial decisions for the district. More "Schools of Choice" students have enrolled. Despite this trend, RPS is still a base funded school. Rising class sizes impact teaching and learning. Financial implications occur if there are fewer students to bring monies to the district.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Some of our elementary buildings have decreasing enrollment while others have increased enrollment. District boundaries need to be reviewed and adjusted.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Though PBIS has been adopted by all elementary schools, there continues to be behavior that needs to be addressed. We do see fewer referrals, however.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Redistricting. Re-assigning teachers.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Experience has obvious advantages and positive implications on student achievement. Though it is beneficial to hire new principals, we have not had the opportunity to do this due to funding. There's something to be said for routines, structure and familiarity of programs and services.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Experience has obvious advantages and positive implications on student achievement. Though it is beneficial to hire new teachers, we have not had the opportunity to do this due to funding.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

With a shared leadership philosophy, we all work together to meet the needs of students. Little to no impact is seen on achievement. Additionally, our teachers and leaders are not frequently absent.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

With a shared leadership philosophy, we all work together to meet the needs of students. Little to no impact is seen on achievement. Additionally, our teachers and leaders are not frequently absent.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

None needed at this time.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Teachers participate in collaborative learning communities to improve instruction and student learning.

12. How might these challenges impact student achievement?

Conferring with colleagues is extremely important and not having the time or resources to make that happen may impact teaching and learning.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Time, money and additional resources.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

We have a comprehensive K-5 Response to Intervention program to identify literacy needs. Title I Math and Reading has a specific and systematic identification system for at risk students in the area of Reading and Math for grades 1-5. We use district common assessments for grades K-5 in the areas of reading, math, science, and writing. We have Discovery Education data results for grades 3-5 in the area of math and reading. Our students also took the M-Step this school year. We are looking forward to learning the results.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

We have multiple extended learning activities through our community services program, as well as outside volunteers. We have a summer learning program offered. We will be offering summer tutoring through Title I services in the summer of 2015. We have OM opportunities for our students as well. These opportunities are available for K-5.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

District newsletters, district website, school websites, school newsletters, posting flyers in public places, teacher communication, Family Access emails, and more.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Teachers implement the school's instructional process in support of student learning. All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning. Examples of learning expectations and standards of performance are Survey results, Examples of assessments that prompted modification in instruction, District Lesson Plan Template, Curriculum Maps, Pacing Guides, and K-5 Fidelity Checklist. Additionally, mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel. Records of meetings and walkthroughs/feedback sessions. Finally, teachers participate in a yearly PD specifically related to vertical alignment.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

NA

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

In reading for grades four and five, students performed well in language skills, while in third grade students fared well in informational reading.

19b. Reading- Challenges

Nonfiction, informational text.

19c. Reading- Trends

Increasing improvement in the areas of reading.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

20a. Writing- Strengths

Using a writing workshop approach across the district with a common focus.

20b. Writing- Challenges

Grammar and mechanics.

20c. Writing- Trends

Grammar and mechanics.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Grammar and mechanics.

21a. Math- Strengths

In math, grades three and five demonstrated strengths in geometry, while fourth grade fared well in operations.

21b. Math- Challenges

Understanding fractions - K-5.

21c. Math- Trends

Math data shows a consistent trend with no dramatic growth or decrease in achievement

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Math will be an area of focus with a new math program purchased and additional professional development. A new math curriculum/map will also be created this summer.

22a. Science- Strengths

Plants and Animals.

22b. Science- Challenges

Organisms.

22c. Science- Trends

Fairly consistent trends with science.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Addressed through our reading goal in school improvement looking at NEXT Gen and STEM in district as well.

23a. Social Studies- Strengths

Understanding History.

23b. Social Studies- Challenges

Understanding processes of government.

23c. Social Studies- Trends

Data has been consistent and has not changed.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Students feel that their teachers and principal want them to learn, they feel the teachers want them to do their best, care about them and feel computers help them learn.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Lunch food and they do not like homework.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

No action will be taken at this time - NA.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Established goals for student improvement, the governing body acts responsibly, high expectations for students, provides opportunities for them to be involved, curriculum is equitable and teachers use variety of strategies.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Varied responses between strength and area of low satisfaction so difficult to interpret the results.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Asking parent groups for more information on the response to get a better understanding if this is a need or they are satisfied.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

A clear school purpose, effective continuous improvement plan, governing body is informative and our leader has high expectations.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Increased involvement is decision making and new ideas from staff.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Staff is surveyed on their professional needs and staff meetings are more interactive for input and discussions.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Environment in district and teacher effectiveness.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Parking and technology.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Recent bond issue for district passed so there are plans to address parking and technology.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Roguewood continues to perform above state and county on state tests in all content areas. Parents are satisfied with the school culture and academic and social opportunities provided to students. Processes are reviewed by staff each year so there is a positive approach to continuous improvement.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

There are challenges in demographics, processes or perception and they are addressed in the school improvement plan and in the school culture and planning.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

These challenges are addressed in the written goals and identified strategies and activities in each area.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| | Literacy and math are tested annually in grades 1-5. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | http://www.rockfordschools.org/?i=Roguewood | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | No | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion. | Yes | Dr. Doug VanderJagt, Assistant Superintendent Human Resources Department Rockford Public Schools 350 N. Main Street Rockford, MI 49341 616.863.6554 | |

School Improvement Plan

Roguewood Elementary School

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Dr. Doug VanderJagt, Assistant Superintendent Human Resources Department Rockford Public Schools 350 N. Main Street Rockford, MI 49341 616.863.6554 | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| | The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| | The School has additional information necessary to support your improvement plan (optional). | Yes | | |

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?

The Comprehensive Needs Assessment was conducted as follows:

Who: A core team of building staff including the building principal, lead teachers and School Improvement chairpersons lead the rest of the staff through an ongoing analysis of the data

What: Data results from the state assessments (last year MEAP, this year MSTEP), Discovery Education, and district common assessments as well as demographic information from MEAP, IGOR (local ISD data warehouse), and Discovery Education, Perception data, and process data (See list below)

When: School Improvement teams (consisting of general education teachers, resource room teachers, and Principal) meet monthly and these meetings and the results are recorded in a SIP binder kept by the building principal. Discovery Education data analysis is done after each assessment in September, January, and May by 3-5 teachers and principal.

Where and How: Part of the district's 30 hours of professional development each year is spent in grade level meetings, late starts, and with building school improvement time to analyze data and create student learning goals for the next SIP plan as a result. Gaps are looked at and causes for these gaps are identified. These results are put into action in the SIP plan through goals, strategies, and activities.

Role of Parents in CNA:

Parents provide feedback into our overall CNA process through our district ISAC (Inner School Advisory Committee) meetings (meets monthly), by completing annual AdvancEd and Title I surveys, and by being representatives for AdvancED and Title I at the building level. There is a parent Title I representative in the building. In addition, parents serve as representatives for the AdvancED accreditation process and participated in the AdvancED visit this spring. The School Improvement Plan is shared with the Parent Teacher Organization each fall and parents provide input to the plan.

Achievement data comes from the following sources:

- State assessments (formerly MEAP at levels 3 and 4) and now MSTEP
- Discovery Education Math online assessments in Grades 3-5 and optional Language Arts in Grades 3-5
- District Common Assessments and end of unit tests in Reading, Math, Science, and Social Studies
- District Writing Informational Assessment pre and post test

Demographic data is assessed from:

- State assessments (formerly MEAP, now MSTEP)
- IGOR data warehouse through the Kent County Intermediate School District (populated from MSDS)

Perception data is taken from:

- Annual parent, staff, and student surveys generated from AdvancEd School Improvement Process
- Three year cycle of district wide Rams IX Strategic planning where parents, staff, and students fill out surveys
- Inner School Advisory Committee monthly meetings at district level (with building representatives)
- Title I parent night feedback
- Title I parent survey conducted annually
- We are currently creating a Program Evaluation Tool for the Response to Intervention process that our district and all buildings use. This will provide comprehensive data for this K-5 district program.
- Our special education numbers have greatly decreased in the area of literacy over the past seven years since the implementation of Rtl in our district

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?

ELA

Three times a year (Fall, Winter, Spring) students participate in universal screening:

K: DIBELS NEXT, MLPP Letter ID and MLPP Hearing and Recording Sounds

1st Grade: DIBELS NEXT and DRA

2nd Grade: DIBELS NEXT and Jerry Johns Informal Reading Inventory

3rd Grade, 4th Grade, and 5th Grade: DIBELS NEXT and Fountas and Pinnell Reading Inventory

The Collaborative Action Teams, consisting of grade level general education teachers, speech pathologist, reading specialist, reading interventionist, resource room teachers, psychologist, and the principal meet after the administration of the universal screening. During this meeting, the data is analyzed for each grade level, each classroom, and each individual student. The CAT makes instructional decisions for Tier I, Tier II, and Tier III at this time, including identifying students who may qualify for special education (Tier IV). In addition, students who are failing, or most at risk of failing, the state standards in literacy are identified for Tier II and III services. The CAT also meets an additional two times during the school year to progress monitor students who are receiving interventions using the paired assessment and determine the next steps for these students, which may include exiting Tier II and III services. These decisions are recorded on a CAT agenda and Tier Movement Charts, which track student movement from the beginning of the school year.

MATH

K-2 students take District common assessments in the Fall and Spring, as well as the end of unit assessments. After the initial administration of the assessment in the Fall, the grade level general education teachers meet with the Reading Specialist (Supervisor of all Title I paraprofessionals who provide services in Math) to analyze the assessment data, as well as share teacher observations from the classroom. This information is used to identify students that are failing, or most at risk of failing, to meet the state standards in math. In addition, the teams

meet quarterly to analyze the unit assessments and reevaluate which students will receive Title I services.

3rd, 4th, and 5th grade students take Discovery Ed three times a year (Fall, Winter, Spring). After the administration of the assessment, the grade level general education teachers meet with the Reading Specialist (Supervisor of all Title I paraprofessionals who provide services in Math) to analyze the Discovery Ed data and rank the students in a top to bottom list. The team identifies students who fall into the bottom 30% for the Discovery Ed assessment. This data is cross-referenced with the top to bottom list for growth. This data is then compared to the state assessments results and the district common assessments to determine which students are failing, or most at risk of failing to meet the state standards in math. Teacher input is also solicited for identification of students.

SCIENCE

Kindergarten students are identified using teacher observations from classroom performance.

Students in grades 1-5 participate in common science assessments. If a student is failing in science, they are often failing in the area of reading due to deficits in informational text strategies. The CAT team follows the same processes that it uses for ELA to determine deficits in informational text.

SOCIAL STUDIES

Kindergarten students are identified using teacher observations from classroom performance. Students in grades 1-5 participate in common social studies assessments. If a student is failing in social studies, they are often failing in the area of reading due to deficits in informational text strategies. The CAT team follows the same processes that it uses for ELA to determine deficits in informational text.

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.

Criteria have been developed into a Matrix using DIBELS and the paired assessment.

KINDERGARTEN

DIBELS and MLPP

MLPP Letter ID > 34 MLPP Letter ID < 34

DIBELS Next >2 Areas Flag: FSF, LNF Tier I Watch Tier I Watch*

1 Area Flag:FSF, LNF Tier I Tier I Watch

No Areas Flag Tier I Tier I Watch

FIRST GRADE

DIBELS and DRA

DRA > 3 at 96% DRA < 3 at 96% DRA < 2

DIBELS Next 2 Areas Flag: PSF, NWF Tier I or Tier I Watch Tier II Tier II or Tier III*

1 Area Flag: PSF, NWF Tier I Tier I Watch Tier II

No Areas Flag Tier I Tier I or Tier I Watch Tier I Watch or Tier II**

*Optional Tier III if Tier II criteria has been met (12-24 consecutive weeks in Tier II from previous year)

** Optional Tier II is DRA level is 1 or A DRA: Instructional level is either the level met at 90-94% accuracy with 16 or higher comp and 8 or higher fluency OR if 95-100% accuracy and comp is LESS THAN 16 then stop and report this level as instructional.

SECOND GRADE

DIBELS and Jerry Johns

Jerry Johns < 10 Total Miscues Jerry Johns >10 Total Miscues

< 3 on JJ CG > 3 on JJ CG < 3 on CG > 3 on CG

DIBELS Next >2 Areas Flag: Tier I Watch Tier I Watch Tier II Tier II or III

NWF (CLS) or or NWF (WWR) Tier II** Tier II

DORF (words correct)

DORF (accuracy)

1 Area Flag: Tier I or Tier I Watch Tier I Watch Tier II or III*

NWF (CLS) Tier I Watch or Tier II or Tier II

NWF (WWR)

DORF (words correct)

DORF (accuracy)

No Areas Flag Tier I Tier I with comp Tier I Watch Tier I Watch or differentiation Tier II**

*Optional Tier III if DRA instructional level is < 8 and Tier II criteria has been met (12-24 consecutive weeks in Tier II)

**Tier II if DRA instructional level is <14

DRA: Instructional level is either the level met at 90-94% accuracy with 16 or higher comp and 8 or higher fluency OR if 95-100% accuracy and comp is LESS THAN 16 then stop and report this level as instructional.

THIRD GRADE

DIBELS and Fountas and Pinnell

F&P > M (L.28) F&P = L (L.24) F&P < K (L.20)

DIBELS Next >2 Areas Flag: Tier I Watch Tier II Tier II or Tier III*

DORF (words correct)

DORF (accuracy)

DAZE

1 Area Flag: Tier I Tier I Watch or Tier II

DORF (words correct) Tier II

DORF (accuracy)

DAZE Tier I

No Areas Flag Tier I Tier I or Tier I Watch

Tier I Watch

*Optional Tier III if Tier II criteria has been met (12-24 consecutive weeks in Tier II from previous year)

Note: F&P instructional level is determined using the Benchmark Criteria table. (Green F&P Assessment Guide p.45)

FOURTH GRADE

DIBELS and Fountas and Pinnell

F&P > P F&P = O F&P < N

DIBELS Next >2 Areas Flag: Tier I or Tier I Watch Tier II or III*

DORF (words correct) Tier I Watch or Tier II

DORF (accuracy)

DAZE Tier I or

1 Area Flag: Tier I Tier I Watch Tier II

DORF (words correct)

DORF (accuracy)

DAZE

No Areas Flag Tier I Tier I or Tier I Watch

Tier I Watch

*Optional Tier III if Tier II criteria has been met (12-24 consecutive weeks in Tier II from previous year)

Note: F&P instructional level is determined using the Benchmark Criteria table. (Green F&P Assessment Guide p.45)

FIFTH GRADE

DIBELS and Fountas and Pinnell

F&P > S F&P = R F&P < Q

DIBELS Next >2 Areas Flag: Tier I or Tier I Watch Tier II or III*

DORF (words correct) Tier I Watch or Tier II

DORF (accuracy)

DAZE Tier I or

1 Area Flag: Tier I Tier I Watch Tier II

DORF (words correct)

DORF (accuracy)

DAZE

No Areas Flag Tier I Tier I or Tier I Watch

Tier I Watch

*Optional Tier III if Tier II criteria has been met (12-24 consecutive weeks in Tier II from previous year)

Note: F&P instructional level is determined using the Benchmark Criteria table. (Green F&P Assessment Guide p.45)

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.

ELA

Our district Response to Intervention process has students in K-2 universally screened three times a year in the area of literacy using a pair of assessments as noted:

K: DIBELS NEXT and MLPP Letter ID and MLPP Hearing and Recording Sounds

1st Grade: DIBELS NEXT and DRA

2nd Grade: DIBELS NEXT and Jerry Johns Informal Reading Inventory

Teacher recommendations come into play during our Collaborative Action Team meetings where all data is reviewed three time a year on all students and an additional two times a year for students in Tier II and III. Progress monitoring is done with the above paired assessments every two weeks for Tier II students and weekly for students in Tier III interventions.

MATH

Grades K-2, the Everyday Math Beginning of the Year Assessment and teacher observation are used to identify young students who are most at risk of failing to meet the state's standards in the area in math.

SCIENCE

If a student is failing in science, they are often failing in the area of reading due to deficits in informational text strategies.

K: DIBELS NEXT and MLPP Letter ID and MLPP Hearing and Recording Sounds

1st Grade: DIBELS NEXT and DRA

2nd Grade: DIBELS NEXT and Jerry Johns Informal Reading Inventory

Teacher recommendations come into play during our Collaborative Action Team meetings where all data is reviewed three times a year on all students and an additional two times a year for students in Tier II and III. Progress monitoring is done with the above paired assessments every two weeks for Tier II students and weekly for students in Tier III interventions.

SOCIAL STUDIES

If a student is failing in social studies, they are often failing in the area of reading due to deficits in informational text strategies.

K: DIBELS NEXT and MLPP Letter ID and MLPP Hearing and Recording Sounds

1st Grade: DIBELS NEXT and DRA

2nd Grade: DIBELS NEXT and Jerry Johns Informal Reading Inventory

Teacher recommendations come into play during our Collaborative Action Team meetings where all data is reviewed three time a year on all students and an additional two times a year for students in Tier II and III. Progress monitoring is done with the above paired assessments every two weeks for Tier II students and weekly for students in Tier III interventions. In addition, students who meet the following:

- Students who participated in Even Start, Head Start, Early Reading First or a Title I preschool service within the previous two years
- Students attending a community day program or living in a State or local institution for neglected or delinquent children
- Students who are homeless and attending any school in the LEA (not necessarily a Title I-funded school)

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.

ELA

Tier I: Instructional strategies for general education teachers are supported through the Collaborative Action Team process - as teachers analyze data from assessments and their instruction, the team determines how the teachers can adjust instruction for all students. Classroom teachers also differentiated instruction, which is evident during Reading Workshop and Writing Workshop. In addition, Reading Specialists and/or Interventionists will push-in to the classroom as time allows. Tier II: There is a defined intervention block for all grade levels. Students meet with the Reading Interventionist and/or Reading Specialists for 30 minutes in K-2 and 45 minutes in 3-5, 2-5 times per week during this block. Types of intervention used during this time depends on the needs of the students. Summer Tutoring is available to students in Tier II in grades K-5. The program runs 45 minutes, twice a week, for eight weeks. Roguewood also has a summer learning opportunity provided by local grants (Rotary, personal contributions, etc.) and community support at a large, local federal housing complex located within its boundaries where reading support is given in the summer months to the residents there. Many of our Title I students reside at this complex and benefit from this free service. Types of interventions: K-2: Ladders to Literacy, Leveled Literacy Intervention, Phonemic Awareness in Young Children, Read Naturally, REWARDS, 6 Minute Fluency, Road to the Code, Teacher Directed PALS (Paths to Achieving Literacy Success) 3-5: Comprehension Toolkit Intervention, Leveled Literacy Intervention, Scholastic Guided Reading Intervention, Read Naturally and 6 Minute Fluency Tier III: The resource room teachers provide services to Tier III students for 60 minute sessions, 3-5 times per week. Summer Tutoring is available to students in Tier II in grades K-5. The program runs 45 minutes, twice a week, for eight weeks. Roguewood also has a summer learning opportunity provided by local grants (Rotary, personal contributions, etc.) and community support at a large, local federal housing complex located within its boundaries where reading support is given in the summer months to the residents there. Many of our Title I students reside at this complex and benefit from this free service. Types of interventions: K-2: Orton Gillingham 3-5: Orton Gillingham and REWARDS

MATH

In the general education classroom, teachers utilize Everyday Math and differentiate instruction through the content of this program. Title I Services The Early Birds program is offered twice a week, 20-30 minutes, prior to the start of the school year for K-5 students. During this time, students receive additional time working on Dreambox, a software intervention program. This program focuses on the individual needs of each student - students are given a pretest and then assigned a level based on the results. The school has a 30 minute intervention block three times a week. During this block, K-5 students work in small groups with a Title I Math Interventionist on basic skills identified from common assessments, Discovery Ed, and the state assessment. Summer Tutoring is available to identified Title I students in grades K-5. The program runs 45 minutes, twice a week, for eight weeks. Roguewood also has a summer learning opportunity provided by grants (Rotary, personal contributions, etc.) and community support at a large, local federal housing complex located within its boundaries where math support is given in the summer months to the residents there. Many of our Title I students reside at this complex and benefit from this free service.

SCIENCE

Students who struggle in science often struggle with informational text and expository writing. As a result, students receive services through reading interventions to assist with science deficits. During these interventions, science texts are used to teach the reading strategies, such as Close Reading using text features and vocabulary strategies from the Comprehension Toolkit and Leveled Literacy Kits. There is a defined intervention block for all grade levels. Students meet with the Reading Interventionist and/or Reading Specialists for 30 minutes in K-2 and 45 minutes in 3-5, 2-5 times per week during this block. Types of intervention used during this time depends on the needs of the students.

SOCIAL STUDIES

Students who struggle in social studies often struggle with informational text and expository writing. As a result, students receive services through reading interventions to assist with social studies deficits. During these interventions, social studies texts are used to teach the reading strategies, such as Close Reading using text features and vocabulary strategies from the Comprehension Toolkit and Leveled Literacy Kit.

There is a defined intervention block for all grade levels. Students meet with the Reading Interventionist and/or Reading Specialists for 30 minutes in K-2 and 45 minutes in 3-5, 2-5 times per week during this block. Types of intervention used during this time depends on the needs of the students.

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 Title I program planning is incorporated into the School Improvement Plan throughout the planning and implementation process. Title I staff, which includes the building Reading Specialist, a reading interventionist, and two math interventionists at Roguewood, are included in the SIP process in the following ways:

- The reading specialist is on the School Improvement Core team and all interventionists are stakeholders in the Roguewood SIP plan.
- The reading specialist and reading interventionist at Roguewood are key stakeholders in the Rtl process for literacy intervention and play an active role analyzing data, creating Tier II and Tier III groups, and implementing interventions through the Collaborative Action Team meetings in September, November, January, March , and May.
- All Title I staff progress monitor students in Tier II every two weeks and students in Tier III weekly. All data is shared at the 6 week CAT meetings for literacy.
- Reading specialists from the Title I buildings meet every 6 weeks as a team and student data analysis and the Rtl process is a standing part of every agenda. The Response to Intervention Tier II and Tier III interventions as well as the Dreambox math intervention for Title I math students are listed in the Roguewood SIP plan under the Activities section for goals. These interventions and their frequencies and duration are all listed in Component 2 as well. There are specific goals for economically disadvantaged student gaps in Reading, Math, Writing, and Science that correlate directly with our Title I population, as well as goals for all students.

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?

ELA

Strategies used for these ELA Title I eligible students will include:

- Phonics strategies as taught in scientifically research based interventions including Orton Gillingham, PALS, and Road to the Code
- Letter Identification as taught through scientifically research based intervention Ladders to Literacy
- Fluency as taught through scientifically research-based interventions including 6 Minute Fluency and Read Naturally
- Comprehension strategies as taught through scientifically research based interventions including Comprehension Toolkit, Leveled Literacy, Scholastic Guided Reading, and Rewards.
- Writing skills as taught through Leveled Literacy and differentiated through Writer's Workshop in the general education classroom

MATH

- Math skills (fluency to calculations) taught through Dreambox
- Use of math manipulatives with interventionists

SCIENCE

- Nonfiction comprehension strategies as taught through scientifically research-based interventions including Comprehension Toolkit, Leveled Literacy, Scholastic Guided Reading
- Differentiation in the general education classroom of product, process, and/or content based on students' needs

SOCIAL STUDIES

- Nonfiction comprehension strategies as taught through scientifically research based interventions including Comprehension Toolkit, Leveled Literacy, Scholastic Guided Reading
- Differentiation in the general education classroom of product, process, and/or content based on students' needs.

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

Strategies listed previously have been researched using the following resources:

- What Works Clearinghouse information from the U.S. Department of Education
- Research: Calkins, L & Pessah, L. (2008) A Principal's Guide to Leadership in the Teaching of Writing
- Comprehension Toolkit by Stephanie Harvey and Anne Goudvis
- Integrating Differentiated Instruction and Responding to the Needs of all Learners by Carol Tomlinson
- Fisher, D. and N. Frey, "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility"
- Habits of the Mind by Robert Marzano
- Responding to the Needs of All Learners by Carol Tomlinson
- Response to Intervention multi-tier levels of support

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

Students at Roguewood who qualify for Title I math services are also invited to participate in a before school math opportunity called "Early Birds" twice a week where they can work on their personal Dreambox levels online in the computer lab. Students are dropped off early by their parents or come right off the bus for this additional math support. Students with limited success in Title I reading, math, science, or social studies interventions can also be considered by the Student Assistance Team in the building which meets 2-4x a month. Alternative learning options are often shared at these SAT meetings, including after school tutoring, summer school options, and differentiation techniques for the teacher to use with homework. Roguewood also has a summer learning opportunity provided by grants and community support at a large, local federal housing complex located within its boundaries where math and reading support are given in the summer months to the residents there. Many of our Title I students reside at this complex and benefit from this free service.

Roguewood is using Title I funds for individual Math and Reading summer tutoring based for students who qualify for Math and Reading Title I support during the school year. Highly qualified classroom teachers tutor students one on one throughout the summer. This is the second year this will be offered to our students. May and September Universal screening growth seen in these students is the measure used to evaluate if the tutoring is successful. Math success is determined by measuring growth in the district math unit tests for K-2 as well as May to September Discovery Education math assessment growth for grades 3-5.

During the summer, students who were identified as Tier II or Tier III during the school year, will receive a book in the mail. Students have previously picked out the book prior to it being sent. The book may come with strategies that parents can use with their children at home to help with literacy.

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

All Title I support must be outside of the district required 90 minute direct literacy instruction block (120 if you include writing). Roguewood schedules set intervention blocks outside of this block of time for each grade level. In order to guarantee a strong Tier I block for ALL students the district has a Tier I Fidelity checklist filled out for all classroom teachers that shows evidence of a strong, enriching curriculum for all students. In addition to pullout Math and Reading interventions outside of the general education blocks, Roguewood holds before school math opportunities twice a week and summer tutoring for eligible Title I students. The district also offers a for pay summer school for district students at risk of failing in Reading and Math for grades K-5.

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?

The general education and Title I programs communicate comprehensively through the CAT (Collaborative Action Team) process. CAT meetings are held three times a year during our Universal Screening process for all students in September, January and May, and for one hour meetings the six weeks between in November and March for our Tier II and III students. Title I reading specialists and interventionists attend all CAT meetings. The Title I staff also progress monitors students in Tier II every two weeks and the Tier III students are progress monitored weekly. These results are shared with the general education teacher and Rtl staff as they are monitored. The information is shared with detailed, multiple page CAT meeting agendas that share how teachers will improve Tier I instruction (all students), as well as how the Targeted Title I students are doing in their Tier II and III intervention groups. Concrete data is shared through the progress monitoring of DIBELS data points and paired assessment findings (MLPP, DRA, Jerry Johns, Fountas and Pinnell). Title I staff communicate progress reports with general education teachers and parents when report cards are done three times a year. Title I staff make themselves available to parents via phone and email throughout the intervention time as well. Title I personnel share and ask for input on Title I budgets, purchasing plans, and current information from their school staffs and PTOs on a regular basis. Title I Reading Specialists in the district meet as a team every 6-8 weeks and outcomes from these meetings are shared with building staff members as well.

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.

1. The Director of Reading and Lakes Elementary principal speaks at all of our fall preschool parent nights to discuss parent expectations for Kindergarten.
2. During the late fall of 2014, two elementary principals in Rockford held a meeting with all Rockford preschool educators to share our Developmental Kindergarten and Kindergarten programming expectations with them so they can better prepare their preschoolers for the next step. Handouts were given that explain our programs.
3. Kindergarten roundup is held each spring to inform parents of their options for Kindergarten or Developmental Kindergarten and discuss programming.
4. Rockford uses several input sources for parents to share information with us about their child prior to enrollment, including a personal interview with the building principal from the school that they will attend.
5. Rockford has a comprehensive screening process all children go through in the spring prior to attending DK or K.
6. All of Rockford's preschools are accredited and follow the criteria associated with that classification.
7. All eight Rockford elementary schools welcome tours of their schools year round for incoming DK and K students.
8. A DK and K open house is held the week prior to school starting to allow students to visit the school, take a short bus ride, and meet their teachers.
9. Early Childhood itinerant staff (speech pathologists, social workers, psychologists) and teachers visit our preschools to do screening of students as needed to better prepare them for DK and K entrance and expectations and to see if they may benefit from ECSE services.
10. Free hearing and vision screening is offered to all of our preschool students to meet incoming DK and K guidelines.

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 | As of January 1, 2006, all paraprofessionals hired are required to meet the highly qualified NCLB requirements. | |

| 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 | Under the No Child Left Behind Act, Rockford Public Schools teachers are required to be highly qualified in the areas they teach. Specific Highly Qualified Information: - Parents are invited to review a teacher's educational credentials by contacting our Assistant Superintendent of Human Resources at any time. - All reading specialists Rockford uses to work with Title I students are highly qualified. - Our board adopted hiring guide includes language regarding the requirement for all candidates being interviewed for a position to be highly qualified. | |

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?

Professional development in the building is provided through a variety of mechanisms, including Learning Labs and direct instruction. The professional development sessions that are being provided are linked to the needs identified in the comprehensive needs assessment.

Gradual Release of Responsibility (GRR)

The Gradual Release of Responsibility model is an ongoing instructional framework that the building has just begun learning about and implementing for this year. Staff members will continue to attend professional development about the GRR model as new staff members join the building, or in connection to different contexts, including technology with Kevin Honeycutt. Teachers are scheduled to attend the Kent ISD session with Doug Fisher to expand their knowledge of the GRR model. The GRR model allows teachers to differentiate instruction in the classroom through the use of modeling, group work, and independent practice.

Math Manipulatives, an identified gap in math, has prompted the need for professional learning on using math manipulatives. A trainer from Everyday Math will provide a half-day training for K-5 teachers. There will be ongoing discussions through the school improvement process as the team analyzes the state assessment and Ed Performance data around the area of fractions. The district will be adopting the newly revised version of Everyday Math, so teachers will continue to learn about how to use math manipulatives with students.

Learning Labs Teachers are attending training on how to conduct Learning Labs in the building. Staff will learn about the Learning Lab process at the ISD and then implement them in the school. Learning Labs allow teachers to observe other teachers implementing instructional strategies. From this observation, the teachers provide feedback to the classroom teacher and learn how to implement instructional strategies from watching it happen instead of only attending a "sit and get" session. This will benefit the students as the teachers will be able to begin implementing improvements in their classrooms immediately. The goal of the learning lab process is to teach the Gradual Release of Responsibility model. Embedded Professional Development Staff members are involved in various types of embedded professional development. From school Improvement team meetings and PLCs to Collaborative Action teams and grade level teams, teachers are meeting with each other on a regular basis to learn from each other. Teams analyze data, discuss and adjust instructional strategies, and identify needs for staff professional learning. Teams meet during late start days, after school meetings, before school, and district-wide PD days.

Kindergarten

Kindergarten teachers have a half day of training on Word Work. This professional learning helps teachers incorporate this into their daily lessons, taking the place of traditional spelling. Every other grade level has already been trained - Kindergarten was the last grade level. In addition, they also will receive a half day of training on how to administer the Fountas and Pinnell assessment to better assess where student needs lie.

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?

Title I Specialists and Interventionists

Reading Specialists receive all general education teacher training provided by the district. They also attend bi-monthly meetings and trainings with the district director of reading, have annual attendance at the Michigan Reading Association conference, and are members of the ISD
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Literacy Coaching Network and attend 4-6 meetings per year for this organization. Several are also members of the Kent ISD Reading Council.

Reading Interventionists

Each fall Reading Interventionists are trained on DIBELS and paired assessment procedures, as well as intervention processes. In the winter Reading Interventionists had a half day training with the district director of reading reviewing interventions, data analysis and Title I updates. All Reading Interventionists were invited to attend the Michigan Reading Association Conference this spring. Math Title I Interventionists receive Dreambox training each fall via a webinar and participate in webinars throughout the year as available by the company. The Math Title I interventionists have direct training by the Reading Specialists who oversee them in the building with regards to lesson planning, use of manipulatives, and differentiation techniques. They also attended the district math manipulative training for general education teachers in the fall of 2014.

Kindergarten paraprofessionals

Kindergarten paraprofessionals were given a two hour literacy training for how to be an instructional co-teacher with the students in their K classrooms.

Parents

Title I Parent Night is held in October of every year. During this event, parents are informed of Title I services, learn about Highly Qualified, and receive resources to use with their students at home to help them. In addition, when students qualify for Title I service, the school provides the parents with a booklet of strategies to help their children at home. Developing Healthy Kids is a parent and families program that teaches about raising healthy children. This is held 3-4 times per year for families to learn more about the services provided in the the community, as well as support their own children. Special parent events are held for parents of students participating in the Early Birds program. This provides an opportunity to learn more about the programs, as well as find out how to help their children at home.

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| | 3. Your school's professional development/learning plan or calendar is complete. | No | Our school district PD calendar reflects many of our building PD plans. That is not finalized until just before the school year starts. | |

Component 8: Strategies to Increase Parental Involvement

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

Every RPS targeted Title I school has a Parent Involvement Policy that is created and updated jointly by a team of teachers, Title I staff, parents, and building administrators. The district places a high value on having a strong productive team to combine services both at home and school. We want to provide our students with consistent support that will help them both during the school day and outside the school calendar. To do so, it is imperative that parents are positioned to make significant contributions to our Title I services. As the caregivers of the children being serviced, they have more investment in the results. As such, their input is invaluable because the success of our Targeted Assistance program will have a direct correlation to the success of their own children.

Parents are jointly involved in the design of the program through their Parent Involvement Survey (which is completed each spring), through input shared at PTO meetings, Parent Advisory Meetings, and Parent Title I Nights. Parents that review School Improvement plans also review the information and give input. Additionally, surveys are given at every parent event that helps RPS staff understand the parent perception of various strategies and events which helps the team with its future planning.

Each spring, when the Title I budget for the coming school year is determined, a building committee (with joint staff and parent representation) analyzes the academic needs of our Title I students and balances those needs with the available funds to determine a course of action that will make the best use of available funds to benefit our at-risk students. Additionally, any feedback (positive and negative) that is received by staff from parents throughout the year regarding our Title I services will impact the decisions made by this committee the following spring. In this sense, every parent in the building has access to provide input that impacts the design of the Targeted Assistance plan.

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

Needs Assessment

Parents participate in annual feedback surveys to provide input into the programming at the school. Every three years, parents participate in a comprehensive districtwide survey. In addition, information is shared and feedback solicited from parents at Parent Teacher Organization meetings. The building Title I parent representative is also involved in the process.

Services for Eligible Students Incorporating Title I into Existing School Program Planning

Parents are members of the Inner School Advisory Committee (ISAC), serve as Title I parent representatives for the building, and participate in the AdvancED accreditation process.

Instructional Strategies

Parents learn about instructional strategies during Title I Parent nights so they can use these strategies at home with their children. Assessment report cards are also disseminated to parents to update them on how their children are performing. A newsletter is sent home to parents of Title I Reading students every month that gives them information on strategies, book recommendations, activities, and vocabulary games.

Title I and Regular Education Coordination

Parents are members of the Inner School Advisory Committee, serve as Title I parent representatives for the building, and participate in the AdvancED accreditation process.

Instruction by Highly Qualified Staff

Parents have to opportunity to ask about the qualifications of teachers and paraprofessionals who are working with their children.

Information about highly qualified staff is shared with parents at the Title I Parent Night in October of every year. High Quality and Ongoing
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Professional Development Parents are provided opportunities to participate in opportunities to learn about the same instructional strategies that the staff is learning about through parent nights and newsletters.

Strategies to Increase Parental Involvement

Parents have the opportunity to participate in the PTO and on ISAC. There is a Title I parent representative. Parents are encouraged to attend Title I Parent nights, as well as other events throughout the school year, including parent teacher conferences. Parents have a variety of opportunities to volunteer in the building.

Coordination of Title I and Other Resources

There are opportunities for parents to serve on the ISAC to learn about and provide feedback on how Federal, State, and local programs are coordinated and integrated to serve eligible children.

Ongoing Review of Student Progress

Parents receive progress reports quarterly on all Title I interventions. Ongoing communication with the interventionists is encouraged through phone calls, emails, and parent teacher conferences.

| 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 | Parents whose children receive Title I services and/or attend any Title I parent function are able to give input into all Title I activities, policies and compacts through annual surveys. Event specific surveys are available at our Title I parent night held annually in October, any other Title I building events throughout the year, and also through our annual spring Title I Parent Survey. Parents are always invited to share feedback with the building principal, classroom teacher, or interventionist as well. This feedback is relayed to building leadership teams and ultimately to the committee. | Parent Survey |

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

Building Capacity for Parent Involvement 1118 (e)

Roguewood Elementary School will build school and parent capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and community to improve student academic achievement.

Section 1118 (e) (1) Provide information and assistance to parents regarding state and local academic standards and assessments

Roguewood will:

- Provide districtwide assessment results and curriculum expectations at fall and spring conferences.
- Post Common Core state standards and district curriculum maps on district website.
- Share district assessment results on report cards in November, March, and June.
- Share progress monitoring results for Title I students every 6 weeks.
- Provide MSTEP results letter to parents after state testing.
- Have the Title I interventionists communicate with parents through individual progress reports, emails, and phone calls.

Section 1118 (e) (2) Provide materials and training to parents

Roguewood will:

- Host fall Title I parent night to share resources and training to parents

School Improvement Plan

Roguewood Elementary School

- Host Title I family events providing resources and strategies to parents and students
- Meet with all local preschools each fall to prepare their students for Kindergarten expectations
- List resources for parents on the district Literacy/Title I web page
- Send home a resource booklet regarding entry to a Title I program
- Share take-home materials for Title I students to use with their families at home such as take home reading books

Section 1118 (e) (3) Educate teachers, Title I staff, and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent involvement

Roguewood will:

- Provide professional development for staff in how to utilize communication to increase parent involvement
- Host speakers at staff meetings to focus on the value of effective communication

Section 1118 (e) (4) Coordinate parent involvement with other programs

Roguewood will work to coordinate programs and activities with:

- Fall preschool "Transition to Kindergarten" presentations at all local preschools
- Kindergarten Roundup for parents in the spring and Open Houses for families before school starts
- Kindergarten screening for all incoming students
- Special Education

- Building PTO parent group
- Parent involvement in School Improvement and Title I committees
- Community Education classes
- Developing Healthy Kids community presentations three times a year
- Bright Beginnings early childhood program housed at MDR

Section 1118 (e) (5) Inform parents of school and parent programs in a timely and practical format in a language they can understand

Roguewood will:

- Provide user friendly language and explain acronyms
- Provide translated documents for ELL students
- Share information of supporting community agencies throughout the year
- Keep a "green binder" of community resources in the main office for parents to access
- Provide links on the district website of easy to access information

Section 1118 (e) (14) Provide support for parent involvement at their request

Roguewood will:

- Provide opportunities for all parents to increase parent involvement by offering flexible times for the activities
- Provide parents the opportunity to receive support through building principals, Title I interventionists, or the district Title I coordinator
- Provide a translator at meetings upon request
- Respond in a timely manner to all parent requests regarding their child's education and progress

Accessibility Section 1118 (f) Parent involvement activities shall be accessible to all parents, including those with disabilities, who use English as their second language, and parents' migratory children

Roguewood will provide:

- Flexible meeting times
- Handicapped accessible facilities
- Translators (upon request)
- Phone calls
- Home visits
- Easy to access information via our school and district website

- Collaboration with community agencies and support for homeless students

5. Describe how the parent involvement activities are evaluated.

As mentioned in Section 3 of this Component, parents are able to give input into all Title I activities, policies and compacts at our Title I parent night held annually in October and through our annual spring Title I Parent Survey. Event-specific surveys are a part of all of our Title I events throughout the year. So, if we bring in a guest speaker, or offer a presentation on a particular topic, we can analyze parent survey results to help us understand how well we are meeting our parent needs. Whenever parent events are held, we supply a survey specific to the event for feedback in addition to our annual survey. Conclusions can also be drawn by analyzing attendance patterns. Events that are highly attended send the message that the parents value the content. This also helps us in future planning. We want to be sure that not only are we hitting topics that are meaningful to parents, but that the delivery and quality of the presentation meets our parents' needs and expectations. Parents are always invited to share feedback with the building principal, classroom teacher, or interventionist at any time during the year, as well as regarding the services and programming that their children are provided. Parent/Teacher conferences provide a natural forum for this, but emails, phone calls, face-to-face conversations in the hallway and parent meetings can all be the setting for the formal and informal feedback that we receive, process, and value. Parent groups like the PTO and Inter-School Advisory Council also provide forums for parents to provide feedback in more anonymous or general terms. These parent advocate groups serve as advisory teams for our building leadership committees and our close working relationships with these parents help us stay in touch with the needs of our constituents. Parent volunteer groups also are surveyed to assess how they feel their time and talents are being utilized.

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

Targeted Title I parents and staff jointly design and create Title I compacts that are developed within our building. We analyze the comments and feedback that we receive at Title I parent nights, and look at the survey responses that we gather to make sure that parents understand at the time they are presented with the school-parent compact for the first time, that they understand the mutual commitment that both sides are making to the child. We encourage them to let us know if the language is understandable and the parent/school team outlines the responsibilities of all parties in the compact. First and foremost, we want the parents to know what services and programs that their child (and their family) can expect from us. In this sense, the School-Parent compact is like a Bill of Rights. "Any child who receives support of Title I services has a right to expect..." From our perspective, this document is a binding contract that lets parents know what they, and their children, can expect from us.

The School-Parent Compact assures parents that the school staff will:

1. provide meaningful instruction and a high quality curriculum and so all students will be successful in meeting Michigan's Content and Performance Standards
2. provide open communication regarding the child's performance.
3. provide regularly scheduled parent-teacher conferences and progress reports.

The School-Parent Compact does not assume that the full burden of support falls on the school, however. It goes on to lay out expectations for the parents as well. It reads: We believe that Rockford parents have always accepted the responsibility for supporting their child's learning. As parents, we are asking for your support by working closely with our staff and communicating regularly with your child's teacher(s). In this sense, the School-Parent Compact becomes a shared promise that all stakeholders will do everything within their power to help the child. The joint effort can accomplish far more in the life of a child than the solitary efforts of either side of that equation could.

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

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

A significant part of the PIP focuses on communication. We want our parents to understand, first and foremost, what Title I is. To that end, we schedule an annual meeting every October where the parents of every Title I child in the district are invited to attend. The meeting is generally located at Roguewood Elementary due to its central location. At this event, district staff explains about the Title I process, which explains everything from how Federal funds arrive in the district, how these funds are disseminated to the targeted schools, and how individual students are identified to receive Title I support in various curriculum areas (i.e. math, reading, etc.). We also establish expectations for communication regarding how parents will know what services their child is receiving, how they will be notified about changes to the interventions, and the manner and frequency with which parents will be notified about their child's progress and achievement. In addition to helping parents understand the Title I program itself, the school communicates individual assessment results to parents in multiple, simple-to-understand formats.

- Report cards are written in simple terms and explained thoroughly at Conferences.
- Individual reports are sent home to parents (K-5) in the Response to Intervention program (Tier II and II) for each reporting period. Language was written to limit educational jargon.
- Grades 4-5 have parent Title I Scholastic Guided Reading Intervention progress reports sent home at regular reporting periods.
- Parent Literacy Booklets are sent home with Parent School Compacts giving parents easy to use ideas for promoting literacy at home.
- MEAP/M-Step and Discover Ed data is shared with parents. This information can be overwhelming to families who are not accustomed to the format of the reports, so we break down the information into compartmentalized sections that help parents interpret the data. Raw scores mean little to the parents, but where their child stands in relation to the line of proficiency can mean a great deal. Parents are briefed about the levels 1, 2, 3, and 4, and their relative and comparative meaning to grade level benchmarks and standards. Also, the data can be desegregated to demonstrate a student's relative strengths by standard and unit, as opposed to relative weaknesses. We can demonstrate, for example, that a student may be stronger in measurement, but weaker in math reasoning...stronger in computation, but weaker in geometry. This detailed feedback can help a parent know what skills to reinforce the most at home, and also what skills to concentrate on while they work with school staff (or outside tutors if they so desire).
- Response to Intervention data is presented similarly. Information can be shared with parents in regards to where their child stands in relation to district-normed assessments. When a parent hears that their child qualifies for intervention because they are in the lowest 20 percentile in the district, that helps create a perspective for the parent that their child will likely continue to remain at a comparative disadvantage unless support is provided. Oftentimes, the greatest reason to share information in a way that parents can understand it is to convince them of the need for intervention in the first place. It can help remove pride from the equation and get all parties on the same page in regards to the discussion about what we can do together to help their child be successful.

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

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

Parent compacts are signed by parents whenever students enter Title I. Parents are always contacted in person so they can ask questions and have a full explanation of services. Along with the parent compact, parents are given a literacy booklet to give them ideas of how to help their child at home. At conferences, this information is shared again, parents can ask questions, and progress is reported from the interventionist.

As mentioned earlier, the Parent Compact is in many ways regarded as a Bill of Rights. It helps staff and parents hold each other (and ourselves) accountable for those things that we have pledged to do to support the child. We don't want parents to wonder, "What's happening with my child while they are being pulled for interventions?" A full explanation of services is vital. There is a lot of trust necessary in a parent/teacher relationship, and full transparency is critical to achieving that high level of trust. We want the parents to know who is helping their child, why we are providing that service, what skills exactly are being worked on, and why we think that will help the child become a more successful learner. Reports of progress are critical. They help all parties know, first and foremost, are the interventions successful. Are they helping the child? If not, a lot of questions need to be asked and answered, including is the current plan truly the best one for this particular child. The Parent Compact includes information that assures parents of their rights and of their child's rights. This accountability is an assurance to all parties that the district will do its part, and having it on hand at Parent/Teacher conferences is a part of the transparency that we believe is vital. Having the compact at Conferences can also provide teachers with the support they may need to ask the difficult questions of the parents regarding whether or not they are following through at home. The compact is a link to resources and supports that can help parents be even more supportive of their children. It's filled with links to ideas of things that parents can do with their kids at home to support their children. Finally, the Compact contains a list of other district staff members that are resources to the parents if they still have questions or dissatisfaction. This can help a concerned parent know that they are not alone while they worry about their child. As much as anything, the compact at the conference is an assurance that "we're all in this together".

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.

The Federal, State, and Local programs that provide support to our elementary at-risk students include the following:

Federal

- * Title I funding for Target Schools
- * Title I allocated funds are used for ELL students, homeless students, and at-risk students
- * Some Title I buildings use Title I funds to support a summer tutoring program (on-campus and off-campus)
- * Some Title I buildings use Title I funds to support learning opportunities outside the school day (i.e. Early Birds Math Program, a before school program at Roguewood)
- * Free and Reduced Lunch Program
- * 2004 federal mandates through IDEA led to the local implementation of Response to Intervention program (see below)

State

- * Behavior Interventionists (31-A funds) - These individuals serve essentially as elementary counselors for at-risk students and they provide a host of services on the social / emotional front.
- * Reading interventionists (31-A funds)
- * The Kent County ISD is state-funded, and the ISD provides a number of services for staff, as well as resources for families and students alike
- * The State of Michigan pays the salaries of our Special Services personnel, which includes a school psychologist, social workers, speech and language pathologists, occupational therapists, and physical therapists that service each elementary building.

Local

- * Response to Intervention - a K-5 program that uses locally normed-data to identify the literacy students in the district who are performing below the 20th percentile. Rtl arranges an intricate plan of Tier II and Tier III services designed to provide academic intervention and support to all struggling learners, particularly those without an IEP, in the attempt to make sure that all students are reading at grade-level and are able to comprehend age-appropriate materials
- * P.B.I.S. - Positive Behavior Intervention and Supports program to promote healthy choices and positive behaviors (piloted at Meadow Ridge in 2013, district implementation in 2014)
- * D.A.R.E. - a drug and alcohol resistance program presented to all 5th graders in the district through a ten-week program provided by local law enforcement.
- * Developing Healthy Kids - a K-12 program that has been developed by the RPS Special Services Department that helps children recognize potential dangers and healthy alternatives in the choices they face, particularly in the teenage years. (Topics include teen-suicide, having a healthy online lifestyle, bullying, the importance of involved parents, etc.)
- * Rockford Community Education offers numerous literacy and math classes during the school year and also during the summer. Additionally, Community Ed. supports a number of youth sports programs, clubs, and other classes where children can connect with others who share common interests. Scholarships are available for families in need.
- * Hillview Learning Center - an off-campus summer learning opportunity in a low-income apartment complex that provides math and reading support. This program is entirely paid for by grants and local donors. Many RPS employees and their families donate their time to this project.
- * Most Elementary Buildings have a "Cares Closet" where families in need can get free clothing items (including winter gear, etc.) for their families.
- * Our Special Services department partners with many local agencies designed to provide services, education, and resources to at-risk families.

* RAM Buddies - Peer mentoring programs that exist in our elementary schools

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.

Violence Prevention

A child's ability to focus on academic work will also be sidetracked if there are social/emotional issues that dominate a child's conscious mind. To that end, our elementary buildings have social workers, school psychologists, and behavior interventionists that work with our children during the school day and we frequently partner with outside service providers to create a more comprehensive team of support for children and families. Additionally, programs like PBIS (that focus on positive behaviors) and Developing Healthy Kids (that promote healthy teenage lifestyles) help children to make positive choices that will not lead them toward the consequences of less healthy decision-making. The D.A.R.E. program in which we team with local law enforcement also coaches kids on positive choices and the dangers of substance abuse. Community Education plays a role in this as well as they offer a wide range of sports, clubs, and classes that give kids an identity and place where they belong which are some of the most helpful ways to keep children out of harm's way.

Nutrition Programs

Roguewood Elementary offers the USDA free/reduced breakfast and lunch program for students.

Component 10: Ongoing Review of Student Progress

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

ELA

Tier II students are monitored bi-weekly with the DIBELS assessment and the paired assessment is added to this every 6 weeks just prior to the Collaborative Action Team meeting. The Reading Interventionist reviews the data every two weeks and adjusts instruction based on the results. Every six weeks, the CAT analyzes the DIBELS and paired assessment to determine progress. The team decides the next steps for each student receiving interventions. This could include continuing in the program as is, continuing with additional frequency/duration, or exiting the program. Tier III students are monitored weekly with the DIBELS assessment and the paired assessment is added to this every 6 weeks just prior to the next Collaborative Action Team meeting. The Resource Room Teacher reviews the data every week and adjusts instruction based on the results. Every six weeks, the CAT analyzes the DIBELS and paired assessment to determine progress. The team decides the next steps for each student receiving interventions. This could include continuing in the program as is, continuing with additional frequency/duration, or exiting the program.

MATH

Math progress monitoring is done weekly through Dreambox progress by the Title I math interventionist and progress is evaluated and discussed with the Reading Interventionist overseeing the math paraprofessional a minimum of every six weeks for Title I students. During weekly monitoring, the interventionist monitors student growth within the program. Based on the results, the interventionist can adjust the levels in Dreambox or adjust the basic skills the students are working on during the math intervention block. Unit assessments are monitored by the classroom teacher quarterly. If students receiving Title I students are experiencing maintained growth, then they would be exited from the program.

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.

The plan is reviewed and revised as needed on an annual basis in the spring. The MDE Program Evaluation Tool is being used to evaluate the RTI process in the building, which includes the Tier II and III services for identified Title I students. Revisions to the plan are made based on the analysis of the PET data, as well as achievement, demographic, process, and perception data. While the building reviews the Title I Program on an annual basis, there are other factors, including those at the district level, that play into the revisions that are made to the plan. Roguewood staff members are a part of the process by serving on committees that revise and update programming. Program revisions are also conducted through different district committees that review the progress of students and the success of interventions. We have a Title I district subgroup that helps determine budget and they discuss program evaluations at that time to assist them in how to spend each year's funds. There is also a district RtI sub committee that is constantly looking at district data, norming data, and analyzing the process. Changes and revisions that may occur include which intervention choices are offered, the size of the intervention groups, the frequency (how many times per week) or duration (length of individual session) may be changed, the personnel doing the intervention may be altered, and more.

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.

student achievement standards, the building has provided Response to Intervention training to teachers prior to expected implementation. The training included a model CAT meeting through a fishbowl technique to learn how to analyze assessment data, determine needs, and identify instructional strategies and additional resources for students. In addition, teachers participated in a Learning Lab experience to experience a quality 90 minute Tier I literacy block. The Gradual Release of Responsibility model training, through the use of Learning Labs, has also been made available to teachers so that they can successfully implement student achievement standards in the classroom. This training is ongoing.

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.

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. Discussion of district and building specific data with our district-wide Response to Intervention Committee takes place at least twice a year. District personnel serving on the AdvancEd committee review the results of TAP annually. Title I Literacy Staff meet on a regular basis to reflect on the effectiveness of interventions and TAP. Title I Parent Survey annual results will provide parent input about the effectiveness of our programming as well.

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.

The Rtl Collaborative Action Team for grades K-3 meets every six weeks to review the progress monitoring data of Title I identified students. This data is reviewed and the intervention is analyzed for its effectiveness.

Frequency and duration of the intervention may be changed to better meet the needs of the student. A change in the intervention itself may take place if after 8-12 weeks the student is not showing progress.

Grades 4-5 District Common Assessments, MEAP scores, Discovery Education assessments, informal reading inventories and progress monitoring of the Guided Reading intervention will be reviewed for which objectives and/or state objectives are not being met. Intervention groups will be adjusted according to the data submitted at regular intervals. Frequency and duration of the Guided Reading intervention will be adjusted according to need.

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.

The Rtl Collaborative Action Team for grades K-5 meets every six weeks to review the progress monitoring data of Title I identified students. This data is reviewed and the intervention is analyzed for its effectiveness. Frequency and duration of the intervention may be changed to better meet the needs of the student. A change in the intervention itself may take place if after 8-12 weeks the student is not showing progress. Grades 3-5 District Common Assessments, MEAP scores, Discovery Education assessments, informal reading inventories and progress monitoring of the Guided Reading intervention will be reviewed for which objectives and/or state GLCES are not being met.

Intervention groups will be adjusted according to the data submitted at regular intervals. Frequency and duration of the Guided Reading intervention will be adjusted according to need.

Students that exit the intervention groups (Tier II and Tier III) show evidence of growth. Gap analysis of data with MEAP (and eventually M-Step) and Discovery Education scores show evidence of student growth and achievement as well.

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.

The RtI Collaborative Action Team for grades K-3 meets every six weeks to review the progress monitoring data of Title I identified students. This data is reviewed and the intervention is analyzed for its effectiveness.

Frequency and duration of the intervention may be changed to better meet the needs of the student. A change in the intervention itself may take place if after 8-12 weeks the student is not showing progress.

Grades 3-5 District Common Assessments, MEAP scores, Discovery Education assessments, informal reading inventories and progress monitoring of the Guided Reading intervention will be reviewed for which objectives and/or state GLCES are not being met. Intervention groups will be adjusted according to the data submitted at regular intervals. Frequency and duration of the Guided Reading intervention will be adjusted according to need.

Students that exit the intervention groups (Tier II and Tier III) show evidence of growth. Gap analysis of data with MEAP and Discovery Education scores show evidence of student growth and achievement as well.

Roguewood 2015/16 SIP (Final)

Overview

Plan Name

Roguewood 2015/16 SIP (Final)

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 | All students at Roguewood Elementary School will become proficient readers. | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$0 |
| 2 | All students will increase their proficiency in the area of Fractions. | Objectives: 1 Strategies: 1 Activities: 2 | Academic | \$500 |
| 3 | All students will increase writing proficiency in the areas of revising, planning, and editing. | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$1000 |
| 4 | All students will gain a better understanding of vocabulary when teachers implement grade level specific, common academic vocabulary within the context of science. | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$0 |
| 5 | All students will increase proficiency in the area of nonfiction reading in the context of social studies. | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$0 |

Goal 1: All students at Roguewood Elementary School will become proficient readers.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in informational text in English Language Arts by 06/01/2022 as measured by M-Step.

Strategy 1:

Extending current strategies using classroom libraries - All teachers will continue to enhance the existing implementation of Comprehension Toolkits in order to increase proficiency in the area of reading comprehension across all content areas.

Research Cited: In addition to teachers reviewing The Comprehension Toolkits content, accompanying books and resources, PD dates will be determined.

Tier: Tier 1

| Activity - Reviewing Comprehension Toolkit and additional PD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| <p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - New elementary teachers will be provided Comprehension Tool Kit materials and training. - Purchase Toolkit Texts for DK-1. 2-3. 4-5. 6-7 for all teachers at the elementary level. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Teachers will continue to implement the Comprehension Tool Kits strategy across all content areas. - All DK-5th grade teachers will receive two hours of training using the Toolkit Texts in literacy focusing on Gradual Release of Responsibility Model and Differentiation. - Building principals and lead teachers will identify necessary Comprehension Tool Kits needs areas and address at the building level. District needs areas will be identified through building principal communication, and addressed as necessary. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands. | Professional Learning | Tier 1 | Getting Ready | 09/08/2015 | 05/31/2016 | \$0 | No Funding Required | Teachers will complete a PD survey and administrator will monitor during observations, monthly checklists, and teacher evaluation process. |

| Activity - Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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School Improvement Plan

Roguewood Elementary School

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| <p>All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.</p> <p>Year Two Focus: Deepening and Applying Knowledge</p> <p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2015/16 school year with a focus on utilization of staff evaluations to monitor implementation. - The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development. - The district will provide targeted professional development around the critical components of Gradual Release of Responsibility. (Topics to include: learning targets, components, teacher behaviors, student behaviors, etc.) - Support the professional growth of classroom learning lab facilitation team. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted Gradual Release PD efforts. - The district will organize a book study for staff. - The district will provide and communicate a classroom learning lab facilitators' structure and develop their specific professional development calendar. - Elementary and Secondary: The district will increase the utilization of classroom learning lab to support Gradual Release focus areas across all subjects. <p>Activity 3: Monitoring – Assess and Plan</p> <ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Preparations will be made to grow the strategy during the 2015/16 school year. | Academic Support Program | Tier 1 | Implement | 09/08/2015 | 05/31/2016 | \$0 | General Fund | All Staff |
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| Activity - Response to Intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>All RPS elementary schools will continue to implement a Response to Intervention model in order to identify and assist students that need additional assistance.</p> <p>*This district strategy has been identified to be evaluated by a new MDE assessment tool. Additional information will be provided in order to ensure consistency among building plans.</p> | Academic Support Program | Tier 2 | Implement | 09/08/2015 | 05/31/2016 | \$0 | General Fund | All Staff |
|---|--------------------------|--------|-----------|------------|------------|-----|--------------|-----------|

Goal 2: All students will increase their proficiency in the area of Fractions.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in understanding fractions in Mathematics by 05/31/2016 as measured by M-Step, Discovery Education or District Assessments.

Strategy 1:

Fractions and Monitoring Math Manipulatives - Part 1) All elementary teachers will participate in the implementation of Everyday Mathematics 4 (EM4), a CCSS based curriculum.

Part 2) All elementary teachers will participate in the enhancement of the implementation of using manipulatives Problem-Based Learning in order to increase proficiency in the area of math.

Research Cited: Larry's Research

Tier: Tier 1

| Activity - EDM4 plus PBL Manipulative Activities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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School Improvement Plan

Roguewood Elementary School

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| <p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Purchase EDM4 materials for D-5. - Plan professional development for training on the curriculum maps, PBL and the EDM4 program. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Revise Curriculum Maps outlining a scope and sequence of EM4. - Teachers will participate in district-provided professional development in the summer/fall of 2015. - Fall 2015 implement EDM4 math curriculum DK-5. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands. <p>Activity 1: Getting Ready:</p> <ul style="list-style-type: none"> - The district math committee will set professional development dates and content. - Write the math maps and pacing guides to include section on using PBL with each unit and/or where appropriate. <p>Activity 2: Implementation:</p> <ul style="list-style-type: none"> - Teachers will participate in the district-provided professional development and then further implement Problem-Based Learning during instruction. <p>Activity 3: Monitoring:</p> <ul style="list-style-type: none"> - Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists and teacher evaluations. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands. | Professional Learning | Tier 1 | Getting Ready | 09/08/2015 | 05/31/2016 | \$500 | General Fund | All staff |
| Activity - Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Roguewood Elementary School

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| <p>All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.</p> <p>Year Two Focus: Deepening and Applying Knowledge</p> <p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2015/16 school year with a focus on utilization of staff evaluations to monitor implementation. - The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development. - The district will provide targeted professional development around the critical components of Gradual Release of Responsibility. (Topics to include: learning targets, components, teacher behaviors, student behaviors, etc.) - Support the professional growth of classroom learning lab facilitation team. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted Gradual Release PD efforts. - The district will organize a book study for staff. - The district will provide and communicate a classroom learning lab facilitators' structure and develop their specific professional development calendar. - Elementary and Secondary: The district will increase the utilization of classroom learning lab to support Gradual Release focus areas across all subjects. <p>Activity 3: Monitoring – Assess and Plan</p> <ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Preparations will be made to grow the strategy during the 2015/16 school year. | <p>Academic Support Program</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/08/2015</p> | <p>05/31/2016</p> | <p>\$0</p> | <p>General Fund</p> | <p>All Staff</p> |
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Goal 3: All students will increase writing proficiency in the areas of revising, planning, and editing.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing proficiency in the areas of revising, planning, and editing in English Language Arts by 05/31/2022 as measured by M-Step and District Assessments.

Strategy 1:

Lucy Calkins Writing Workshop - Continue the implementation of Writer's Workshop.

Research Cited: Research: Calkins, L & Pessah, L. 2008. A Principal's Guide to Leadership in the Teaching of Writing.

Tier: Tier 1

| Activity - Writer's Workshop | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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School Improvement Plan

Roguewood Elementary School

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| <p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Established a district committee with a focus on writing in all content areas. - Researched and purchased Lucy Calkins Units of Study Kits for each K-5th grade teacher, Resource Room, and Reading Interventionist. - Created Curriculum Maps outlining a scope and sequence of suggested timelines of instruction and assessment. - Completed survey of all DK-5 teachers. We are currently gathering input to revise report card language. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Continue the use of L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Schedule professional development time to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction. <p>Activity 3: Monitoring:</p> <ul style="list-style-type: none"> - The committee will survey staff for continued questions, concerns and comments. - Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards. | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>09/08/2015</p> | <p>05/31/2016</p> | <p>\$1000</p> | <p>General Fund</p> | <p>All Staff</p> |
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Goal 4: All students will gain a better understanding of vocabulary when teachers implement grade level specific, common academic vocabulary within the context of science.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in their understanding of vocabulary in Science by 05/31/2022 as measured by Common assessments and the M-Step.

Strategy 1:

Increase Vocabulary Usage - All teachers will continue to enhance the existing implementation of Comprehension Toolkits in order to increase proficiency in the area of reading comprehension across all content areas.

Tier: Tier 1

| Activity - Vocabulary Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|---------------|------------|------------|-------------------|---------------------|-------------------|
| <p>Activity 1: Getting Ready - New elementary teachers will be provided Comprehension Toolkits materials and training.</p> <p>Activity 2: Implementation - Teachers will continue to implement the Comprehension Toolkits strategy across all content areas. - Building principals and lead teachers will identify necessary Comprehension Toolkits need areas and address at the building level. District need areas will be identified through building principal communication, and addressed as necessary.</p> <p>Activity 3: Monitoring - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.</p> | Direct Instruction | Tier 1 | Getting Ready | 09/08/2015 | 05/31/2016 | \$0 | No Funding Required | All |

Goal 5: All students will increase proficiency in the area of nonfiction reading in the context of social studies.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in understanding of content vocabulary in Social Studies by 05/31/2022 as measured by District Assessments.

Strategy 1:

SS Content Vocabulary PD - Continue the implementation of Writer's Workshop.

Research Cited: Calkins, L & Pessah, L. 2008. A Principal's Guide to Leadership in the Teaching of Writing.

Tier: Tier 1

| Activity - Increase Social Studies Knowledge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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School Improvement Plan

Roguewood Elementary School

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| <p>Activity 1: Getting Ready</p> <ul style="list-style-type: none">- Established a district committee with a focus on writing in all content areas.- Researched and purchased Lucy Calkins Units of Study Kits for each K-5th grade teacher, Resource Room, and Reading Interventionist.- Created Curriculum Maps outlining a scope and sequence of suggested timelines of instruction.- Offered Professional Development two times in 2013-14 (4.5 hours).- Completed survey of all DK-5 teachers about questions, concerns, and celebrations in using the kits. <p>Activity 2: Implementation</p> <ul style="list-style-type: none">- Use and validate the L. Calkins Units of Study Kits as resource for instruction.- Adjust and Align Curriculum Maps.- Scheduled three hours of professional development over the course of 2014-15 to strengthen and further target implementation. <p>Activity 3: Monitoring:</p> <ul style="list-style-type: none">- The committee will survey staff for continued questions, concerns, and comments.- Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Informational Writing scores will be collected to drive school improvement goals. | Academic Support Program | Tier 1 | Getting Ready | 09/08/2015 | 05/31/2016 | \$0 | Other | All Staff |
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|
| Writer's Workshop | <p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Established a district committee with a focus on writing in all content areas. - Researched and purchased Lucy Calkins Units of Study Kits for each K-5th grade teacher, Resource Room, and Reading Interventionist. - Created Curriculum Maps outlining a scope and sequence of suggested timelines of instruction and assessment. - Completed survey of all DK-5 teachers. We are currently gathering input to revise report card language. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Continue the use of L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Schedule professional development time to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction. <p>Activity 3: Monitoring:</p> <ul style="list-style-type: none"> - The committee will survey staff for continued questions, concerns and comments. - Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards. | Professional Learning | Tier 1 | Getting Ready | 09/08/2015 | 05/31/2016 | \$1000 | All Staff |

School Improvement Plan

Roguewood Elementary School

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| EDM4 plus PBL Manipulative Activities | <p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Purchase EDM4 materials for D-5. - Plan professional development for training on the curriculum maps, PBL and the EDM4 program. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Revise Curriculum Maps outlining a scope and sequence of EM4. - Teachers will participate in district-provided professional development in the summer/fall of 2015. - Fall 2015 implement EDM4 math curriculum DK-5. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands. <p>Activity 1: Getting Ready:</p> <ul style="list-style-type: none"> - The district math committee will set professional development dates and content. - Write the math maps and pacing guides to include section on using PBL with each unit and/or where appropriate. <p>Activity 2: Implementation:</p> <ul style="list-style-type: none"> - Teachers will participate in the district-provided professional development and then further implement Problem-Based Learning during instruction. <p>Activity 3: Monitoring:</p> <ul style="list-style-type: none"> - Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists and teacher evaluations. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands. | Professional Learning | Tier 1 | Getting Ready | 09/08/2015 | 05/31/2016 | \$500 | All staff |
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School Improvement Plan

Roguewood Elementary School

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| <p>Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model</p> | <p>All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.</p> <p>Year Two Focus: Deepening and Applying Knowledge</p> <p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2015/16 school year with a focus on utilization of staff evaluations to monitor implementation. - The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development. - The district will provide targeted professional development around the critical components of Gradual Release of Responsibility. (Topics to include: learning targets, components, teacher behaviors, student behaviors, etc.) - Support the professional growth of classroom learning lab facilitation team. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted Gradual Release PD efforts. - The district will organize a book study for staff. - The district will provide and communicate a classroom learning lab facilitators' structure and develop their specific professional development calendar. - Elementary and Secondary: The district will increase the utilization of classroom learning lab to support Gradual Release focus areas across all subjects. <p>Activity 3: Monitoring – Assess and Plan</p> <ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Preparations will be made to grow the strategy | <p>Academic Support Program</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/08/2015</p> | <p>05/31/2016</p> | <p>\$0</p> | <p>All Staff</p> |
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School Improvement Plan

Roguewood Elementary School

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| | - Preparations will be made to grow the strategy during the 2015/16 school year. | | | | | | | |
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School Improvement Plan

Roguewood Elementary School

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|--|---|---------------------------------|---------------|------------------|-------------------|-------------------|------------|------------------|
| <p>Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model</p> | <p>All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.</p> <p>Year Two Focus: Deepening and Applying Knowledge</p> <p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2015/16 school year with a focus on utilization of staff evaluations to monitor implementation. - The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development. - The district will provide targeted professional development around the critical components of Gradual Release of Responsibility. (Topics to include: learning targets, components, teacher behaviors, student behaviors, etc.) - Support the professional growth of classroom learning lab facilitation team. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted Gradual Release PD efforts. - The district will organize a book study for staff. - The district will provide and communicate a classroom learning lab facilitators' structure and develop their specific professional development calendar. - Elementary and Secondary: The district will increase the utilization of classroom learning lab to support Gradual Release focus areas across all subjects. <p>Activity 3: Monitoring – Assess and Plan</p> <ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Preparations will be made to grow the strategy | <p>Academic Support Program</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/08/2015</p> | <p>05/31/2016</p> | <p>\$0</p> | <p>All Staff</p> |
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School Improvement Plan

Roguewood Elementary School

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| | - Preparations will be made to grow the strategy during the 2015/16 school year. | | | | | | | |
| Response to Intervention | All RPS elementary schools will continue to implement a Response to Intervention model in order to identify and assist students that need additional assistance. *This district strategy has been identified to be evaluated by a new MDE assessment tool. Additional information will be provided in order to ensure consistency among building plans. | Academic Support Program | Tier 2 | Implement | 09/08/2015 | 05/31/2016 | \$0 | All Staff |

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------------|--|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|
| Increase Social Studies Knowledge | <p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Established a district committee with a focus on writing in all content areas. - Researched and purchased Lucy Calkins Units of Study Kits for each K-5th grade teacher, Resource Room, and Reading Interventionist. - Created Curriculum Maps outlining a scope and sequence of suggested timelines of instruction. - Offered Professional Development two times in 2013-14 (4.5 hours). - Completed survey of all DK-5 teachers about questions, concerns, and celebrations in using the kits. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Use and validate the L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps. - Scheduled three hours of professional development over the course of 2014-15 to strengthen and further target implementation. <p>Activity 3: Monitoring:</p> <ul style="list-style-type: none"> - The committee will survey staff for continued questions, concerns, and comments. - Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Informational Writing scores will be collected to drive school improvement goals. | Academic Support Program | Tier 1 | Getting Ready | 09/08/2015 | 05/31/2016 | \$0 | All Staff |

No Funding Required

School Improvement Plan

Roguewood Elementary School

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|-----------------------|--------|---------------|------------|------------|-------------------|--|
| Vocabulary Development | <p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - New elementary teachers will be provided Comprehension Toolkits materials and training. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Teachers will continue to implement the Comprehension Toolkits strategy across all content areas. - Building principals and lead teachers will identify necessary Comprehension Toolkits need areas and address at the building level. District need areas will be identified through building principal communication, and addressed as necessary. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands. | Direct Instruction | Tier 1 | Getting Ready | 09/08/2015 | 05/31/2016 | \$0 | All |
| Reviewing Comprehension Toolkit and additional PD | <p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - New elementary teachers will be provided Comprehension Tool Kit materials and training. - Purchase Toolkit Texts for DK-1. 2-3. 4-5. 6-7 for all teachers at the elementary level. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Teachers will continue to implement the Comprehension Tool Kits strategy across all content areas. - All DK-5th grade teachers will receive two hours of training using the Toolkit Texts in literacy focusing on Gradual Release of Responsibility Model and Differentiation. - Building principals and lead teachers will identify necessary Comprehension Tool Kits needs areas and address at the building level. District needs areas will be identified through building principal communication, and addressed as necessary. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands. | Professional Learning | Tier 1 | Getting Ready | 09/08/2015 | 05/31/2016 | \$0 | Teachers will complete a PD survey and administrator will monitor during observations, monthly checklists, and teacher evaluation process. |