



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.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

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

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

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.

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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.

2017/18 Final

Overview

Plan Name

2017/18 Final

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All 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.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$0
2	All elementary teachers will participate in the continued implementation of Everyday Mathematics 4 (EM4), a CCSS-based curriculum.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$500
3	Continue the implementation of Writer's Workshop.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$1000
4	All teachers will continue to implement inquiry-based instructional practices using the Battle Creek Science Kits as well as prepare to transition to district science team recommendations regarding Next Generation Science Standards.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
5	All teachers will continue to implement GRR, Comprehension Toolkit, and Lucy Caulkins while the district social studies team investigates and recommends curriculum adjustments consistent with the changing social studies state standards.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
6	Staff will continue to organize a systematic agenda of activities to increase positive feeling tone and character education for students and staff.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0

Goal 1: 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.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency as measured by state assessment with specific emphasis on content focus areas as identified by 2016 M-STEP and future NWEA Maps data in English Language Arts by 06/01/2022 as measured by M-Step and NWEA Maps data..

Strategy 1:

Research and Inquiry - 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 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 Responsible
New elementary teachers will be provided Comprehension Toolkit materials and training.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	No Funding Required	All staff

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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 labs 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 labs facilitators' structure and develop their specific professional development calendar. - Elementary and Secondary: The district will increase the utilization of classroom learning labs 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 2017/18 school year. 	Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$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 Toolkits in order to increase proficiency in the area of reading comprehension across all content areas.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$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, Rtl 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 with a focus on Tier 1 instruction influenced by the differentiated workshop model.	Academic Support Program	Tier 2	Getting Ready	08/28/2017	06/08/2018	\$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 Rtl instruction supported by classroom learning lab participation and the district Rtl calendar and practices.	Academic Support Program	Tier 2	Implement	08/28/2017	06/08/2018	\$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 according to the district scheduled Rtl 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	08/28/2017	06/08/2018	\$0	General Fund	All staff

Strategy 3:

Students That Need Additional Assistance - Tier Two - 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 in the area of reading.

Reading: 1st through 5th Grade

Category: Learning Support Systems

SY 2017-2018

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Research Cited: See RtI Strategy Included

Tier: Tier 2

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will reflect on 2016/17 achievement data an RTI procedures in order to establish necessary professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model. The district will determine a NWEA Maps testing calendar and procedures to track student achievement data.	Academic Support Program	Tier 2	Getting Ready	08/28/2017	06/08/2018	\$0	General Fund	All Staff

Activity - Implementarion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All elementary classroom teachers will participate in the RT process and their learning will be supported by classroom learning lab participation and the district RTI calendar and practices.	Academic Support Program	Tier 2	Implement	08/28/2017	06/08/2018	\$0	General Fund	All Staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student achievement data will be reviewed according to the district scheduled RTI calendar and 2017/18 NWEA MAP and M-STEP results. Staff will be surveyed after each professional development session.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/08/2018	\$0	General Fund	All Staff

Strategy 4:

Gradual Release of Responsibility - 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: Learning Support Systems

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

Tier: Tier 1

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

Roguewood Elementary School

All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility. The district will support the professional growth of classroom learning lab and GRR module facilitation team.	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	General Fund	All Staff
Activity - Implementarion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibility
Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. The district will offer instructional technology training and support opportunities throughout the school year. The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.	Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$0	General Fund	All Staff
Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibility
Staff will be surveyed after each professional development session. Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$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:

85% of All Students will demonstrate a proficiency mathematical concepts of Every Day Math 4, a CCSS-based curriculum. in Mathematics by 05/02/2022 as measured by M-STEP and/or NWEA..

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

School Improvement Plan
Roguewood Elementary School

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 current curriculum maps, PBL and the EDM4 program implementation.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$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 the district's half-day workshop sessions around content greatest areas of need as identified and organized by the district team.	Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$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 NWEA Maps and M-STEP.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$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. Rtl was expanded in the area of 1st and 2nd grade math intervention SY 2016/17.

Category: Mathematics

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 with a focus on Tier 1 instruction influenced by the differentiated workshop model.	Academic Support Program	Tier 2	Getting Ready	08/28/2017	06/08/2018	\$0	General Fund	All Staff

School Improvement Plan

Roguewood Elementary School

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued 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	08/28/2017	06/08/2018	\$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 NWEA Maps and M-STEP.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/08/2018	\$0	General Fund	All staff

Strategy 3:

Gradual Release of Responsibility - 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: Learning Support Systems

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

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2017/18 GRR focus areas. All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility. The district will support the professional growth of classroom learning labs and GRR module facilitation team.	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	General Fund	All Staff

Activity - Implementation	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

Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. The district will offer instructional technology training and support opportunities throughout the school year. The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.	Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$0	General Fund	All Staff
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Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be surveyed after each professional development session. Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	General Fund	All Staff

Goal 3: Continue the implementation of Writer's Workshop.

Measurable Objective 1:

85% of All 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	08/28/2017	06/08/2018	\$1000	General Fund	All Staff

School Improvement Plan
Roguewood Elementary School

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 half-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	08/28/2017	06/08/2018	\$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	08/28/2017	06/08/2018	\$0	General Fund	All staff

Strategy 2:

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

Category: Learning Support Systems

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 - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be surveyed after each professional development session. Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	General Fund	All Staff

Activity - Implementation	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

Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. The district will offer instructional technology training and support opportunities throughout the school year. The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.	Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$0	General Fund	All Staff
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Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2017/18 GRR focus areas. All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility. The district will support the professional growth of classroom learning labs and GRR module facilitation team.	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	General Fund	All Staff

Goal 4: All teachers will continue to implement inquiry-based instructional practices using the Battle Creek Science Kits as well as prepare to transition to district science team recommendations regarding Next Generation Science Standards.

Measurable Objective 1:

85% of All 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:

Elementary Science - 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 Caulkins 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 - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science district team will review NGSS standards, course scope and sequence, inquiry-based instructional practices, and current student achievement data with a focus on the 4th grade GAN claim of earth science.	Direct Instruction	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	No Funding Required	All staff
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District team members will be identified and participate in learning opportunities throughout the year. Teachers will participate in professional development included in half-day choice workshops focused on the content greatest areas of need as identified and organized by the district team.	Direct Instruction	Tier 1	Implement	08/28/2017	06/08/2018	\$0	General Fund	All staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District team recommendations will be made for future programming, including a NGSS transition plan. Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	General Fund	All staff

Strategy 2:

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

Category: 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 - Getting Ready	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

<p>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2017/18 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility. The district will support the professional growth of classroom learning labs and GRR module facilitation team.</p>	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/04/2018	\$0	General Fund	all staff
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>- Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.</p>	Academic Support Program	Tier 1	Implement	08/28/2017	06/04/2018	\$0	General Fund	all staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>- Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2018/19 school year.</p>	Academic Support Program	Tier 1	Monitor	08/28/2017	06/04/2018	\$0	General Fund	all staff

Goal 5: All teachers will continue to implement GRR, Comprehension Toolkit, and Lucy Caulkins while the district social studies team investigates and recommends curriculum adjustments consistent with the changing social studies state standards.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in understanding of content vocabulary in Social Studies by 05/31/2022 as measured by District Assessments and M-STEP data..

Strategy 1:

Discourse - 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.

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 - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	Other	All Staff

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will further implement district reading and writing strategies. District team members will collaborate to identify curriculum priority areas and action plans to address them. Teachers will participate in professional development included in half-day choice workshops focused on the content greatest areas of need as identified and organized by the district team.	Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$0	General Fund	All staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District team recommendations will be made for future programming. Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	General Fund	All staff

Strategy 2:

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

Category: Learning Support Systems

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

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2017/18 GRR focus areas. All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility. The district will support the professional growth of classroom learning labs and GRR module facilitation team.	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	General Fund	All Staff
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. The district will offer instructional technology training and support opportunities throughout the school year. The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.	Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$0	General Fund	All Staff
Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be surveyed after each professional development session. Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	General Fund	All Staff

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

Measurable Objective 1:

collaborate to organize a systematic agenda of activities to boost/increase positive feeling tones and character education for students and staff by 06/08/2018 as measured by observations and surveys..

Strategy 1:

Postive Culture - Staff will continue to organize a systematic agenda of activities to 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	08/28/2017	06/08/2018	\$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		08/28/2017	06/08/2018	\$0	General Fund	All staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	08/28/2017	06/08/2018	\$0	General Fund	All staff
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Strategy 2:

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

Category: Learning Support Systems

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

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2017/18 GRR focus areas. All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility. The district will support the professional growth of classroom learning labs and GRR module facilitation team.	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	General Fund	All Staff

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2017/18 GRR focus areas. All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility. The district will support the professional growth of classroom learning labs and GRR module facilitation team.	Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$0	General Fund	All Staff

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Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be surveyed after each professional development session. Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	General Fund	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Getting Ready	The science district team will review NGSS standards, course scope and sequence, inquiry-based instructional practices, and current student achievement data with a focus on the 4th grade GAN claim of earth science.	Direct Instruction	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	All staff
Getting Ready	New elementary teachers will be provided Comprehension Toolkit materials and training.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	All staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	All Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Getting Ready	The district will establish a professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model.	Academic Support Program	Tier 2	Getting Ready	08/28/2017	06/08/2018	\$0	All staff

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Monitor	Staff will be surveyed after each professional development session. Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	All Staff
Getting Ready	Establish a district team to further review current curriculum maps, PBL and the EDM4 program implementation.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$500	All staff
Getting Ready	The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2017/18 GRR focus areas. All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility. The district will support the professional growth of classroom learning labs and GRR module facilitation team.	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	All Staff
Implementarion	Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. The district will offer instructional technology training and support opportunities throughout the school year. The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.	Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$0	All Staff
Monitoring	- Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2018/19 school year.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/04/2018	\$0	all staff

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Monitor	Staff will be surveyed after each professional development session. Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$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 NWEA Maps and M-STEP.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/08/2018	\$0	All staff
Getting Ready	<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2017/18 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility. The district will support the professional growth of classroom learning labs and GRR module facilitation team.	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/04/2018	\$0	all staff
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.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	All staff

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<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 labs 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 labs facilitators' structure and develop their specific professional development calendar. - Elementary and Secondary: The district will increase the utilization of classroom learning labs 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>08/28/2017</p>	<p>06/08/2018</p>	<p>\$0</p>	<p>All Staff</p>
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	- Preparations will be made to grow the strategy during the 2017/18 school year.							
Monitor	Staff will be surveyed after each professional development session. Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	All Staff
Getting Ready	The district will establish a professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model.	Academic Support Program	Tier 2	Getting Ready	08/28/2017	06/08/2018	\$0	All Staff
Monitoring	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.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	All Staff
Getting Ready	The district will reflect on 2016/17 achievement data an RTI procedures in order to establish necessary professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model. The district will determine a NWEA Maps testing calendar and procedures to track student achievement data.	Academic Support Program	Tier 2	Getting Ready	08/28/2017	06/08/2018	\$0	All Staff
Implementation	Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. The district will offer instructional technology training and support opportunities throughout the school year. The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.	Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$0	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	08/28/2017	06/08/2018	\$1000	All Staff

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Implementation	Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. The district will offer instructional technology training and support opportunities throughout the school year. The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.	Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$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 NWEA Maps and M-STEP.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	All staff
Monitor	Staff will be surveyed after each professional development session. Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	All Staff
Getting Ready	The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2017/18 GRR focus areas. All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility. The district will support the professional growth of classroom learning labs and GRR module facilitation team.	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	All Staff
Implementation	Building committees will review the data from the CKH and PBIS audits and establish action plans to further escalate positive student behavior and overall increased positive culture. Benchmarks of implementation and progress will be established. Building principals will collaborate to build increased consistency and effectiveness among all buildings.	Behavioral Support Program	Tier 1		08/28/2017	06/08/2018	\$0	All staff

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Implementation	Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. The district will offer instructional technology training and support opportunities throughout the school year. The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.	Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$0	All Staff
Implementation	Teachers will further implement district reading and writing strategies. District team members will collaborate to identify curriculum priority areas and action plans to address them. Teachers will participate in professional development included in half-day choice workshops focused on the content greatest areas of need as identified and organized by the district team.	Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$0	All staff
Implementarion	All elementary classroom teachers will participate in the RT process and their learning will be supported by classroom learning lab participation and the district RTI calendar and practices.	Academic Support Program	Tier 2	Implement	08/28/2017	06/08/2018	\$0	All Staff
Implementation	All district 1st and 2nd grade teachers will participate in professional development around math Rtl instruction supported by classroom learning lab participation and the district Rtl calendar and practices.	Academic Support Program	Tier 2	Implement	08/28/2017	06/08/2018	\$0	All staff
Getting Ready	The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2017/18 GRR focus areas. All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility. The district will support the professional growth of classroom learning labs and GRR module facilitation team.	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	All Staff

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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 the district's half-day workshop sessions around content greatest areas of need as identified and organized by the district team.	Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$0	All Staff
Monitor	Staff will be surveyed after each professional development session. Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/08/2018	\$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	08/28/2017	06/08/2018	\$0	All staff
Implementation	District team members will be identified and participate in learning opportunities throughout the year. Teachers will participate in professional development included in half-day choice workshops focused on the content greatest areas of need as identified and organized by the district team.	Direct Instruction	Tier 1	Implement	08/28/2017	06/08/2018	\$0	All staff
Getting Ready	All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility. The district will support the professional growth of classroom learning lab and GRR module facilitation team.	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	All Staff

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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	08/28/2017	06/08/2018	\$0	All staff
Implementation	The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2017/18 GRR focus areas. All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility. The district will support the professional growth of classroom learning labs and GRR module facilitation team.	Academic Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$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 half-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	08/28/2017	06/08/2018	\$0	All staff

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Getting Ready	The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2017/18 GRR focus areas. All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility. The district will support the professional growth of classroom learning labs and GRR module facilitation team.	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	All Staff
Monitoring	District team recommendations will be made for future programming, including a NGSS transition plan. Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/08/2018	\$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	08/28/2017	06/08/2018	\$0	All staff
Implementation	<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Academic Support Program	Tier 1	Implement	08/28/2017	06/04/2018	\$0	all staff
Monitor	Student achievement data will be reviewed according to the district scheduled RTI calendar and 2017/18 NWEA MAP and M-STEP results. Staff will be surveyed after each professional development session.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/08/2018	\$0	All Staff

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Implementation	Continued professional development around math Rtl instruction supported by classroom learning lab participation and the district Rtl calendar and practices.	Academic Support Program	Tier 2	Implement	08/28/2017	06/08/2018	\$0	All staff
Monitoring	Student achievement data will be reviewed according to the district scheduled Rtl 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	08/28/2017	06/08/2018	\$0	All staff