



School Improvement Plan

Parkside Elementary School

Rockford Public Schools

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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?

Parkside Elementary School is proud to be recognized as a Michigan Blue Ribbon School. Parkside currently serves 293 students in kindergarten through fifth grade. There are 17 professional teachers including K-5 teachers, art, music, physical education teachers, and a reading specialist. We also have a variety of Special Services personnel, including a school social worker, gifted and talented consultant, speech and language therapist, resource room teacher, occupational and physical therapists, a behavioral interventionist, and a district nurse. Our support staff consists of a media specialist, secretaries, custodians, and paraprofessionals who work in classrooms, the computer lab, the lunchroom, and on the playground. Parkside is a family of caring professionals having a daily goal of making a difference in the lives of children.

Parkside is located in the city of Rockford. Over thirty percent of the students do not reside in Parkside's attendance boundaries and are in attendance by choice from outside the district, or by choice within the district.

Parkside is a title-targeted school and provides services within and outside the school day. Title interventions are provided in the areas of Math and Reading.

The population at Parkside has decreased slightly over the past seven years as three self-contained classrooms have been eliminated. With the addition of the elementary ASD program in 2015, enrollment should increase. Parkside accepts the challenge of incorporating the staff and students into the culture.

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

The vision of Parkside Elementary is to provide a teaching and learning environment which will ensure that all students will have the academic and social skills and strategies to be successful lifelong learners.

Mission Statement

The mission statement of Parkside Elementary is to provide teaching and learning environments which will ensure, with the support of the students, parents, and community, that all students, upon graduation will have the academic and social skills and strategies to be successful lifelong learners.

Beliefs Statement

1. The education of a child is a cooperative effort among staff, parents, students, and community.
2. There must be a commitment to lifelong learning.
3. Emphasis must be placed on developing well-rounded learners by focusing on essential academic, physical, social, and emotional skills.
4. Students and staff will have a safe and inviting environment.
5. Respect must be shown for, and by, all school members.

Parkside Elementary School

SIP

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.

Inclusion od ASD program

Additional Information

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

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.

Students, staff, and parents are all considered stakeholders and are involved in the process.

Regularly scheduled school improvement meetings, student council meetings and all provide input to plan.

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

The Parkside PTO is intimately involved in the decisions that impact our school.

Parent participation in the school improvement process is encouraged and practiced.

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

PTO meetings and minutes are opportunities to share the plan.

Meetings occur monthly.

Newsletters also highlight the plan and its implementation.

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?

Enrollment has been stable, not impacting staffing.

Student Demographic Data

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

Enrollment has been stable, not impacting challenges.

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?

Trend shows reduction in referrals, suspensions, and expulsions.

Student Demographic Data

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

No challenges faced with student demographic data.

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?

Challenge to infuse new ideas and practices with a veteran staff.

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?

Veteran staff is a benefit to student growth and 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?

Absence trend is fairly consistent year to year and has little impact on 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?

Little to no impact on student achievement as teacher absences have been consistent from year to year.

Teacher/School Leader(s) Demographic Data

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

Address challenges in Rockford Action Model of Success with regard to teacher/leader demographics.

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?

Administration, leadership and strategic planning and systems for change.

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?

Data review.

12. How might these challenges impact student achievement?

Data could be used to differentiate instruction further to meet the specific needs of learners.

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.

Focus on data. Collection, evaluation and distribution of data to educators.

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?

All students have access to the full array of programs according to their performance on state, district classroom measures.

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

ESY is available through criteria met through a child's IEP. Reading and Math interventions are available through identification in the MTSS in all elementary buildings. GT education for students scoring in the top 5% of standardized measures. OM is available for all elementary grades.

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

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ESY students are identified through their IEP and parents are notified through the IEP process. GT students are identified through district testing and parents informed by the GT department. OM is an optional out of school, but school supported, creative problem solving competition.

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?

Curriculum maps are developed for all grade levels and all subjects.

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

The district performs at or above state and national averages in all areas. With the new M-Step the emphasis will be to emphasize reading in all content areas.

19b. Reading- Challenges

Applying reading strategies across all content areas.

19c. Reading- Trends

Reading is a district strength identified as compared to county and state averages.

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.

Reading challenges will be addressed in the district improvement plan.

A comprehensive plan will be established to identify the goals, provide activities and strategies, initiate training and monitor the progress toward these goals. MTSS will continue to support reading instruction and interventions.

20a. Writing- Strengths

Personal narrative has been, and continues to be, a strength with regard to writing.

20b. Writing- Challenges

Mechanics and grammar.

20c. Writing- Trends

Due to adoption of new resource we are currently monitoring trends.

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.

Writing is identified in our SIP. Goals, strategies and activities will be addressed at the district level and supported with training and support. MTSS will be addressed within the classroom through writing using the Lucy Calkins CCSS.

21a. Math- Strengths

RPS students perform at or above both county and state averages in Mathematics.

21b. Math- Challenges

Fractions, measurement and operations.

21c. Math- Trends

Trend data supports continued improvement.

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.

School improvement plans will address math performance. Goals will be set and activities and strategies will be implemented at a district level. Title math services will be provided as long as budgets allow.

22a. Science- Strengths

All but plants and organisms.

22b. Science- Challenges

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Lowest scores are in this area.

22c. Science- Trends

Performance has been consistently low

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.

Science will be addressed through reading in the content area in the SIP.

23a. Social Studies- Strengths

History

23b. Social Studies- Challenges

Government and social awareness.

23c. Social Studies- Trends

Continued area of concentration.

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.

SIP will address the need through reading in the content area.

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 are satisfied that their teachers care for them and have prepared them well for the next grade.

24b. Student Perception Data

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

"My school is safe and clean."

"My teachers and principal ask me what I think of my school."

24c. Student Perception Data

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

We will work with maintenance and the bond to improve cleanliness and survey students more often.

25a. Parent/Guardian Perception Data

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

Caring staff.

25b. Parent/Guardian Perception Data

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

Parking and building cleanliness

25c. Parent/Guardian Perception Data

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

Bond funds and maintenance

26a. Teacher/Staff Perception Data

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

Caring and supportive staff.

26b. Teacher/Staff Perception Data

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

State assessments

26c. Teacher/Staff Perception Data

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

Assessment calendar and reduce additional assessments

27a. Stakeholder/Community Perception Data

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

Caring and involved staff.

27b. Stakeholder/Community Perception Data

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

Building concerns

27c. Stakeholder/Community Perception Data

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

Bond

Summary

28a. Summary

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

The factors that we have the most impact on are in good standing.

The factors that we have less impact on (on the state) are more of an issue, but can present a morale issue.

28b. Summary

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

Minimal challenges as we have a positive staff, student group and parents.

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?

The perception responses will be somewhat addressed in the SIP.

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.	Yes		

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	http://www.rockfordschools.org/?i=Parkside	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are an elementary school and do not have 8th grade EDPs on file.	

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	Doug VanderJagt Assistant Superintendent of Human Resources 350 North Main, Rockford Michigan 616-863-6320 http://www.rockfordschools.org/?i=HumanResourcesCRC	

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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		

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

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

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 assessment, 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 districtwide 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

Program/Process data:

- 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

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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)

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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 Universal 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 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.

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 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.

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. 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.

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 Sunshine Math Club program is offered four times a week, from 8:10 am till just after the start of the instructional day, 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 Title I Math Interventionist may work on basic skills identified from common assessments with individuals at this time.

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 include the building Reading Specialist, a reading interventionist, and two math interventionists at Parkside, 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 SIP plan.
- The reading specialist and reading interventionist 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.

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 Writers 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 who qualify for Title I math services are also invited to participate in a before school math opportunity called "Sunshine Math Club" four times 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 regularly. 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.

Parkside also has learning/ tutoring opportunities provided by Interventionists after school.

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).

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 pull out Math and Reading interventions outside of the general education blocks, the school holds before school math opportunities four times a week and after school 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 the 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	<p>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:</p> <ul style="list-style-type: none"> - 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 students' 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?

School Improvement Plan

Parkside Elementary School

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 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

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.	Yes		

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.

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 SY 2016-2017

School Improvement Plan

Parkside Elementary School

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 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.	

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)

Parkside 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.

School Improvement Plan

Parkside Elementary School

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

Parkside will:

- Provide districtwide assessment results and curriculum expectations at fall and spring conferences.
- Post Common Core state standards and district curriculum maps on district web site.
- Share district assessment results on report cards in November, March, and June.
- Share progress monitoring results for Title I students every 6 weeks.
- Provide M-STEP results parent letter 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

Parkside will:

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

Parkside 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

Parkside 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
- Great Start Readiness, Head Start, and Early Childhood 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

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

Parkside 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

School Improvement Plan

Parkside Elementary School

Parkside 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 with migratory children

Parkside 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.

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

School Improvement Plan

Parkside Elementary School

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 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		

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 Meadow Ridge 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 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.

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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 students' 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		

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
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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
- * 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 psychologists, 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 (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. This program is entirely paid for by grants and local donors. Many RPS employees and their families donate their time to this project.
- * Elementary Buildings all 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 who watch over them and check in with them on a regular basis to ensure that each of these kids has a meaningful relationship with an adult in the school

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* Watch D.O.G.S. - Three of our elementaries (Meadow Ridge, Lakes, and Valley View) have a Watch D.O.G.S. program (Dads Of Great Students) that provide positive male role models into our schools on a regular basis.

* ECSE Early Childhood Special Education - This district program (housed at Meadow Ridge) provides services and supports to children (aged 2 and up) prior to traditional school age.

* Bright Beginnings - an early childhood program through the ISD (housed at Meadow Ridge) that provides children and families with education and resources that will help them raise children that are positioned as well as possible for future success.

These services, programs, and resources are coordinated and integrated to form a comprehensive menu of options that school personnel and families can choose from to meet the individual needs of each child. Some students from wealthy families may have academic needs, so while they may not need the Cares Closet or Free Breakfast, they may need the academic services that the district can provide. Other families may have an exceedingly bright child, but they need a scholarship to play on a local soccer team and need boots to go outside at recess and at least one warm and healthy meal a day to keep them healthy. Programs like D.A.R.E., Silent Mentors, and Behavior Interventionists provide services that cross poverty lines. The district has made an intentional effort to make sure that by utilizing all of the resources at the Federal, State, and Local level, that we have services that can be provided to meet the needs of all our students.

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.

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. Meadow Ridge 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.

In order to provide teachers who need assistance on how to identify students who need additional assistance and how to best implement 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 additions, 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.

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-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.

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.

Discussion of district and building specific data with our districtwide 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 targeted assistance programming.

Title I Parent Survey annual results will provide parent input on the effectiveness of our programming as well.

Parkside SIP 2016-2017

Overview

Plan Name

Parkside SIP 2016-2017

Plan Description

School Improvement Plan 2016-2017

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 Parkside Elementary will be proficient in Reading.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
2	All students at Parkside Elementary will be proficient in Math.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
3	All students at Parkside Elementary will be proficient in Writing.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
4	All students at Parkside Elementary will be proficient in Science.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
5	All students at Parkside Elementary will be proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
6	Culture	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: All students at Parkside Elementary will be proficient in Reading.

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 state assessments in English Language Arts by 06/10/2022 as measured by state assessment.

Strategy 1:

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

Year 3 Focus: Imbed Knowledge

Category: Other - Instructional Practices

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

- distinguish important and less important ideas in a text.
- synthesize information within and across texts.
- monitor understanding and repair faulty comprehension.

Pressley (1976) and Keene and Zimmerman (1997) added sensory imaging to this list.

-visualize and create mental images of ideas in the text.

Tier: Tier 1

Activity - Activity 1: GRR Getting Ready:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - 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. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - 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. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	No Funding Required	All general education and special education staff, with the support of administration.

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Activity - Activity 2: GRR Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	All general education and special education staff, with the support of administration.

Activity - Activity 3: GRR Monitoring – Assess and Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - 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	08/29/2016	06/09/2017	\$0	No Funding Required	All staff

Strategy 2:

Comprehension Tool Kit - Reading: 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.

Category: Other - Instructional Practices

Tier: Tier 1

Activity - Activity 1: CTK Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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- New elementary teachers will be provided Comprehension Toolkit materials and training.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	No Funding Required	all staff.
Activity - Activity 2: CTK Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Teachers will continue to implement the Comprehension Tool Kits strategy across all content areas. - The district will increase the utilization of classroom learning labs to support best reading instruction practices across all content areas.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	No Funding Required	All staff
Activity - Activity 3: CTK Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Formative and summative student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry."	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff

Strategy 3:

RtI Reading - 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.

Category: English/Language Arts

Research Cited: RtI, MTSS

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 professional development curriculum for with a focus on Tier 1 instruction influenced by the differentiated workshop model.	Getting Ready	Tier 2		08/29/2016	06/09/2017	\$0	No Funding Required	All staff
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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- All district teachers will participate in professional development around RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices.	Implementa tion	Tier 2		08/29/2016	06/09/2017	\$0	No Funding Required	All staff
Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Student achievement data will be reviewed during according to the district scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results. - Staff will be surveyed after each professional development session.	Monitor	Tier 2	Monitor	08/29/2016	06/09/2017	\$0	No Funding Required	All staff

Goal 2: All students at Parkside Elementary will be proficient in Math.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 on state assessments in Mathematics by 06/10/2022 as measured by state assessment.

Strategy 1:

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

Category: Mathematics

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 - Activity 1: GRR Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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<ul style="list-style-type: none"> - 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. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - 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. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	No Funding Required	All staff
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Activity - Activity 2: GRR Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff

Activity - Activity 3: GRR Monitoring – Assess and Plan	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 walk-through observations, monthly checklists, and the teacher evaluation process. - Preparations will be made to grow the knowledge and application of the instructional strategy in preparation for the 2016/17 school year.	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff
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Strategy 2:

EM4 - Math: All elementary teachers will participate in the continued implementation of Everyday Mathematics 4 (EM4), a CCSS based curriculum.

Category: Mathematics

Tier: Tier 1

Activity - Activity 1: EM4 Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Establish a district team to further review of current curriculum maps, PBL and the EDM4 program implementation.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff.

Activity - Activity 2: EM4 Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- - Based on the district team's findings, further revise curriculum maps outlining a scope and sequence of EM4 as well as pursue an action plan to address the content area GAN. - Teachers will participate in professional development as part of two half day sessions around content greatest areas of need as identified and organized by the district team in the fall and winter.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff

Activity - Activity 3: EM4 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		08/29/2016	06/09/2017	\$0	No Funding Required	All Staff

Strategy 3:

Rtl Mathematics - 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. Additionally, RTI will be expanded in the area of 1st and 2nd grade math intervention.

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Category: Mathematics

Research Cited: Rtl, MTSS

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 professional development curriculum for with a focus on Tier 1 instruction influenced by the differentiated workshop model.	Getting Ready	Tier 2	Getting Ready	08/29/2016	06/09/2017	\$0	No Funding Required	All staff
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices.	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	No Funding Required	All staff
Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Student achievement data will be reviewed during according to the district scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results. - Staff will be surveyed after each professional development session.	Monitor	Tier 2	Monitor	08/29/2016	06/09/2017	\$0	No Funding Required	All staff

Goal 3: All students at Parkside Elementary will be proficient in Writing.

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 on state assessments in English Language Arts by 06/10/2022 as measured by state assessment.

Strategy 1:

District Strategy: Gradual Release - All Content Areas: All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Imbedding the knowledge of Gradual Release of Responsibility Model.

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Category: English/Language Arts

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 - Activity 1: GRR Getting Ready Year Two Focus: Deepening and Applying Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - 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. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - 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. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff.
Activity - Activity 2: GRR Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff

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Activity - Activity 3: GRR Monitoring – Assess and Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>-- Staff will be surveyed after each professional development session.</p> <p>- Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.</p> <p>- 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.</p>	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff

Strategy 2:

Writing: Continue the implementation of Writer's Workshop. - Writing: Continue the implementation of Writer's Workshop.

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

Category: English/Language Arts

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

Tier: Tier 1

Activity - Activity 1: WWS Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district writing team will review previous implementation with a focus on writing in all content areas. Emphasis areas include: Lucy Calkins Units of study, accurate scope and sequence in curriculum maps with corresponding assessments, and revised report card language.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff

Activity - Activity 2: WWS Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>- Continue the use of L. Calkins Units of Study Kits as resource for instruction.</p> <p>- Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data.</p> <p>- Learning Lab opportunities for staff members to strengthen and further target implementation.</p> <p>- Continued professional development time, possibly during district ½ day PD to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction.</p>	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff.

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Activity - Activity 3: WWS Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- 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.	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff

Goal 4: All students at Parkside Elementary will be proficient in 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 on state assessments in Science by 06/10/2022 as measured by state assessment.

Strategy 1:

District Strategy: Gradual Release - All Content Areas: All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model focusing on imbedding knowledge of the instructional practice in their teaching.

Category: Science

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 - Activity 1: GRR Getting Ready:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - 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. - The district will support the professional growth of classroom learning lab and GRR module facilitation team.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff

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Activity - Activity 2: GRR Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff
Activity - Activity 3: GRR Monitoring – Assess and Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - 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	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff

Strategy 2:

Comprehension Toolkits / Writing Workshop - Science: All teachers will continue to implement Comprehension Toolkit reading and Lucy Caulkin's writing strategies as well as prepare to transition to district science team recommendations.

Category: Science

Research Cited: Calkins

Tier: Tier 1

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Activity - Activity 1:CTK Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The science district team will to review NGSS standards, course scope and sequence, inquiry based instructional practices, and current student achievement data with a focus on the 4th grade GAN claim of earth science.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff
Activity - Activity 2: CTK Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- District team members will participate in STEM and Van Andel Institute of learning opportunities throughout the year. - Teachers will participate in professional development including part of two half day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. - Teachers will further implement inquiry based instruction aligned to NGSS content standards.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff
Activity - Activity 3: CTK Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- District team recommendations will be made for future programming including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff

Goal 5: All students at Parkside Elementary will be proficient in 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 on state assessments in Social Studies by 06/10/2022 as measured by state assessment.

Strategy 1:

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

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

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Year Three Focus: Embedding Knowledge into Practice

Category: Other - Instructional Practices

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 - Activity 1: GRR Getting Ready:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none">- 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.- All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement.- 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.- The district will support the professional growth of classroom learning lab and GRR module facilitation team.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff
Activity - Activity 2: GRR 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"> - 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 GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementa tion	Tier 1	Implement	08/29/2016	06/09/2017	\$0	No Funding Required	All staff
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Activity - Activity 3: GRR Monitoring – Assess and Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
<ul style="list-style-type: none"> - 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	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff

Strategy 2:

Comprehension Toolkits / Writing Workshop - Social Studies: All teachers will continue to implement Comprehension Toolkit reading and Lucy Caulkin's writing strategies while the district social studies team assembles and provides additional content recommendations.

Category: Social Studies

Research Cited: Calkins

Tier: Tier 1

Activity - Activity 1: CTK Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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- Existing reading and writing strategies will remain ongoing. - District social studies team members will be identified and a calendar of meeting times will be established with the purpose of reviewing curriculum alignment, future content standard transition steps, and M-STEP achievement data with a focus on the 5th grade GAN claim of Discourse.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff
Activity - Activity 2: CTK Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Teachers will further implement district reading and writing strategies. - District team members will collaborate to in identify curriculum priority areas and action plans to address them. - Teachers will participate in professional development including part of two half day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff
Activity - Activity 3: CTK Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff

Goal 6: Culture

Measurable Objective 1:

collaborate to to organize a systematic agenda of activities to boost and therefore increase positive feeling tone and character education for students and staff. by 06/09/2017 as measured by 85 percent of students will participate in building a positive school culture.

Strategy 1:

School Culture - Staff will continue to organize a systematic agenda of activities to boost increase positive feeling tone and character education for students and staff.

Category: School Culture

Research Cited: Capturing Kids Hearts, MTSS, PBIS

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
<p>Each building will establish or continue committee work with the purpose of auditing current CKH and PBIS implementation and effectiveness.</p> <ul style="list-style-type: none"> - CKH data review will include identifying practices that are universal in every classroom as well as feedback from staff about practices that could further benefit the classrooms and overall building culture. - PBIS data review will include an audit of current implementation and the amount of office referrals compared to previous years. 	Getting Ready	Tier 1		08/29/2016	06/09/2017	\$0	No Funding Required	All staff
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Building committees will review the data from the CKH and PBIS audits and establish action plans to further escalate positive student behavior and overall increased positive culture. Benchmarks of implementation and progress will be established. - Building principals will collaborate to build increased consistency and effectiveness among all buildings. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Identified benchmarks will be reviewed by building committees at grade reporting timelines throughout the school year and shared with staff at building meetings. - Building principals will collaborate to share building data, practices, and ideas for increased strategy effectiveness. - Staff will be surveyed for implementation, fidelity and input 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	No Funding Required	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor	<ul style="list-style-type: none"> - Student achievement data will be reviewed during according to the district scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results. - Staff will be surveyed after each professional development session. 	Monitor	Tier 2	Monitor	08/29/2016	06/09/2017	\$0	All staff
Activity 2: GRR Implementation	<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 GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	All Staff

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<p>Activity 1: GRR Getting Ready:</p>	<ul style="list-style-type: none"> - 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. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - 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. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	<p>Getting Ready</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>All general education and special education staff, with the support of administration.</p>
<p>Activity 2: GRR 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 GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>All Staff</p>

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Activity 2: CTK Implementation	<ul style="list-style-type: none"> - Teachers will further implement district reading and writing strategies. - District team members will collaborate to in identify curriculum priority areas and action plans to address them. - Teachers will participate in professional development including part of two half day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	All Staff
Activity 3: WWS Monitoring	<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. 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	All Staff
Getting Ready	The district will establish a professional development curriculum for with a focus on Tier 1 instruction influenced by the differentiated workshop model.	Getting Ready	Tier 2	Getting Ready	08/29/2016	06/09/2017	\$0	All staff
Implementation	- All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices.	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	All staff
Activity 1: EM4 Getting Ready	- Establish a district team to further review of current curriculum maps, PBL and the EDM4 program implementation.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	All Staff.
Activity 3: GRR Monitoring – Assess and Plan	<ul style="list-style-type: none"> -- 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	08/29/2016	06/09/2017	\$0	All Staff

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Activity 1: GRR Getting Ready	<ul style="list-style-type: none"> - 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. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - 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. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	All staff
Activity 1: GRR Getting Ready Year Two Focus: Deepening and Applying Knowledge	<ul style="list-style-type: none"> - 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. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - 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. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	All Staff.
Activity 3: GRR Monitoring – Assess and Plan	<ul style="list-style-type: none"> - 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	08/29/2016	06/09/2017	\$0	All Staff
Monitor	<ul style="list-style-type: none"> Student achievement data will be reviewed during according to the district scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results. - Staff will be surveyed after each professional development session. 	Monitor	Tier 2	Monitor	08/29/2016	06/09/2017	\$0	All staff

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Activity 1: CTK Getting Ready	- New elementary teachers will be provided Comprehension Toolkit materials and training.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	all staff.
Implementation	- Building committees will review the data from the CKH and PBIS audits and establish action plans to further escalate positive student behavior and overall increased positive culture. Benchmarks of implementation and progress will be established. - Building principals will collaborate to build increased consistency and effectiveness among all buildings.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	All Staff
Activity 1: CTK Getting Ready	- Existing reading and writing strategies will remain ongoing. - District social studies team members will be identified and a calendar of meeting times will be established with the purpose of reviewing curriculum alignment, future content standard transition steps, and M-STEP achievement data with a focus on the 5th grade GAN claim of Discourse.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	All Staff
Getting Ready	The district will establish a professional development curriculum for with a focus on Tier 1 instruction influenced by the differentiated workshop model.	Getting Ready	Tier 2		08/29/2016	06/09/2017	\$0	All staff
Activity 1: WWS Getting Ready	The district writing team will review previous implementation with a focus on writing in all content areas. Emphasis areas include: Lucy Calkins Units of study, accurate scope and sequence in curriculum maps with corresponding assessments, and revised report card language.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	All Staff
Activity 1: GRR Getting Ready:	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. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - 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. - The district will support the professional growth of classroom learning lab and GRR module facilitation team.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	All Staff

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Activity 3: GRR Monitoring – Assess and Plan	<ul style="list-style-type: none"> - 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	08/29/2016	06/09/2017	\$0	All staff
Activity 3: GRR Monitoring – Assess and Plan	<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using walk-through observations, monthly checklists, and the teacher evaluation process. - Preparations will be made to grow the knowledge and application of the instructional strategy in preparation for the 2016/17 school year. 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	All Staff
Activity 1: GRR Getting Ready:	<ul style="list-style-type: none"> - 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. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - 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. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	All Staff
Monitoring	<ul style="list-style-type: none"> - Identified benchmarks will be reviewed by building committees at grade reporting timelines throughout the school year and shared with staff at building meetings. - Building principals will collaborate to share building data, practices, and ideas for increased strategy effectiveness. - Staff will be surveyed for implementation, fidelity, and input 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	All Staff
Activity 3: CTK Monitoring	<ul style="list-style-type: none"> - District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	All Staff

School Improvement Plan

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Getting Ready	Each building will establish or continue committee work with the purpose of auditing current CKH and PBIS implementation and effectiveness. - CKH data review will include identifying practices that are universal in every classroom as well as feedback from staff about practices that could further benefit the classrooms and overall building culture. - PBIS data review will include an audit of current implementation and the amount of office referrals compared to previous years.	Getting Ready	Tier 1		08/29/2016	06/09/2017	\$0	All staff
Activity 2: EM4 Implementation	- - Based on the district team's findings, further revise curriculum maps outlining a scope and sequence of EM4 as well as pursue an action plan to address the content area GAN. - Teachers will participate in professional development as part of two half day sessions around content greatest areas of need as identified and organized by the district team in the fall and winter.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	All Staff
Activity 1:CTK Getting Ready	- The science district team will to review NGSS standards, course scope and sequence, inquiry based instructional practices, and current student achievement data with a focus on the 4th grade GAN claim of earth science.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	All Staff
Activity 3: CTK Monitoring	- Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Formative and summative student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry."	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	All Staff
Activity 3: EM4 Monitoring	- - 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		08/29/2016	06/09/2017	\$0	All Staff
Activity 2: CTK Implementation	- District team members will participate in STEM and Van Andel Institute of learning opportunities throughout the year. - Teachers will participate in professional development including part of two half day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. - Teachers will further implement inquiry based instruction aligned to NGSS content standards.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	All Staff

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Activity 2: CTK Implementation	<ul style="list-style-type: none"> - Teachers will continue to implement the Comprehension Tool Kits strategy across all content areas. - The district will increase the utilization of classroom learning labs to support best reading instruction practices across all content areas. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	All staff
Activity 2: GRR Implementation	<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 GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	All Staff
Activity 2: WWS Implementation	<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. - Continued professional development time, possibly during district ½ day PD to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	All Staff.

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Implementation	- All district teachers will participate in professional development around RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices.	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	All staff
Activity 2: GRR Implementation	<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 GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zwieers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	All staff
Activity 3:GRR Monitoring – Assess and Plan	<p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - 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	08/29/2016	06/09/2017	\$0	All Staff
Activity 3: CTK Monitoring	<ul style="list-style-type: none"> - District team recommendations will be made for future programming including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	All Staff

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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity 2: GRR Implementation	<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 GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zwieers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	All general education and special education staff, with the support of administration.