



School Improvement Plan

Roguewood 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?

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

School's Purpose

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

Vision Statement

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

Mission Statement

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

Beliefs Statement

At Roguewood Elementary School we believe in:

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

Notable Achievements and Areas of Improvement

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

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

Additional Information

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

None

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

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

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

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

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

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

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

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

Student Demographic Data

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

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

Student Demographic Data

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

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

Student Demographic Data

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

Redistricting. Re-assigning teachers.

Teacher/School Leader(s) Demographic Data

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

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

Teacher/School Leader(s) Demographic Data

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

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

Teacher/School Leader(s) Demographic Data

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

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

Teacher/School Leader(s) Demographic Data

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

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

Teacher/School Leader(s) Demographic Data

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

None needed at this time.

Process Data

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

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

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

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

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

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

12. How might these challenges impact student achievement?

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

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

Time, money and additional resources.

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

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

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

We have multiple extended learning activities through our community services program, as well as outside volunteers. We have a summer learning program offered. We will be offering summer tutoring through Title I services in the summer of 2016. We have OM opportunities for our students as well. These opportunities are available for K-5.

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

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

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

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

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

NA

Achievement/Outcome Data

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

19a. Reading- Strengths

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

19b. Reading- Challenges

Nonfiction, informational text.

19c. Reading- Trends

Increasing improvement in the areas of reading.

19d. Reading- Summary

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

NA

20a. Writing- Strengths

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

20b. Writing- Challenges

Grammar and mechanics.

20c. Writing- Trends

Grammar and mechanics.

20d. Writing- Summary

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

Grammar and mechanics.

21a. Math- Strengths

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

21b. Math- Challenges

Understanding fractions - K-5.

21c. Math- Trends

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

21d. Math- Summary

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

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

22a. Science- Strengths

Plants and Animals.

22b. Science- Challenges

Organisms.

22c. Science- Trends

Fairly consistent trends with science.

22d. Science- Summary

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

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

23a. Social Studies- Strengths

Understanding History.

23b. Social Studies- Challenges

Understanding processes of government.

23c. Social Studies- Trends

Data has been consistent and has not changed.

23d. Social Studies- Summary

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

NA

Perception Data

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

24a. Student Perception Data

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

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

24b. Student Perception Data

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

Lunch food and they do not like homework.

24c. Student Perception Data

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

No action will be taken at this time - NA.

25a. Parent/Guardian Perception Data

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

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

25b. Parent/Guardian Perception Data

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

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

25c. Parent/Guardian Perception Data

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

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

26a. Teacher/Staff Perception Data

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

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

26b. Teacher/Staff Perception Data

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

Increased involvement is decision making and new ideas from staff.

26c. Teacher/Staff Perception Data

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

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

27a. Stakeholder/Community Perception Data

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

Environment in district and teacher effectiveness.

27b. Stakeholder/Community Perception Data

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

Parking and technology.

27c. Stakeholder/Community Perception Data

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

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

Summary

28a. Summary

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

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

28b. Summary

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

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

28c. Summary

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

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

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
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=Roguewood	

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

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

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

School Improvement Plan

Roguewood Elementary School

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

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).	Yes		

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

K-5 CNA used for Response to Intervention for Title I Literacy is as follows:

Who: All students in grades K-5 are assessed.

What: We do a Universal Screening for Title I. This proactive screening includes the DIBELS testing as well as a paired assessment for each grade. K gives Hearing and Recording Sounds, 1st grade gives the DRA, Second grade gives the Jerry Johns, and Third grade gives the Fountas and Pinnell. The DIBELS screening is done by district itinerant staff including speech pathologists, psychologists, resource room teachers, and support staff. The paired assessment is done by the classroom teacher.

When: Universal Screening is conducted three times per academic year, in September, January, and May. Progress monitoring is done on all Tier II and Tier III students throughout the year. Collaborative Action Team meetings occur in September, November, January, March, and May.

Where: Each elementary building in Rockford does the CNA

How: Collaborative Action Team meetings are held after each Universal Screening as well as 6 weeks in between each one. These teams meet to analyze the data and determine intervention eligibility and movement between tiers for the RtI process and Title I status.

4-5 CNA used for Response to Intervention for Title I Literacy is as follows:

Who: All students in grades 4-5 are assessed.

What: We do Title I screening for all 4-5 grade students.

What: This proactive screening includes the Jerry Johns Reading Inventory on all students and the Fountas and Pinnell for students who need more specific analysis. The screening is done by the classroom teacher. The building reading specialist and/or reading interventionist may also assist with the process.

When: Title I screening is conducted three times per academic year, in September, January and May

Where: Each Targeted Title elementary building in Rockford does the 4-5 screening

How: The 4-5 teachers, building reading specialist and our interventionists analyze the data and determine intervention eligibility for Title I status and need for intervention.

Parents receive a parent handbook as their child enters Title I services in grades 1-5, along with a copy of our parent involvement policy.

Parents are invited to a Title I night each fall to hear about our program and take a parent survey at the end of the year to help analyze the program. Parents are also given regular updates on the progress monitoring and accomplishments of their child at least every six weeks if they are in the Tier II or Tier III intervention groups.

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?

Reading/ELA:

What: K-5 DIBELS three times a year, 1st grade/Fountas & Pinnell, 2nd grade/Jerry Johns, 3rd grade/Fountas and Pinnell, 4th and 5th/Fountas and Pinnell three times a year. Discovery Education for grades 3-5 is also used for reading assessment three times a year.

Who: The classroom teacher does all paired assessments with assistance from the building reading specialist and interventionists. DIBELS is done by district personnel including speech pathologists, psychologists, resource room teachers and paraprofessionals.

How it is collected and organized: CAT Meetings, district created agendas for all CAT meetings, Title I charts that are all collected by the building reading specialist and also recorded by the Title I secretary.

***Rockford Public Schools has normed all of their data and uses this for their cut off for entering and exiting Rtl tiers. CAT meetings determine movement between the tiers in grades K-3 and therefore the entering and exiting of Title I.

Math:

What: In Grades 3-5, Discovery Education test results and M-Step results are used for determining students who would qualify for Title I math support. In Grades K-2, the Everyday Math Beginning of the Year Assessment and teacher observations are used to identify the bottom 30% of students in math.

Who: Classroom teachers assess all students

How often: The beginning of the year with all students

How is it collected and organized: Teachers keep records and also use as part of their teacher evaluation data to show growth and achievement in math.

In K-5, the same results are used to identify struggling students in the areas of science and social studies with regards to results of their reading scores in the area of improving informational text. Students are automatically qualified for Title I if : - 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; and - Students who are homeless and attending any school in the LEA (not necessarily a Title I-funded school)

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

ELA:

DIBELS for K-3 based on district and national norms Discovery Education ELA tests for grades 3-5

M-Step for grades 3-5

Paired Literacy Assessments for Literacy by Grade Level:

Kindergarten: Hearing and Recording Sounds

First Grade: DRA

Second Grade: Jerry Johns (and Fountas and Pinnell for struggling readers) Third Grade Fountas and Pinnell

Fourth and Fifth Grade: Fountas and Pinnell

Math:

Grades 3-5, Discovery Education test results and M-Step

Grades K-5 Beginning of year Everyday Math Assessments and mid/end year assessments District Common Assessments

Grades 3-5 M-Step

K-5 Informational text scores in reading assessments mentioned above.

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:

K-2 DIBELS

Kindergarten: Hearing and Recording Sounds

First Grade: Fountas and Pinnell

Second Grade: Fountas and Pinnell

Teacher judgement as shared in Rtl Collaborative Action Team Meetings

Math:

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

In addition:

- 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; and
- 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:

K-5 Students participate in a comprehensive Response to Intervention program that provides multi-tiered levels of support. Students in Tier II and Tier III interventions are in small groups of 3-5 students working with interventionists 3-5 days a week at a specific time OUTSIDE of the literacy block. All interventions are in addition to required literacy curriculum. Title I funds are used to pay for a portion of the Reading Specialist's salary for targeted Title I interventions. The interventions are research-based interventions that are ONLY used for Targeted Title I students. These interventions include, but are not limited to:

Tier II: Road to the Code, PALS, Leveled Literacy, and Read Naturally

Tier III: Orton Gillingham

MATH:

This varies by year and is based on Title I funds available. This year Title I funds were available for a Title I math interventionist to work with students in Grade 1-3 for 3-4 days a week in a time block OUTSIDE of their math curriculum. The math intervention used is a computer based intervention called Dream Box, as well as classroom support materials.

SCIENCE and SOCIAL STUDIES:

Teachers differentiate learning using problem-based learning to meet the needs of students showing academic need in these subjects. RtI also assists with some of these students with regards to informational text.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Title I Staff are a part of the School Improvement Team(s)

All Title I services are primarily provided through our Reading Specialist doing Rtl interventions. The majority of her salary is paid for with Title I funds. These interventions are listed in the SIP as a Tier II Activity under the reading.

The years that we have additional funding for Title I we use funds for Math intervention and include those as Tier II activities in our SIP.

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: Comprehension Toolkit (Tier I Activity) Title I students can have the intervention strand of this toolkit used with their group Response to Intervention Interventions (Tier II Activity) These are done outside the literacy block for targeted Title I students and include strategies such as Pals, Road to the Code, Read Naturally, Leveled Reading, Scholastic Guided Reading, and Orton Gillingham.

Math: Manipulatives

Science and Social Studies: Comprehension Toolkit non fiction lessons that relate to Science and SS units, Lucy Calkins Writing lessons on informational writing, and the district wide focus of Gradual Release as an instructional framework.

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

Comprehension Toolkit

Response to Intervention Tier II and III Interventions:

-Road to the Code

-PALS

-Read Naturally

-Leveled Literacy

-Scholastic Guided Reading

-Orton Gillingham

Lucy Calkins Writing

Research comes from ratings from "What Works Clearinghouse" government research, professional organizations such as MRA and IRA, the Florida Center for Reading Research, authors such as Richard Allington and Lucy Calkins, professional journals such as Reading Research Quarterly, and more.

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

Title I services and interventions close the gap by providing an additional 30-60 minutes of literacy instruction OUTSIDE their classroom literacy block 3-5 times a week for targeted Title I students through the Response to Intervention process.

Students are evaluated every six weeks to determine their progress in the intervention groups. Many students are able to leave their intervention groups during the year because the progress monitoring data has shown that they are no longer at risk for failing which shows that the extra learning time helped to close the educational gap. This progress monitoring is done using DIBELS and paired assessments such as DRAs and Fountas and Pinnell inventories.

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

Classroom teachers have a required literacy block of 90-120 minutes per day. Targeted Title I students have intervention blocks of 30-45 minutes OUTSIDE that block so it is above and beyond their Tier I instructional time.

If Title I funds permit, Math interventions have been done before school, as well as outside of the math intervention block

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 for a half day, three times a year during our Universal Screening process and for one hour meetings the six weeks in between. The information is shared with detailed, multiple page 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 (DRA/Fountas and Pinnell). Title I staff include Reading specialists and interventionists. All of them play a key role in the CAT meetings. Students enter and exit tiered interventions using Tier One Decision Making Guidelines that are created by normed district data and updated every six weeks.

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. An elementary principal from Rockford speaks at all of our fall preschool parent nights to discuss parent expectations for Kindergarten.
2. Kindergarten round up is held each spring to inform parents of their options for Kindergarten or Developmental Kindergarten and discuss programming.
3. 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.
4. Rockford has a comprehensive screening process all children go through in the spring prior to attending DK or K.
5. All of Rockford's preschools are accredited and follow the criteria associated with that classification

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?

Rockford has a district Response to Intervention committee that contains representatives from all of the Title I schools. These staff members recommend and implement RtI updates and training on a regular basis. Examples of this may include training on new interventions such as when we updated Orton Gillingham last year, or updating staff on new Tier Making Decision guidelines.

The Rockford Reading Department held training this year on Classroom Libraries and a component of that was to show classroom teachers how to use their leveled books to meet the needs of their Targeted Title I students. This will continue next year. They also provided training on current reading practices such as our Comprehension Toolkit lessons and how to use the intervention component of that toolkit for our Targeted Title I students.

The Director of Reading and Title I provides Title I building principals and Reading Department staff get regular updates from the Title I consortium and MDE trainings were attended.

The district is moving into instructional framework training in the DIP regarding Gradual Release and a key component in that will be collaboration and differentiation strategies that will assist in meeting the needs of the Targeted Title I students throughout all subject areas.

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?

Parents attend an annual fall Title I informational night. At this event an overview of the Title I program is shared, as well as several resources parents can use at home to grow strong readers. This usually includes websites, apps, book titles, and specific ideas for asking questions to aide in comprehension and other strategies.

Reading interventionists occasionally attend the Michigan Reading Association conference, depending on the availability of funds.

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

Component 8: Strategies to Increase Parental Involvement

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

Parents are involved in the design of the program through their Parent Involvement survey done each spring through input shared at PTO meetings, Parent Advisory Meetings, and Parent Title I nights. Parents that review SIPs are also reviewing the information.

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

We 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.

The school, with the assistance of the district and parents, educates its teachers and staff in how to reach out to, communicate with, and work with parents as equal partners.

Activities to build parent involvement include:

- parent trainings done through Title I parent night, district Inner School Advisory meetings, PTO meetings, and school sponsored trainings
- family nights
- parent/teacher conferences
- resources will be distributed through brochures, website information, parent organizations, etc.
- school and classroom volunteer programs
- technology rich resources from the district website and workshops

Topics of understanding to be shared with parents will include:

- State academic content and academic achievement standards
- State assessments and district common assessments
- Title I requirements and programs
- How to monitor their child's progress
- How to work with educators and schools

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 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. Parents are always invited to share feedback with the building principal, classroom teacher or interventionist as well. Rockford has a district parent advisory committee that is able to share feedback from a district perspective.	

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

Rockford Public Schools believes that parents work jointly with the entire school staff to share in the responsibility for improved academic achievement of all students. This partnership helps children achieve the State's high standards.

Evidence of this partnership includes:

- An annual Title I parent night is held each fall. The focus of the event is to give parents strategies and resources to use at home with their at risk students in the area of literacy.
- We host a kindergarten round up each spring for incoming Kindergarteners. We spend a portion of the time giving parents strategies and advice for transitioning their students from preschool into Kindergarten.
- All Rockford elementary schools host parent teacher conferences twice a year. Attendance rates average at 98% and it is a highly effective way of sharing student progress and providing additional resources to parents.
- An individual parent compact is done for each school for eligible students. A parent is contacted by phone to discuss this compact coming home, and then it is reviewed at both fall and spring conferences.
- The Response to Intervention process requires parents to receive a letter explaining their child's need for a Tier II or III intervention. A literacy booklet is also sent home with the letter to all eligible students.
- Parent volunteers are highly encouraged at all levels. Many parents come in on a weekly or bi-weekly basis to assist in the classroom. Other parents participate as chaperones on field trips, come in as guest speakers, or are guest readers for the students.
- Open houses and Kindergarten orientations are held in the fall to not only explain curriculum expectations and how state standards are met in the classroom, but to provide parents with tools for assisting in this process at home as well.
- Parents of Title I students are asked to fill out at least one evaluation each year about the services provided for their children and to find out what their literacy needs are at home as well.
- Rockford Public Schools has a Special Education Parent Advisory group to advocate for their children and support district initiatives. Their opinions and suggestions drive programs. One example of this was our "Ram Buddies" program implanted this year as a result of parent input.
- Parent Teacher Organizations are actively involved in the overall school improvement process. An executive committee meets regularly with the building principal and teacher representatives work with these groups as well.
- A Reading Connections newsletter goes out monthly to all Title I families providing ideas to use at home for promoting literacy with their family.
- Our district web site (www.rockfordschools.org) provides comprehensive information about our school improvement process, literacy instruction, parent involvement opportunities, and more.
- See SIP for further examples of ongoing professional development

5. Describe how the parent involvement activities are evaluated.

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. Parents are always invited to share feedback with the building principal, classroom teacher, or interventionist at any time during the year as well.

If a parent event is held, we supply a survey specific to the event for feedback in addition to our annual survey.

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

Targeted Title I parents provided input into the design and wording of the Title I compacts that are created for our Title I building. We encouraged them to see if the language is understandable and the parent/school team outlines the responsibilities of all parties in the compact.

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

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

The school communicates assessment results with 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 in K-3 in the Response to Intervention program (Tier II and III) 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.

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

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 how to help their child at home. At conferences this information is shared again, as well as any progress reporting from the interventionist.

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 following federal, state, and local grants or programs are coordinated at the building level and Central Office level for Rockford Public Schools:

- Title I funding for Targeted Schools (Federal)
- Behavioral Interventionists -31A (State)
- Response to Intervention was derived from federal mandates through IDEA 2004 and is fully implemented in all eight Rockford elementary buildings for K-3 (Federal and Local)
- Free and Reduced lunch programs (Federal)
- D.A.R.E. is a drug and alcohol resistance program presented to all fifth graders in the district through a several week program by local law enforcement. (Local)
- Rockford Community Education offers numerous literacy and math classes during the school year after school as well as in the summer. (Local)
- Rockford also uses its Title allocated funds for ELL students, homeless students, and at risk students.
- Each year we hold a public hearing regarding the interest in a breakfast program for our students, but it has not been implemented due to lack of need and interest.

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.

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.

The following federal, state, and local grants or programs are coordinated at the building level and Central Office level for Rockford Public Schools:

- Title I funding for Targeted Schools (Federal) K-5
- Behavioral Interventionists -31A (State) K-5
- Response to Intervention was derived from federal mandates through IDEA 2004 and is fully implemented in all eight Rockford elementary buildings for K-3 (Federal and Local) K-3
- Free and Reduced lunch programs (Federal) DK-12
- D.A.R.E. is a drug and alcohol resistance program presented to all fifth graders in the district through a several week program by local law enforcement. (Local) Fifth Grade
- Rockford Community Education offers numerous literacy and math classes during the school year after school as well as in the summer. (Local) Pre-K-12
- Rockford also uses its Title allocated funds for ELL students, homeless students, and at risk students.
- Each year we hold a public hearing regarding the interest in a breakfast program for our students, but it has not been implemented due to lack of need and interest.

Component 10: Ongoing Review of Student Progress

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

Student progress is monitored frequently and efficient record keeping is in place for all K-5 students. Students in grades K-5 are monitored through the Response to Intervention process. All students go through a universal screening process three times a year using the DIBELS test along with a paired literacy assessment. These universal screens define eligible Title I students as well as show their specific needs. Once found eligible a collaborative action team from the building meets every six weeks to evaluate the data on those students who were put into Tier II or Tier III intervention groups. The updated data is analyzed and intervention program and/or frequency and duration of that intervention may be adjusted to meet the students' needs. Students move in and out of the Tiers each six weeks based on their progress. Students in grades 4-5 are monitored through informal reading inventories, the Fountas and Pennell Benchmark Assessment System, and the Discovery Education web-based standardized testing program. Discovery Education tests in math and reading is given to all students in grades 3-5 three times a year. The informal reading inventories are given to all students in the fall, and to identified Title I students at least four times throughout the year. Progress is evaluated based on the movement of students in and out of Tier II and III groups based on the progress made.

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.

Revisions are done to the Targeted Assistance program through different committees that review the progress of students and the success of interventions. We have a Title I 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 committee that is constantly looking at district data, norming data, and analyzing the process.

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.

Professional Development of teachers and Title I staff stems from the building School Improvement and District Improvement plan goals which are based on current student data and academic achievement. The evaluation of all targeted assistance programming mentioned previously will also guide the building Title I staff and principal when planning for curriculum development and improvement. Teachers and Title I staff have been trained by district Reading Specialists and the Director of Reading, intermediate school district staff, district experts, and outside trainers. These trainings have taken place during collaborative action team meetings in RtI, during Professional Learning Communities, at building and district school improvement trainings and in grade level meetings.

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.

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 on 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-5 meets every six weeks to review the progress monitoring data of Title I identified students.

This data is reviewed and the intervention is analyzed for its effectiveness. Frequency and duration of the intervention may be changed to better meet the needs of the student. A change in the intervention itself may take place if after 8-12 weeks the student is not showing progress. Grades 4-5 District Common Assessments, M-Step scores, Discovery Education assessments, informal reading inventories and progress monitoring of the Guided Reading intervention will be reviewed for which objectives and/or state objectives are not being met. Intervention groups will be adjusted according to the data submitted at regular intervals. Frequency and duration of the Guided Reading intervention will be adjusted according to need.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

The Rtl Collaborative Action Team for grades K-5 meets every six weeks to review the progress monitoring data of Title I identified students.

This data is reviewed and the intervention is analyzed for its effectiveness. Frequency and duration of the intervention may be changed to better meet the needs of the student. A change in the intervention itself may take place if after 8-12 weeks the student is not showing progress. Grades 3-5 District Common Assessments, M-Step 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 M-Step and Discovery Education scores show evidence of student growth and achievement as well.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

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

SIP Roguewood 16-17

Overview

Plan Name

SIP Roguewood 16-17

Plan Description

SIP Roguewood 16-17

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Roguewood Elementary School will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
2	All elementary teachers will participate in the continued implementation of Everyday Mathematics 4 (EM4), a CCSS based curriculum.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$500
3	All students will increase writing proficiency in the areas of revising, planning, and editing.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$1000
4	All students will gain a better understanding of vocabulary when teachers implement grade level specific, common academic vocabulary within the context of science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	All 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.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	Staff will continue to organize a systematic agenda of activities to boost increase positive feeling tone and character education for students and staff.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

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

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 in 2022 as measured by state assessment with specific emphasis on content focus areas as identified by 2015 M-STEP and Discovery Education Data. in English Language Arts by 06/01/2022 as measured by M-Step.

Strategy 1:

Research and Inquiry - All teachers will continue to enhance the existing implementation of Comprehension Tool Kits in order to increase proficiency in the area of reading comprehension across all content areas. Additionally, all RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category: English/Language Arts

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

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibility
New elementary teachers will be provided Comprehension Took Kit materials and training.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/29/2016	06/01/2017	\$0	No Funding Required	All staff

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibility
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School Improvement Plan

Roguewood Elementary School

<p>All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.</p> <p>Year Two Focus: Deepening and Applying Knowledge</p> <p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2015/16 school year with a focus on utilization of staff evaluations to monitor implementation. - The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development. - The district will provide targeted professional development around the critical components of Gradual Release of Responsibility. (Topics to include: learning targets, components, teacher behaviors, student behaviors, etc.) - Support the professional growth of classroom learning lab facilitation team. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted Gradual Release PD efforts. - The district will organize a book study for staff. - The district will provide and communicate a classroom learning lab facilitators' structure and develop their specific professional development calendar. - Elementary and Secondary: The district will increase the utilization of classroom learning lab to support Gradual Release focus areas across all subjects. <p>Activity 3: Monitoring – Assess and Plan</p> <ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Preparations will be made to grow the strategy during the 2015/16 school year. 	Academic Support Program	Tier 1	Implement	08/29/2016	06/02/2017	\$0	General Fund	All Staff
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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Roguewood Elementary School

All teachers will continue to enhance the existing implementation of Comprehension Tool Kits in order to increase proficiency in the area of reading comprehension across all content areas.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/02/2017	\$0	General Fund	All Staff
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Strategy 2:

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.

Category: English/Language Arts

Research Cited: Rtl

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.	Academic Support Program	Tier 2	Getting Ready	06/02/2017	06/02/2017	\$0	General Fund	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.	Academic Support Program	Tier 2	Implement	08/29/2016	06/02/2017	\$0	General Fund	All staff

Activity - Monitoring	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.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/02/2017	\$0	General Fund	All staff

Goal 2: All elementary teachers will participate in the continued implementation of Everyday Mathematics 4 (EM4), a CCSS based curriculum.

Measurable Objective 1:

School Improvement Plan

Roguewood Elementary School

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in understanding fractions in Mathematics by 05/02/2022 as measured by M-Step, Discovery Education or District Assessments.

Strategy 1:

Communicating and Reasoning, Modeling Analysis - All elementary teachers will participate in the implementation of Everyday Mathematics 4 (EM4), a CCSS based curriculum in addition to participating in the enhancement of the implementation of using manipulatives Problem-Based Learning in order to increase proficiency in the area of math. Finally, all RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category: Mathematics

Tier: Tier 1

Activity - 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.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/02/2017	\$500	General Fund	All staff

Activity - 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.	Academic Support Program	Tier 1	Implement	08/29/2016	06/02/2017	\$0	General Fund	All Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district team will review implementation fidelity as well as staff input to determine future planning. Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on Discovery Education and M-STEP.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/02/2017	\$0	General Fund	All staff

Strategy 2:

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.

Category: Mathematics

Research Cited: RTI

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.	Academic Support Program	Tier 2	Getting Ready	08/29/2016	06/02/2017	\$0	General Fund	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.	Academic Support Program	Tier 2	Implement	08/29/2016	06/02/2017	\$0	General Fund	All staff
Activity - Monitoring	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.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/02/2017	\$0	General Fund	All staff

Goal 3: All students will increase writing proficiency in the areas of revising, planning, and editing.

Measurable Objective 1:

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

Strategy 1:

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

Category: English/Language Arts

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

Tier: Tier 1

Activity - 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.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/02/2017	\$1000	General Fund	All Staff
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program	Tier 1	Implement	08/29/2016	06/02/2017	\$0	General Fund	All staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team will survey staff for continued questions, concerns and comments. Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/02/2017	\$0	General Fund	All staff

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

Measurable Objective 1:

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

Strategy 1:

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

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

Tier: Tier 1

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

Goal 5: All 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.

Measurable Objective 1:

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

Strategy 1:

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

Category: Social Studies

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

Tier: Tier 1

Activity - Increase Social Studies Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - 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. <p>Activity 2: Implementation</p> <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. <p>Activity 3: Monitoring</p> <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. 	Academic Support Program	Tier 1	Getting Ready	08/29/2016	06/01/2017	\$0	Other	All Staff

Goal 6: Staff will continue to organize a systematic agenda of activities to boost increase positive feeling tone and character education for students and staff.

Measurable Objective 1:

collaborate to to organize a systematic agenda of activities to boost/increase positive feeling tones and character education for students and staff. by 06/02/2017 as measured by observations and surveys.

Strategy 1:

Postive 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: PBIS

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Behavioral Support Program	Tier 1	Getting Ready	08/29/2016	06/02/2017	\$0	General Fund	All stff
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Behavioral Support Program	Tier 1		08/29/2016	06/02/2017	\$0	General Fund	All staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Behavioral Support Program	Tier 1	Monitor	08/29/2016	06/02/2017	\$0	General Fund	All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring	All teachers will continue to enhance the existing implementation of Comprehension Tool Kits in order to increase proficiency in the area of reading comprehension across all content areas.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/02/2017	\$0	All Staff
Monitoring	The team will survey staff for continued questions, concerns and comments. Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/02/2017	\$0	All staff
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.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/02/2017	\$0	All staff
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.	Behavioral Support Program	Tier 1	Getting Ready	08/29/2016	06/02/2017	\$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.	Academic Support Program	Tier 2	Implement	08/29/2016	06/02/2017	\$0	All staff

School Improvement Plan

Roguewood Elementary School

Monitoring	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.	Behavioral Support Program	Tier 1	Monitor	08/29/2016	06/02/2017	\$0	All staff
Monitoring	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.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/02/2017	\$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.	Academic Support Program	Tier 2	Implement	08/29/2016	06/02/2017	\$0	All staff

School Improvement Plan

Roguewood Elementary School

<p>Implementation</p>	<p>All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.</p> <p>Year Two Focus: Deepening and Applying Knowledge</p> <p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2015/16 school year with a focus on utilization of staff evaluations to monitor implementation. - The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development. - The district will provide targeted professional development around the critical components of Gradual Release of Responsibility. (Topics to include: learning targets, components, teacher behaviors, student behaviors, etc.) - Support the professional growth of classroom learning lab facilitation team. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted Gradual Release PD efforts. - The district will organize a book study for staff. - The district will provide and communicate a classroom learning lab facilitators' structure and develop their specific professional development calendar. - Elementary and Secondary: The district will increase the utilization of classroom learning lab to support Gradual Release focus areas across all subjects. <p>Activity 3: Monitoring – Assess and Plan</p> <ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Preparations will be made to grow the strategy 	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/02/2017</p>	<p>\$0</p>	<p>All Staff</p>
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School Improvement Plan

Roguewood Elementary School

	- Preparations will be made to grow the strategy during the 2015/16 school year.								
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.	Behavioral Support Program	Tier 1		08/29/2016	06/02/2017	\$0	All staff	
Implementation	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.	Academic Support Program	Tier 1	Implement	08/29/2016	06/02/2017	\$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.	Academic Support Program	Tier 2	Getting Ready	08/29/2016	06/02/2017	\$0	All Staff	
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.	Academic Support Program	Tier 1	Implement	08/29/2016	06/02/2017	\$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.	Academic Support Program	Tier 2	Getting Ready	06/02/2017	06/02/2017	\$0	All staff	
Getting Ready	Establish a district team to further review of current curriculum maps, PBL and the EDM4 program implementation.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/02/2017	\$500	All staff	
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.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/02/2017	\$1000	All Staff	

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Monitoring	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.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/02/2017	\$0	All staff
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Getting Ready	New elementary teachers will be provided Comprehension Took Kit materials and training.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/29/2016	06/01/2017	\$0	All staff
Vocabulary Development	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - New elementary teachers will be provided Comprehension Toolkits materials and training. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Teachers will continue to implement the Comprehension Toolkits strategy across all content areas. - Building principals and lead teachers will identify necessary Comprehension Toolkits need areas and address at the building level. District need areas will be identified through building principal communication, and addressed as necessary. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands. 	Direct Instruction	Tier 1	Getting Ready	09/08/2015	05/31/2016	\$0	All

Other

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

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<p>Increase Social Studies Knowledge</p>	<p>Activity 1: 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.</p> <p>Activity 2: Implementation - 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.</p> <p>Activity 3: Monitoring - 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.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/29/2016</p>	<p>06/01/2017</p>	<p>\$0</p>	<p>All Staff</p>
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