



# **School Improvement Plan**

Rockford High School

Rockford Public Schools

Mr. Dan Zang  
4100 Kroes St Ne  
Rockford, MI 49341-9295

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## **Introduction**

The SIP 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?**

Rockford High School has a very rich tradition of success both in and out of the classroom. Our entire staff is committed to providing outstanding academic opportunities and other supportive services for our students, parents, and community. We are a building of over 1,800 students in grades 10-12. Overall, we are located at the center of a school district covering 100 square miles.

Rockford High School is proud to be recognized as a Michigan Blue Ribbon Exemplary School and is fully accredited by AdvanceED, formally known as NCA (North Central Association of Schools and Colleges). It is important to note that all of the Rockford Public Schools buildings are 100 percent Blue Ribbon certified! Rockford High School has also been recognized by the State of Michigan and earned an "A" for seven consecutive years through the Education YES! Program. We are very proud of our long standing commitment to excellence in the classroom!

Beyond academics, our students are offered state and nationally recognized fine arts programs, comprehensive and varied club and intramural activities, as well as 37 athletic opportunities (with over 47 state championships). Rockford High School is also deeply committed to community service. Our students are involved in many projects that support our community and the greater Grand Rapids area, as well as international causes.

## **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.**

### Mission Statement

Ignite a passion! Build a future!

### Rockford Renaissance

This program was implemented during the 15/16 school year and is designed to create an inclusive environment where all students feel they are part of something. Celebration and recognition of all students is the foundation and goal. The outcome of this program will help create a positive and welcoming culture and climate.

## **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.**

Most recently Rockford High School was noted as one of the top high schools in the nation by Newsweek Magazine.

Every RPS building earned a letter grade of a straight "A" through the Michigan Department of Education's Accountability Program - Education YES! for seven years in a row - one of only two school districts in West Michigan to do so.

Every school has earned the prestigious Blue Ribbon School Exemplary State Board of Education Award (RPS is the only large school district in Michigan to have earned this recognition).

State and Nationally recognized Fine Arts program

- Band
- Choir
- Theater

2012 World Choir Games

- Silver Medal in the Champions Division of Young Male Choirs (Top American choir)
- Silver Medal in the Champions Division of Popular Choral Music

Highly successful cocurricular and athletic programs

- 80% of students in middle and high school participate in cocurricular programs
- 47 state championships
- 37 varsity programs with participation by over 50% of the student body

100% of staff are highly qualified

Millions of dollars of scholarship money awarded each year to students

Numerous National Merit Finalists every year

Over 50 students annually who score a 30 or higher on the ACT

## **Additional Information**

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

With ACT Prep as a class requirement for juniors, we have had more than 60 students each of the past three years score a 30 or higher on the ACT, with several students scoring a 35 and one with a 36.

# **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. Every three years the high school also receives feedback from our community focus groups which are facilitated by administration in Central Office. Once survey and focus group information and 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 the 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, students, 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.

# 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?**

No challenges have been identified due to student enrollment remaining consistent.

### **Student Demographic Data**

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

There has been an increase in extended absences due to mental health challenges within a small portion of our student population.

### **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?**

There has been an increase in the possession and use of vaporizers (Considered nuisance item or tobacco product per our student code of conduct).

### **Student Demographic Data**

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

Continue to communicate with students and families about the school's stance on vap. pens.

### **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?**

In transitioning to the SAT from the ACT, our teaching staff has been proactive in adjusting and anticipating adjustments in programming to better address the SAT.

### **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?**

With changes in utilizing and tracking data, our staff has responded well and is more informed in their instruction in working toward higher student achievement.

**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?**

No correlation can be made between leader absences, which are minimal, and student achievement.

**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?**

Any time a teacher misses school there is a potential for loss of instruction with their students.

**Teacher/School Leader(s) Demographic Data**

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

Continuing to emphasize that teacher attendance, especially within the trimester format, has a positive impact on student achievement.

## **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 only consistent and viable data we have are classroom assessments. In transitioning from the ACT to the SAT, which is aligned with MI standards, we will have more reliable data to use in years to come.

### **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?**

The only consistent and viable data we have are classroom assessments. In transitioning from the ACT to the SAT, which is aligned with MI standards, we will have more reliable data to use in years to come.

### **12. How might these challenges impact student achievement?**

In not knowing what our baseline results will show next year, RPS plans to administer both the PSAT and the SAT to adjust to the SAT assessment more quickly. The PSAT will inform our staff where we are and what we need to do early in the fall next year.

### **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.**

Our district is determining the cost/benefit of implementing the PSAT to grades 9-11 so that we can track longitudinal growth and inform teaching 9-12.

### **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?**

Section 31a and IDEA are both applicable to RHS. Our teachers and counseling staff work hard to ensure every student has an opportunity to be successful. Implementing the GRR is the strongest intervention we can speak to in addressing all students at the instructional level. We are completing year one of a three year process in implementing and growing the GRR.

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

Before and after school learning opportunities, online class selection, and implementation of GRR.

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

Teacher referrals based on grades and observations. SAT team process. Counselor referrals.

**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?**

Pre/Post tests, common assessments with attached standards, curriculum guides and pacing guides.

**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.**

N/A

## **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**

Reading comprehension has been a strength.

### **19b. Reading- Challenges**

Within our special education population reading comprehension, and our bottom 30%.

### **19c. Reading- Trends**

We will continue to implement the PMR strategy.

### **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.**

While implementing the PMR strategy, we will also allow/encourage departments and teachers to implement additional strategies.

**20a. Writing- Strengths**

We have a secondary writing strategy focused on evidence-based content.

**20b. Writing- Challenges**

We will be working to align our writing rubrics with M-STEP structure and format.

**20c. Writing- Trends**

The trend will be established next year at the 10-12 level due to moving from the ACT to the SAT/M-STEP.

**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.**

We have a solid foundation and look forward to adjusting our writing curriculum with new upcoming assessments.

**21a. Math- Strengths**

Math calculations

**21b. Math- Challenges**

Functions

**21c. Math- Trends**

Continue to work to align Math curriculum to CCSS and offer PBL opportunities.

**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.**

Continued efforts with our bottom 30 population to increase math comprehension and to finalize implementation of CCSS and transition from ACT to SAT.

**22a. Science- Strengths**

Forming a hypothesis and understanding cellular functions.

**22b. Science- Challenges**

Reading and analyzing graphs and raw data.

**22c. Science- Trends**

We will see as we are transitioning from the ACT to the SAT.

**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.**

M-STEP will be our one indicator for science scores as the SAT does not address science.

**23a. Social Studies- Strengths**

PBL opportunities.

**23b. Social Studies- Challenges**

Lack of standardized assessment data at the 10-12 level.

**23c. Social Studies- Trends**

M-STEP transition and SAT.

**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.**

Our one challenge is the lack of valid assessment data at the 10-12 level.

## **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?**

Programs available to help students succeed.

Students feel a quality education is offered to them.

Students report they are grateful for the counseling services that we are able to offer

### **24b. Student Perception Data**

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

Only 52% of students agree or strongly agree that there is at least one adult in the building that cares about them. 33% are neutral and 16% disagree.

Only 28% of our students feel that teachers in our building change their teaching to meet the individual needs of students. 33% are neutral and 28% feel teachers do not change their styles.

### **24c. Student Perception Data**

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

Implementation of the GRR and our Renaissance program highlighting all students and improving climate and culture.

### **25a. Parent/Guardian Perception Data**

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

1. Parents feel that programs and services are available that are focused on student success.
2. Parents feel that the school's governing body operates responsibly and functions effectively.
3. Parents overwhelmingly feel that our school has high expectations for students in all classes.
4. Parents share that they are appreciative of the fact teachers report student progress in an easy to understand language.
5. Parents are pleased with the fact students are provided with access to a variety of information resources to support their learning.
5. Our school ensures that facilities support student learning.
6. The majority of parents feel our school provides excellent support services.

7. Parents feel (approx 90%) that their students are prepared for success in the next school year

**25b. Parent/Guardian Perception Data**

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

1. Our school's purpose statement is formally reviewed and revised with involvement from parents.
2. All of my child's teachers use a variety of teaching strategies and learning activities.
3. All of my child's teachers meet his/her needs by individualizing instruction.
4. All of my child's teachers work as a team to help my child learn.
5. Parents acknowledge that their students quite often do not see the connection between what it is being taught and their everyday life

**25c. Parent/Guardian Perception Data**

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

Every three years the district re-evaluates its vision, purpose, and goals through what is called our RAMS model (Rockford Action Model for Success). We are currently in the process of Rams IX, in which parent focus groups are a part. As a school and district we feel that we communicate very well with our community, but we can always get better. Creating an awareness of our process through newspaper publications, email, district Rampage announcements, and school newsletters will be the avenue we use to best reach our parents/community. The 2014-2015 school year will bring a new cycle in the RAMS model. Survey data was collected in the spring of 14 and was reviewed last August. From there a plan was put in place taking us through the 2017 school year

**26a. Teacher/Staff Perception Data**

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

1. Our school's purpose statement is clearly focused on student achievement.
2. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
3. Our school provides opportunities for students to participate in activities that interest them

**26b. Teacher/Staff Perception Data**

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

1. Our school's leaders ensure that all staff members use supervisory feedback to improve student learning.
2. Staff does not feel that our staff as a whole monitors and adjusts curriculum, instruction, and assessment based on data from student assessments.
3. Staff does not feel that all teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.

4. Staff does not feel that data is being used collectively throughout the building to drive instruction

**26c. Teacher/Staff Perception Data**

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

As a district and 10-12 building, we will continue to implement not only the ability to generate data, but will grow our staff in how to use it. Utilizing SAT and PSAT data will also be beneficial for our staff.

**27a. Stakeholder/Community Perception Data**

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

1. Parents feel that programs and services are available that are focused on student success.
2. Parents feel that the school's governing body operates responsibly and functions effectively.
3. Parents overwhelmingly feel that our school has high expectations for students in all classes.
4. Parents share that they are appreciative of the fact teachers report student progress in an easy to understand language.
5. Parents are pleased with the fact students are provided with access to a variety of information resources to support their learning.
5. Our school ensures that facilities support student learning.
6. The majority of parents feel our school provides excellent support services.
7. Parents feel (approx 90%) that their students are prepared for success in the next school year

**27b. Stakeholder/Community Perception Data**

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

1. Our school's purpose statement is formally reviewed and revised with involvement from parents.
2. All of my child's teachers use a variety of teaching strategies and learning activities.
3. All of my child's teachers meet his/her needs by individualizing instruction.
4. All of my child's teachers work as a team to help my child learn.
5. Parents acknowledge that their students quite often do not see the connection between what it is being taught and their everyday life

**27c. Stakeholder/Community Perception Data**

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

Every three years the district re-evaluates its vision, purpose, and goals through what is called our RAMS model (Rockford Action Model for Success). We are currently in the process of Rams IX, in which parent focus groups are a part. As a school and district we feel that we communicate very well with our community, but we can always get better. Creating an awareness of our process through newspaper publications, email, district Rampage announcements, and school newsletters will be the avenue we use to best reach our

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parents/community. The 2014-2015 school year brought a new cycle in the RAMS model. Survey data was collected in the spring of 14 and was reviewed last August. From there a plan was put in place taking us through the 2017 school year

## **Summary**

### **28a. Summary**

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

We are fortunate to work in a district that supports curricular initiatives and supports teaching and learning. This is evident in our student successes. Our challenges are adjusting to changing standardized testing and re-aligning our curriculum to meet this.

### **28b. Summary**

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

In moving to the SAT, we will begin the process of adjusting curriculum to meet the SAT targets, and will adjust after SAT results come in next spring. This will be a continuing process.

### **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?**

Implementing GRR and classroom learning labs, while adjusting curriculum to meet SAT standards.

# **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
1.	Literacy and math are tested annually in grades 1-5.	No		

Label	Assurance	Response	Comment	Attachment
2.	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	<a href="http://www.rockfordschools.org/Resources/PDF/RPS/AER%20HS%208-15-12.pdf">http://www.rockfordschools.org/Resources/PDF/RPS/AER%20HS%208-15-12.pdf</a>	

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

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

Label	Assurance	Response	Comment	Attachment
5.	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		

Label	Assurance	Response	Comment	Attachment
6.	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 of HR 350 N. Main Street, Rockford 616.863.6554	

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Label	Assurance	Response	Comment	Attachment
7.	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	Parent Involvement Plan	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

# **2016-2017 School Improvement Plan**

## Overview

### Plan Name

2016-2017 School Improvement Plan

### Plan Description

The 2016-2017 SIP follows the district plan that has been established.

## 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 Rockford High School will be proficient in Reading.	Objectives: 1 Strategies: 5 Activities: 7	Academic	\$0
2	All Students at Rockford High School will be proficient in Science.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
3	All students at Rockford High School will be proficient in Social Studies.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$0
4	All secondary students will be proficient in writing	Objectives: 1 Strategies: 5 Activities: 13	Academic	\$0
5	All students will be proficient in math	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$0

# Goal 1: All students at Rockford High School will be proficient in Reading.

## Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency Reading informational text in English Language Arts by 06/01/2022 as measured by M-STEP and ACT/SAT data.

## Strategy 1:

Gradual Release of Responsibility - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category: Other - Instruction

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas.</li> <li>- All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement.</li> <li>- The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning.</li> <li>- The district will support the professional growth of classroom learning lab and GRR module facilitation team.</li> </ul>	Getting Ready, Monitor	Tier 1	Monitor	08/01/2016	06/09/2017	\$0	General Fund	All
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>- 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.</li> </ul>	Implementation	Tier 1	Implement	08/01/2016	06/09/2017	\$0	Other	ALL
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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- Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.	Monitor	Tier 1	Monitor	08/01/2016	06/09/2017	\$0	No Funding Required	All
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### Strategy 2:

Argumentative/Evidence-Based Writing - All teachers will participate in the enhancement of the use of the Common Core aligned argumentative/evidence-based writing rubric in order to increase writing proficiency in the area of Social Studies.

Category:

Research Cited: Curriculum/Departmental Research.

Tier:

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the strategy at least one time per grading period and show student work as evidence during the district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			08/26/2014	06/10/2016	\$0	General Fund	All

### Strategy 3:

SWD Subgroup Strategy - Differentiated Instruction: The team teaching, academic support and resource room instruction will be enhanced to target the identified needs of SWD that have not performed at adequate levels on the M-STEP or SAT.

Category:

Research Cited: Curricular

Tier: Tier 2

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Rockford High School

<p>Activity 1: Getting Ready                      - The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.</p> <p>Activity 2: Implementation                      - Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.</p> <p>Activity 3: Monitoring                      - Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process.                      - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.</p>	Monitor	Tier 2		08/01/2015	06/01/2016	\$0	General Fund	All
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**Strategy 4:**

Data Review and Intervention - All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.

Category:

Research Cited: Curricular

Tier: Tier 2

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- The district will develop a data protocol for common assessment and state data.</li> <li>- The district will identify district provided professional development time for data protocol training and implementation.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Departments will collaborate during designated DPPD to review common assessment and state data.</li> <li>- Student trend and subgroup data will be identified (ED, SWD, B30).</li> <li>- Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success.</li> <li>- The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs.</li> <li>- The district will arrange training for certified staff regarding any trends in Tier two data.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Evidence of district data protocol</li> <li>- Evidence of designated district provided professional development time for district data protocol training</li> <li>- Building SAT team and department minutes</li> </ul>	Monitor	Tier 2	Monitor	08/01/2015	06/01/2016	\$0	General Fund	All
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### Strategy 5:

Research and Inquiry - All content area teachers will integrate the secondary district active reading strategy in order to increase reading proficiency across all content areas with emphasis on the GAN M-STEP claim of Research and Inquiry.

Category: Other - Reading

Research Cited: Research: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

Activity - Research and Inquiry	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"> <li>- During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes.</li> <li>- English teachers will refresh the "Preview and Mark" components of the PMR strategy for students during the first week of school.</li> </ul>	Getting Ready	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	General Fund	All

## Goal 2: All Students at Rockford High School will be proficient in Science.

### Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth 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 reading informational text in Science by 06/01/2022 as measured by State Standardized Test.

### Strategy 1:

Model of Gradual Release - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model. This strategy will be consistent across all goals and content areas.

Category:

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>- 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.</li> <li>- The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts.</li> <li>- The district will offer instructional technology training and support opportunities throughout the school year.</li> <li>- The district will organize yearlong book studies for all certified staff around the following four books:                             <ul style="list-style-type: none"> <li>o Choice Words: How Our Language Affects Children's Learning – Peter Johnston</li> <li>o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers</li> <li>o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols</li> <li>o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher</li> </ul> </li> <li>- The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.</li> </ul>	Implementation	Tier 1	Monitor	08/01/2016	06/09/2017	\$0	General Fund	All

### Strategy 2:

Differentiated Instruction-SWD - The team teaching, academic support and resource room instruction will be enhanced to target the identified needs of SWD that have not performed at adequate levels on the M-Step or SAT.

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Category: Science

Research Cited: Curriculum/Office of Special Services research

Tier: Tier 2

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			08/26/2015	06/10/2016	\$0	General Fund	All

### Strategy 3:

Inquiry Based Instructional Practices - All teachers will continue to implement inquiry based instructional practices as well as prepare to transition to district science team recommendations with a focus on the M-STEP GAN Claim of Earth Science (7th) and Chemistry and Physics (11th).

Category: Science

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity 1: Getting Ready - English teachers in each building will collaborate to review the M-STEP writing rubrics. - English teachers will identify a consistent scope and sequence for instructing students about the identified writing styles. - All content area teachers will be made aware of the M-STEP writing requirements and scope and sequence of instruction.  Activity 2: Implementation - All content area teachers will emphasize and support the district writing rubric principles when students are required to write across all content areas.  Activity 3: Monitoring - M-STEP writing, written response, and performance task scores. - English teacher pacing guides and department feedback. - Teachers will show student work as evidence during the district teacher evaluation process.	Monitor	Tier 1	Monitor	08/01/2015	08/01/2016	\$0	General Fund	All

### Strategy 4:

Data Review and Intervention - All certified staff will participate in a consistent data review process to determine student achievement trends and implement

SY 2016-2017

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corresponding intervention.

Category:

Research Cited: Curricular

Tier: Tier 2

Activity - Maintain	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"><li>- The district will develop district a data protocol for common assessment and state data.</li><li>- The district will identify district provided professional development time for data protocol training and implementation.</li></ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"><li>- Departments will collaborate during designated DPPD to review common assessment and state data.</li><li>- Student trend and subgroup data will be identified (ED, SWD, B30).</li><li>- Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success.</li><li>- The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs.</li><li>- The district will arrange training for certified staff regarding any trends in Tier two data.</li></ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"><li>- Evidence of district data protocol</li><li>- Evidence of designated district-provided professional development time for district data protocol training</li><li>- Building SAT team and department minutes</li></ul>	Monitor	Tier 2		08/01/2015	06/01/2016	\$0	General Fund	All

### Goal 3: All students at Rockford High School will be proficient in Social Studies.

#### Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth 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 the greatest area of need strand in Social Studies by 06/01/2022 as measured by state assessments.

#### Strategy 1:

Classroom Instruction - All teachers will participate in the enhancement of the use of the Common Core aligned argumentative/evidence-based writing rubric in order to

## School Improvement Plan

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increase writing proficiency across all content areas.

Category: English/Language Arts

Research Cited: Curriculum/Departmental Research.

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- English teachers in each building will collaborate to review the M-STEP writing rubrics.	Getting Ready		Getting Ready	08/01/2016	06/09/2017	\$0	General Fund	All
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- All content area teachers will emphasize and support the M-STEP writing rubric components when students are required to write in each course.	Implementation			08/01/2016	06/09/2017	\$0	Head Start	All
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- M-STEP writing, written response, and performance task scores. - All content area written response assignment expectations and grading rubrics. - English teacher pacing guides and department feedback.	Monitor			08/01/2016	06/09/2017	\$0	General Fund	All

### Strategy 2:

Differentiated Instruction-SWD - The team teaching, academic support and resource room instruction will be enhanced to target the identified needs of SWD that have not performed at adequate levels on the M-Step or SAT.

Category: Social Studies

Research Cited: Curriculum/Office of Special Services Research.

Tier: Tier 2

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.	Getting Ready			08/26/2014	06/10/2016	\$0	General Fund	All

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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementation			08/26/2014	06/10/2016	\$0	General Fund	All
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			08/26/2014	06/10/2016	\$0	General Fund	All

### Strategy 3:

Model of Gradual Release - All RPS staff members will be trained in the use and implementation of the Model of Gradual Release.

Category:

Tier: Tier 1

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow district model	Implementation	Tier 1	Implement	08/26/2014	06/10/2016	\$0	General Fund	All

### Strategy 4:

Data Review and Interventions - All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.

Category:

Research Cited: Curricular

Tier: Tier 2

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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- Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.	Monitor	Tier 1	Monitor	08/01/2016	06/09/2017	\$0	General Fund	All staff
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## Goal 4: All secondary students will be proficient in writing

### Measurable Objective 1:

85% of Tenth, Eleventh and Twelfth 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 All secondary students will be able to construct a written response in the following styles: argumentative, persuasive, informative, and narrative. in English Language Arts by 06/09/2017 as measured by state assessments.

### Strategy 1:

Differentiated Instruction - The team teaching, academic support and resource room instruction will be enhanced to target the identified needs of SWD that have not performed at adequate levels on the MEAP, MME or ACT.

Category:

Research Cited: Curriculum/Office of Special Services research.

Tier:

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.	Getting Ready			08/28/2013	06/13/2014	\$0	General Fund	All special education staff and general education staff

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementation			08/28/2013	06/13/2014	\$0	General Fund	All special education and general education staff

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			08/28/2013	06/13/2014	\$0	General Fund	All special education and general education staff.

### Strategy 2:

Data Review and Interventions - : All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.

Category:

Research Cited: Curricular

Tier: Tier 2

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>- The district will develop a data protocol for common assessment and state data.</p> <p>- The district will identify district provided professional development time for data protocol training and implementation.</p> <p>Activity 2: Implementation</p> <p>- Departments will collaborate during designated DPPD to review common assessment and state data.</p> <p>- Student trend and subgroup data will be identified (ED, SWD, B30).</p> <p>- Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success.</p> <p>- The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs.</p> <p>- The district will arrange training for certified staff regarding any trends in Tier two data.</p> <p>Activity 3: Monitoring</p> <p>- Evidence of district data protocol</p> <p>- Evidence of designated district provided professional development time for district data protocol training</p> <p>- Building SAT team and department minutes</p>	Monitor	Tier 2	Monitor	08/01/2015	06/01/2016	\$0	General Fund	All

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### Strategy 3:

The Gradual Release of Responsibility - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category: Other - All Content Areas

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas.</li> <li>- All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement.</li> <li>- The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning.</li> <li>- The district will support the professional growth of classroom learning lab and GRR module facilitation team.</li> </ul>	Getting Ready	Tier 1		08/01/2016	06/09/2017	\$0	General Fund	All

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<ul style="list-style-type: none"> <li>- 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.</li> <li>- The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts.</li> <li>- The district will offer instructional technology training and support opportunities throughout the school year.</li> <li>- The district will organize yearlong book studies for all certified staff around the following four books:               <ul style="list-style-type: none"> <li>o Choice Words: How Our Language Affects Children's Learning – Peter Johnston</li> <li>o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers</li> <li>o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols</li> <li>o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher</li> </ul> </li> <li>- The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.</li> </ul>	Implementa tion	Tier 1		08/01/2016	06/09/2017	\$0	General Fund	All
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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>- Staff will be surveyed after each professional development session.</li> <li>- Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.</li> <li>- A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.</li> </ul>	Monitor	Tier 1	Monitor	08/01/2016	06/09/2017	\$0	General Fund	All

### Strategy 4:

Reading-Research and Inquiry - All content area teachers will integrate the secondary district active reading strategy in order to increase reading proficiency across all content areas with emphasis on the GAN M-STEP claim of Research and Inquiry.

Category: Other - All Content Areas

Research Cited: Fisher and Frey

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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- During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes. - English teachers will refresh the "Preview and Mark" components of the PMR strategy for students during the first week of school. - When released, 2016 M-STEP results will be reviewed to identify summative content standards to address by grade level.	Getting Ready	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	General Fund	All
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- All content areas teachers will provide informational text resources for students and instruct them actively read by "Previewing and Marking" the text. - English teachers will participate in professional development in the fall and winter as part of two half day sessions around content greatest areas of need as identified and organized by the district team.	Implementation	Tier 1	Implement	08/01/2016	06/09/2017	\$0	General Fund	All

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The district team will review implementation fidelity as well as staff input to determine future planning. - Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on Discovery Education and M-STEP.	Monitor	Tier 1		08/01/2016	06/09/2017	\$0	General Fund	All

### Strategy 5:

Writing-Argumentative, persuasive, informative, narrative - All secondary students will be able to construct a written response in the following styles: argumentative, persuasive, informative, and narrative.

Category: Other - All Content Areas

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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- English teachers in each building will collaborate to review the M-STEP writing rubrics. - English teachers will identify a consistent scope and sequence by grade level for instructing students about the identified writing styles. - All content area teachers will be made aware of the M-STEP writing requirements and scope and sequence of instruction.	Getting Ready	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	General Fund	All
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- All content area teachers will emphasize and support the M-STEP writing rubric components when students are required to write in each course.	Implementation	Tier 1		08/01/2016	06/09/2017	\$0	General Fund	All

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- M-STEP writing, written response, and performance task scores. - All content area written response assignment expectations and grading rubrics. - English teacher pacing guides and department feedback.	Monitor	Tier 1	Monitor	08/01/2016	06/09/2017	\$0	General Fund	All

## Goal 5: All students will be proficient in math

### Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth 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 Math in Mathematics by 06/17/2022 as measured by SAT and M-STEP assessments.

### Strategy 1:

Gradual Release of Responsibility - All secondary math teachers will participate in the implementation of problem-based learning activities to increase the application of math concepts to real world situations.

Category: Mathematics

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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- Math department leaders will inventory and, with their building colleagues, draw improvement conclusions from the previous year's problem-based activities. - Math teachers will review M-STEP performance task content expectations. - When released, 2016 M-STEP results will be reviewed and to identify summative GAN content standards to address by grade level and compared with Discovery Education results where applicable.	Direct Instruction, Getting Ready	Tier 1	Implement	08/01/2016	06/09/2017	\$0	General Fund	All
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Department leaders will ensure that math performance tasks are routinely embedded into instruction. - Math teachers will participate in professional development in the fall and winter as part of two half day sessions around content greatest areas of need as identified and organized by the district team.	Implementation	Tier 1	Implement	08/01/2016	06/09/2017	\$0	General Fund	All

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Student achievement data on M-STEP and Discovery Education will be reviewed to determine GAN and overall achievement. - Curriculum maps will reflect an implementation schedule of performance tasks into routine instruction. - The district team will review implementation fidelity as well as staff input to determine future planning. - Teachers will show student work as evidence during department meetings and the district teacher evaluation process.	Monitor	Tier 1		08/01/2016	06/09/2017	\$0	General Fund	All

### Strategy 2:

SWD Subgroup Strategy - Differentiated Instruction: The team teaching, academic support and resource room instruction will be enhanced to target the identified needs of SWD that have not performed at adequate levels on the MEAP, MME, or ACT.

Category:

Research Cited: Curricular

Tier: Tier 2

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Activity 1: Getting Ready - The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.</p> <p>Activity 2: Implementation - Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.</p> <p>Activity 3: Monitoring - Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.</p>	Monitor	Tier 2		08/01/2015	06/01/2016	\$0	General Fund	All
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### Strategy 3:

Data Review and Intervention - All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention.

Category: Mathematics

Research Cited: Curriculum Best Practices

Tier: Tier 2

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>- The district will develop district a data protocol for common assessment and state data. - The district will identify district provided professional development time for data protocol training and implementation.</p>	Getting Ready	Tier 2	Getting Ready	08/01/2016	06/09/2017	\$0	General Fund	All

### Strategy 4:

Communicating and Reasoning, Modeling and Analysis - All secondary math teachers will participate in the implementation of CCSS aligned and problem-based learning instruction with additional emphasis on the GAN M-STEP claim of Communicating and Reasoning, Modeling and Analysis.

Category: Mathematics

Research Cited: Curricular Best Practices

Tier: Tier 1

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Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"><li>- Math department leaders will inventory and, with their building colleagues, draw improvement conclusions from the previous year's problem-based activities.</li><li>- Math teachers will review M-STEP performance task content expectations.</li><li>- When released, 2016 M-STEP results will be reviewed and to identify summative GAN content standards to address by grade level and compared with Discovery Education results where applicable.</li></ul>	Getting Ready	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	General Fund	All

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Head Start

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation	- All content area teachers will emphasize and support the M-STEP writing rubric components when students are required to write in each course.	Implementation			08/01/2016	06/09/2017	\$0	All

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation	- 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.	Implementation	Tier 1	Implement	08/01/2016	06/09/2017	\$0	ALL

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring	- Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.	Monitor	Tier 1	Monitor	08/01/2016	06/09/2017	\$0	All

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**School Improvement Plan**

Rockford High School

Getting Ready	<ul style="list-style-type: none"> <li>- English teachers in each building will collaborate to review the M-STEP writing rubrics.</li> <li>- English teachers will identify a consistent scope and sequence by grade level for instructing students about the identified writing styles.</li> <li>- All content area teachers will be made aware of the M-STEP writing requirements and scope and sequence of instruction.</li> </ul>	Getting Ready	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	All
Implementation	<ul style="list-style-type: none"> <li>- 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.</li> <li>- The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts.</li> <li>- The district will offer instructional technology training and support opportunities throughout the school year.</li> <li>- The district will organize yearlong book studies for all certified staff around the following four books:                             <ul style="list-style-type: none"> <li>o Choice Words: How Our Language Affects Children's Learning – Peter Johnston</li> <li>o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers</li> <li>o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols</li> <li>o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher</li> </ul> </li> <li>- The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.</li> </ul>	Implementation	Tier 1	Monitor	08/01/2016	06/09/2017	\$0	All

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Monitoring	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- English teachers in each building will collaborate to review the M-STEP writing rubrics.</li> <li>- English teachers will identify a consistent scope and sequence for instructing students about the identified writing styles.</li> <li>- All content area teachers will be made aware of the M-STEP writing requirements and scope and sequence of instruction.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- All content area teachers will emphasize and support the district writing rubric principles when students are required to write across all content areas.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- M-STEP writing, written response, and performance task scores.</li> <li>- English teacher pacing guides and department feedback.</li> <li>- Teachers will show student work as evidence during the district teacher evaluation process.</li> </ul>	Monitor	Tier 1	Monitor	08/01/2015	08/01/2016	\$0	All
Implementation	<ul style="list-style-type: none"> <li>- All content areas teachers will provide informational text resources for students and instruct them actively read by "Previewing and Marking" the text.</li> <li>- English teachers will participate in professional development in the fall and winter as part of two half day sessions around content greatest areas of need as identified and organized by the district team.</li> </ul>	Implementation	Tier 1	Implement	08/01/2016	06/09/2017	\$0	All
Maintain	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process.</li> <li>- Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.</li> </ul>	Monitor	Tier 2		08/01/2015	06/01/2016	\$0	All

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Maintain	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- The district will develop a data protocol for common assessment and state data.</li> <li>- The district will identify district provided professional development time for data protocol training and implementation.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Departments will collaborate during designated DPPD to review common assessment and state data.</li> <li>- Student trend and subgroup data will be identified (ED, SWD, B30).</li> <li>- Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success.</li> <li>- The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs.</li> <li>- The district will arrange training for certified staff regarding any trends in Tier two data.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Evidence of district data protocol</li> <li>- Evidence of designated district provided professional development time for district data protocol training</li> <li>- Building SAT team and department minutes</li> </ul>	Monitor	Tier 2	Monitor	08/01/2015	06/01/2016	\$0	All
Getting Ready	<ul style="list-style-type: none"> <li>- During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes.</li> <li>- English teachers will refresh the "Preview and Mark" components of the PMR strategy for students during the first week of school.</li> <li>- When released, 2016 M-STEP results will be reviewed to identify summative content standards to address by grade level.</li> </ul>	Getting Ready	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	All
Monitoring	<ul style="list-style-type: none"> <li>- Staff will be surveyed after each professional development session.</li> <li>- Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.</li> <li>- A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.</li> </ul>	Monitor	Tier 1	Monitor	08/01/2016	06/09/2017	\$0	All

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Getting Ready	The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.	Getting Ready			08/28/2013	06/13/2014	\$0	All special education staff and general education staff
Getting Ready	<ul style="list-style-type: none"> <li>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas.</li> <li>- All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement.</li> <li>- The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning.</li> <li>- The district will support the professional growth of classroom learning lab and GRR module facilitation team.</li> </ul>	Getting Ready, Monitor	Tier 1	Monitor	08/01/2016	06/09/2017	\$0	All
Monitoring	<ul style="list-style-type: none"> <li>- Student achievement data on M-STEP and Discovery Education will be reviewed to determine GAN and overall achievement.</li> <li>- Curriculum maps will reflect an implementation schedule of performance tasks into routine instruction.</li> <li>- The district team will review implementation fidelity as well as staff input to determine future planning.</li> <li>- Teachers will show student work as evidence during department meetings and the district teacher evaluation process.</li> </ul>	Monitor	Tier 1		08/01/2016	06/09/2017	\$0	All
Monitoring	<ul style="list-style-type: none"> <li>- M-STEP writing, written response, and performance task scores.</li> <li>- All content area written response assignment expectations and grading rubrics.</li> <li>- English teacher pacing guides and department feedback.</li> </ul>	Monitor			08/01/2016	06/09/2017	\$0	All
Implementation	Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementa tion			08/26/2014	06/10/2016	\$0	All

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<p>Implementation</p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts.</li> <li>- The district will offer instructional technology training and support opportunities throughout the school year.</li> <li>- The district will organize yearlong book studies for all certified staff around the following four books:                             <ul style="list-style-type: none"> <li>o Choice Words: How Our Language Affects Children's Learning – Peter Johnston</li> <li>o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers</li> <li>o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols</li> <li>o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher</li> </ul> </li> <li>- The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.</li> </ul>	<p>Implementa tion</p>	<p>Tier 1</p>		<p>08/01/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>All</p>
<p>Getting Ready</p>	<ul style="list-style-type: none"> <li>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas.</li> <li>- All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement.</li> <li>- The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning.</li> <li>- The district will support the professional growth of classroom learning lab and GRR module facilitation team.</li> </ul>	<p>Getting Ready</p>	<p>Tier 1</p>		<p>08/01/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>All</p>

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Monitoring	<ul style="list-style-type: none"> <li>- Staff will be surveyed after each professional development session.</li> <li>- Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.</li> <li>- A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.</li> </ul>	Monitor	Tier 1	Monitor	08/01/2016	06/09/2017	\$0	All staff
Implementation	Follow district model	Implementation	Tier 1	Implement	08/26/2014	06/10/2016	\$0	All
Getting Ready	<ul style="list-style-type: none"> <li>- The district will develop district a data protocol for common assessment and state data.</li> <li>- The district will identify district provided professional development time for data protocol training and implementation.</li> </ul>	Getting Ready	Tier 2	Getting Ready	08/01/2016	06/09/2017	\$0	All
Research and Inquiry	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes.</li> <li>- English teachers will refresh the “Preview and Mark” components of the PMR strategy for students during the first week of school.</li> </ul>	Getting Ready	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	All
Monitoring	Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			08/28/2013	06/13/2014	\$0	All special education and general education staff.
Getting Ready	<ul style="list-style-type: none"> <li>- Math department leaders will inventory and, with their building colleagues, draw improvement conclusions from the previous year’s problem-based activities.</li> <li>- Math teachers will review M-STEP performance task content expectations.</li> <li>- When released, 2016 M-STEP results will be reviewed and to identify summative GAN content standards to address by grade level and compared with Discovery Education results where applicable.</li> </ul>	Direct Instruction, Getting Ready	Tier 1	Implement	08/01/2016	06/09/2017	\$0	All
Implementation	Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementation			08/28/2013	06/13/2014	\$0	All special education and general education staff

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Maintain	<ul style="list-style-type: none"> <li>- The district will develop a data protocol for common assessment and state data.</li> <li>- The district will identify district provided professional development time for data protocol training and implementation.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Departments will collaborate during designated DPPD to review common assessment and state data.</li> <li>- Student trend and subgroup data will be identified (ED, SWD, B30).</li> <li>- Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success.</li> <li>- The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs.</li> <li>- The district will arrange training for certified staff regarding any trends in Tier two data.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Evidence of district data protocol</li> <li>- Evidence of designated district provided professional development time for district data protocol training</li> <li>- Building SAT team and department minutes</li> </ul>	Monitor	Tier 2	Monitor	08/01/2015	06/01/2016	\$0	All
Monitoring	<p>Teachers will implement the strategy at least one time per grading period and show student work as evidence during the district teacher evaluation process.</p> <p>Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.</p>	Monitor			08/26/2014	06/10/2016	\$0	All
Monitoring	<p>Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process.</p> <p>- Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.</p>	Monitor			08/26/2015	06/10/2016	\$0	All
Getting Ready	<ul style="list-style-type: none"> <li>- English teachers in each building will collaborate to review the M-STEP writing rubrics.</li> </ul>	Getting Ready		Getting Ready	08/01/2016	06/09/2017	\$0	All

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Maintain	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process.</li> <li>- Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.</li> </ul>	Monitor	Tier 2		08/01/2015	06/01/2016	\$0	All
Getting Ready	<ul style="list-style-type: none"> <li>- Math department leaders will inventory and, with their building colleagues, draw improvement conclusions from the previous year's problem-based activities.</li> <li>- Math teachers will review M-STEP performance task content expectations.</li> <li>- When released, 2016 M-STEP results will be reviewed and to identify summative GAN content standards to address by grade level and compared with Discovery Education results where applicable.</li> </ul>	Getting Ready	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	All
Implementation	<ul style="list-style-type: none"> <li>- All content area teachers will emphasize and support the M-STEP writing rubric components when students are required to write in each course.</li> </ul>	Implementation	Tier 1		08/01/2016	06/09/2017	\$0	All
Monitoring	<ul style="list-style-type: none"> <li>- M-STEP writing, written response, and performance task scores.</li> <li>- All content area written response assignment expectations and grading rubrics.</li> <li>- English teacher pacing guides and department feedback.</li> </ul>	Monitor	Tier 1	Monitor	08/01/2016	06/09/2017	\$0	All
Implementation	<ul style="list-style-type: none"> <li>- Department leaders will ensure that math performance tasks are routinely embedded into instruction.</li> <li>- Math teachers will participate in professional development in the fall and winter as part of two half day sessions around content greatest areas of need as identified and organized by the district team.</li> </ul>	Implementation	Tier 1	Implement	08/01/2016	06/09/2017	\$0	All

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Monitoring	<ul style="list-style-type: none"> <li>- The district team will review implementation fidelity as well as staff input to determine future planning.</li> <li>- Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on Discovery Education and M-STEP.</li> </ul>	Monitor	Tier 1		08/01/2016	06/09/2017	\$0	All
Maintain	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- The district will develop district a data protocol for common assessment and state data.</li> <li>- The district will identify district provided professional development time for data protocol training and implementation.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Departments will collaborate during designated DPPD to review common assessment and state data.</li> <li>- Student trend and subgroup data will be identified (ED, SWD, B30).</li> <li>- Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success.</li> <li>- The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs.</li> <li>- The district will arrange training for certified staff regarding any trends in Tier two data.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Evidence of district data protocol</li> <li>- Evidence of designated district-provided professional development time for district data protocol training</li> <li>- Building SAT team and department minutes</li> </ul>	Monitor	Tier 2		08/01/2015	06/01/2016	\$0	All
Monitoring	<p>Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.</p>	Monitor			08/26/2014	06/10/2016	\$0	All
Getting Ready	<p>The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.</p>	Getting Ready			08/26/2014	06/10/2016	\$0	All