School Improvement Plan

Rockford High 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.

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Improvement Plan Assurance

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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.

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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	

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2017-2018 SIP

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Overview

Plan Name

2017-2018 SIP

Plan Description

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Rockford High School will be proficient in Reading.	Objectives: 1 Strategies: 5 Activities: 9	Academic	$0
2	All students will be proficient in math	Objectives: 1 Strategies: 4 Activities: 12	Academic	$0
3	All Students at Rockford High School will be proficient in Science.	Objectives: 1 Strategies: 4 Activities: 6	Academic	$0
4	All students at Rockford High School will be proficient in Social Studies.	Objectives: 1 Strategies: 4 Activities: 8	Academic	$0
5	All secondary students will be proficient in writing	Objectives: 1 Strategies: 5 Activities: 13	Academic	$0

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

Measurable Objective 1:

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

Strategy 1:

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

Category: Other - Instruction

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

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2017/2018 GRR focus areas, along with a new focus on differentiation, collaboration, and incorporation of instructional technology. - 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 with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team.	Getting Ready, Monitor	Tier 1	Monitor	08/01/2017	06/08/2018	$0	General Fund	All

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

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- All content areas teachers will provide informational text resources to supplement their curriculum for students and instruct them using the content of the collaborative secondary reading strategy. - English teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, and SAT.	Implementation	Tier 1	Implement	08/01/2017	06/08/2018	$0	Other	ALL

Activity - Monitoring	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. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.	Monitor	Tier 1	Monitor	08/01/2017	06/08/2018	$0	No Funding Required	All

Strategy 2:

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

Category: English/Language Arts

Research Cited: Curriculum/Departmental Research.

Tier: Tier 1

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

Strategy 3:

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

Category: Learning Support Systems

Research Cited: Curricular

Tier: Tier 3

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

Strategy 4:

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

Category:

Research Cited: Curricular

Tier: Tier 2

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

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Activity 1: Getting Ready - The district will develop a data protocol for common assessment and state data. - The district will identify district provided professional development time for data protocol training and implementation. Activity 2: Implementation - Departments will collaborate during designated DPPD to review common assessment and state data. - Student trend and subgroup data will be identified (ED, SWD, B30). - Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success. - The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs. - The district will arrange training for certified staff regarding any trends in Tier two data. Activity 3: Monitoring - Evidence of district data protocol - Evidence of designated district provided professional development time for district data protocol training - Building SAT team and department minutes	Monitor	Tier 2	Monitor	08/01/2017	06/08/2018	$0	General Fund	All

Strategy 5:

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

Category: Other - Reading

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

Tier: Tier 1

Activity - Research and Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity 1: Getting Ready - During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes. - English teachers will refresh the “Preview and Mark” components of the PMR strategy for students during the first week of school.	Getting Ready	Tier 1	Getting Ready	08/01/2017	06/08/2018	$0	General Fund	All

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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- All content areas teachers will provide informational text resources to supplement their curriculum for students and instruct them using the content of the collaborative secondary reading strategy. - English teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, and SAT.	Implementation	Tier 1	Implement	08/01/2017	06/08/2018	$0	No Funding Required	All

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The district team will review implementation fidelity as well as staff input to determine future planning. - Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on M-STEP, and SAT.	Monitor	Tier 1	Monitor	08/01/2017	06/08/2018	$0	No Funding Required	All

Goal 2: All students will be proficient in math

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Math in Mathematics by 06/17/2022 as measured by SAT and M-STEP assessments.

Strategy 1:

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

Category: Mathematics

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

Tier: Tier 1

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

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- Math department leaders will inventory and, with their building colleagues, draw improvement conclusions from the previous year's problem-based activities. - Math teachers will review M-STEP performance task content expectations. - When released, 2016 M-STEP results will be reviewed and identify summative GAN content standards to address by grade level and compare with Discovery Education results where applicable.	Direct Instruction, Getting Ready	Tier 1	Implement	08/01/2016	06/09/2017	$0	General Fund	All

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Department leaders will ensure that math performance tasks are routinely embedded into instruction. - Math teachers will participate in professional development in the fall and winter as part of two half-day sessions around content greatest areas of need as identified and organized by the district team.	Implementation	Tier 1	Implement	08/01/2016	06/09/2017	$0	General Fund	All

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

Strategy 2:

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

Category:

Research Cited: Curricular

Tier: Tier 2

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

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Activity 1: Getting Ready - The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing. Activity 2: Implementation - Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices. Activity 3: Monitoring - Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Getting Ready	Tier 2		08/01/2017	06/08/2018	$0	General Fund	All

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementation	Tier 2	Implement	08/01/2017	06/08/2018	$0	No Funding Required	All

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 2	Monitor	08/01/2017	06/08/2018	$0	No Funding Required	All

Strategy 3:

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

Category: Mathematics

Research Cited: Curriculum Best Practices

Tier: Tier 2

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

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- The district will develop a data protocol for common assessment and state data. - The district will identify district provided professional development time for data protocol training and implementation.	Getting Ready	Tier 2	Getting Ready	08/01/2017	06/08/2018	$0	General Fund	All

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Departments will collaborate during designated DPPD to review common assessment and state data. - Student trend and subgroup data will be identified (ED, SWD, B30). - Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success. - The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs. - The district will arrange training for certified staff regarding any trends in Tier two data.	Implementation	Tier 2	Implement	08/01/2017	06/08/2018	$0	No Funding Required	All

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Evidence of district data protocol - Evidence of designated district provided professional development time for district data protocol training - Building SAT team and department minutes	Monitor	Tier 2	Monitor	08/01/2017	06/08/2018	$0	No Funding Required	All

Strategy 4:

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

Category: Mathematics

Research Cited: Curricular Best Practices

Tier: Tier 1

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Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Math department leaders will inventory and, with their building colleagues, draw improvement conclusions from the previous year's problem-based activities. - Math teachers will review M-STEP performance task content expectations. - When released, 2017 M-STEP results will be reviewed to identify summative GAN content standards to address by grade level and compare with Discovery Education results where applicable.	Getting Ready	Tier 1	Getting Ready	08/01/2017	06/08/2018	$0	General Fund	All

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Department leaders will ensure that math performance tasks are routinely embedded into instruction. - Math teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, and SAT.	Implementation	Tier 1	Implement	08/01/2017	06/08/2018	$0	No Funding Required	All

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Student achievement data on M-STEP, and SAT will be reviewed to determine GAN and overall achievement. - Curriculum maps will reflect an implementation schedule of performance tasks into routine instruction. - The district team will review implementation fidelity as well as staff input to determine future planning. - Teachers will show student work as evidence during department meetings and the district teacher evaluation process.	Monitor	Tier 1		08/01/2017	06/08/2018	$0	No Funding Required	All

Goal 3: All Students at Rockford High School will be proficient in Science.

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency reading informational text in Science by 06/01/2022 as measured by State Standardized Test.

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Strategy 1:

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

Category:

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

Tier: Tier 1

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zwieers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.	Implementation	Tier 1	Monitor	08/01/2016	06/09/2017	$0	General Fund	All

Strategy 2:

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

Category: Science

Research Cited: Curriculum/Office of Special Services research

Tier: Tier 2

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

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Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			08/29/2016	06/09/2017	$0	General Fund	All

Strategy 3:

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

Category: Science

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

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The science district team will to review NGSS standards, course scope and sequence, inquiry based instructional practices, and current student achievement data with a focus on the M-STEP GAN Claim of Earth Science (7th) and Chemistry and Physics (11th). - The district will plan for the 2016/17 committee recommendations including piloting curriculum at the 6th grade level.	Getting Ready, Monitor	Tier 1	Getting Ready	08/01/2017	06/08/2018	$0	General Fund	All

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The district science team will follow through with the recommendation of piloting curriculum aligned to NGSS at identified grade levels. - Science teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, NWEA Maps and SAT. - Teachers will further implement inquiry based instruction aligned to NGSS content standards. - The district will continue to offer choice professional development workshops targeted toward science instruction during district professional development days.	Implementation	Tier 1	Implement	08/01/2017	06/08/2018	$0	No Funding Required	All

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

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- District team recommendations will be made for future programming including a continued NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.	Monitor	Tier 1	Monitor	08/01/2017	06/08/2018	$0	No Funding Required	- District team recommendations will be made for future programming including a continued NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.

Strategy 4:

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

Category:

Research Cited: Curricular

Tier: Tier 2

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

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Activity 1: Getting Ready - The district will develop a data protocol for common assessment and state data. - The district will identify district provided professional development time for data protocol training and implementation. Activity 2: Implementation - Departments will collaborate during designated DPPD to review common assessment and state data. - Student trend and subgroup data will be identified (ED, SWD, B30). - Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success. - The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs. - The district will arrange training for certified staff regarding any trends in Tier two data. Activity 3: Monitoring - Evidence of district data protocol - Evidence of designated district-provided professional development time for district data protocol training - Building SAT team and department minutes	Monitor	Tier 2		08/01/2015	06/01/2016	$0	General Fund	All

Goal 4: All students at Rockford High School will be proficient in Social Studies.

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the greatest area of need strand in Social Studies by 06/01/2022 as measured by state assessments.

Strategy 1:

Scocial Studies Instruction - Social Studies: In addition to using the district reading and writing strategies, all 6th through 9th grade social studies teachers will collaborate while implementing the new social studies curriculum scope and sequence.

Category: Social Studies

Research Cited: Curriculum/Departmental Research.

Tier: Tier 1

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

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-- Existing reading and writing strategies will remain ongoing. - District social studies team members will assemble during the 2017 summer to determine the 6th – 9th grade curriculum and scope and sequence that aligns to the new social studies standards. - Prior to the school year, 2016 and 2017 M-STEP and SAT achievement data will be evaluated to further identify greatest areas of need.	Getting Ready		Getting Ready	08/01/2017	06/08/2018	$0	General Fund	All

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 teach the new curriculum and collaborate to identify curriculum priority areas and action plans to address them. - Social Studies teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, NWEA Maps and SAT. - The district will continue to offer choice professional development workshops targeted toward science instruction during district professional development days.	Implementation			08/01/2017	06/08/2018	$0	Head Start	All

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.	Monitor			08/01/2017	06/08/2018	$0	General Fund	All

Strategy 2:

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

Category: Social Studies

Research Cited: Curriculum/Office of Special Services Research.

Tier: Tier 2

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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 establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.	Getting Ready			08/01/2017	06/08/2018	$0	General Fund	All

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementation			08/01/2017	06/08/2018	$0	General Fund	All

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			08/01/2017	06/08/2018	$0	General Fund	All

Strategy 3:

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

Category:

Tier: Tier 1

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow district model	Implementation	Tier 1	Implement	08/01/2017	06/08/2018	$0	General Fund	All

Strategy 4:

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

Category:

Research Cited: Curricular

Tier: Tier 2

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Activity - Monitoring	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. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.	Monitor	Tier 1	Monitor	08/01/2017	06/08/2018	$0	General Fund	All staff

Goal 5: All secondary students will be proficient in writing

Measurable Objective 1:

85% of Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency All secondary students will be able to construct a written response in the following styles: argumentative, persuasive, informative, and narrative. in English Language Arts by 06/09/2017 as measured by state assessments.

Strategy 1:

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

Category:

Research Cited: Curriculum/Office of Special Services research.

Tier:

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.	Getting Ready			08/01/2017	06/08/2018	$0	General Fund	All special education staff and general education staff

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

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Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementation			08/29/2016	06/09/2017	$0	General Fund	All special education and general education staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			08/01/2017	06/08/2018	$0	General Fund	All special education and general education staff.

Strategy 2:

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

Category:

Research Cited: Curricular

Tier: Tier 2

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

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- The district will develop a data protocol for common assessment and state data. - The district will identify district provided professional development time for data protocol training and implementation. Activity 2: Implementation - Departments will collaborate during designated DPPD to review common assessment and state data. - Student trend and subgroup data will be identified (ED, SWD, B30). - Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success. - The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs. - The district will arrange training for certified staff regarding any trends in Tier two data. Activity 3: Monitoring - Evidence of district data protocol - Evidence of designated district provided professional development time for district data protocol training - Building SAT team and department minutes	Monitor	Tier 2	Monitor	08/01/2017	06/08/2018	$0	General Fund	All

Strategy 3:

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

Category: Other - All Content Areas

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

Tier: Tier 1

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

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- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning labs and GRR module facilitation team.	Getting Ready	Tier 1		08/01/2017	06/08/2018	$0	General Fund	All

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 organize yearlong book studies for all certified staff around the following four books: o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zwieers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.	Implementation	Tier 1		08/01/2017	06/08/2018	$0	General Fund	All

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

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- Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.	Monitor	Tier 1	Monitor	08/01/2017	06/08/2018	$0	General Fund	All

Strategy 4:

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

Category: Other - All Content Areas

Research Cited: Fisher and Frey

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes. - English teachers will refresh the “Preview and Mark” components of the PMR strategy for students during the first week of school. - When released, 2016 M-STEP results will be reviewed to identify summative content standards to address by grade level.	Getting Ready	Tier 1	Getting Ready	08/01/2017	06/08/2018	$0	General Fund	All

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- All content areas teachers will provide informational text resources for students and instruct them to actively read by “Previewing and Marking” the text. - English teachers will participate in professional development in the fall and winter as part of two half-day sessions around content greatest areas of need as identified and organized by the district team.	Implementation	Tier 1	Implement	08/01/2016	06/09/2017	$0	General Fund	All

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

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- The district team will review implementation fidelity as well as staff input to determine future planning. - Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on Discovery Education and M-STEP.	Monitor	Tier 1		08/01/2016	06/09/2017	$0	General Fund	All

Strategy 5:

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

Category: Other - All Content Areas

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- English teachers in each building will collaborate to review the M-STEP writing rubrics. - English teachers will identify a consistent scope and sequence by grade level for instructing students about the identified writing styles. - All content area teachers will be made aware of the M-STEP writing requirements and scope and sequence of instruction.	Getting Ready	Tier 1	Getting Ready	08/01/2017	06/08/2018	$0	General Fund	All

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- All content area teachers will emphasize and support the M-STEP writing rubric components when students are required to write in each course.	Implementation	Tier 1		08/01/2017	06/08/2018	$0	General Fund	All

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- M-STEP writing, written response, and performance task scores. - All content area written response assignment expectations and grading rubrics. - English teacher pacing guides and department feedback.	Monitor	Tier 1	Monitor	08/01/2017	06/08/2018	$0	General Fund	All

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation	- All content areas teachers will provide informational text resources to supplement their curriculum for students and instruct them using the content of the collaborative secondary reading strategy. - English teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, and SAT.	Implementation	Tier 1	Implement	08/01/2017	06/08/2018	$0	ALL

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation	- The district science team will follow through with the recommendation of piloting curriculum aligned to NGSS at identified grade levels. - Science teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, NWEA Maps and SAT. - Teachers will further implement inquiry based instruction aligned to NGSS content standards. - The district will continue to offer choice professional development workshops targeted toward science instruction during district professional development days.	Implementation	Tier 1	Implement	08/01/2017	06/08/2018	$0	All

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Implementation	- All content areas teachers will provide informational text resources to supplement their curriculum for students and instruct them using the content of the collaborative secondary reading strategy. - English teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, and SAT.	Implementation	Tier 1	Implement	08/01/2017	06/08/2018	$0	All
Monitoring	- Evidence of district data protocol - Evidence of designated district provided professional development time for district data protocol training - Building SAT team and department minutes	Monitor	Tier 2	Monitor	08/01/2017	06/08/2018	$0	All
Monitoring	- Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 2	Monitor	08/01/2017	06/08/2018	$0	All
Implementation	- Department leaders will ensure that math performance tasks are routinely embedded into instruction. - Math teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, and SAT.	Implementation	Tier 1	Implement	08/01/2017	06/08/2018	$0	All
Implementation	- Departments will collaborate during designated DPPD to review common assessment and state data. - Student trend and subgroup data will be identified (ED, SWD, B30). - Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success. - The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs. - The district will arrange training for certified staff regarding any trends in Tier two data.	Implementation	Tier 2	Implement	08/01/2017	06/08/2018	$0	All

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Monitoring	- District team recommendations will be made for future programming including a continued NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.	Monitor	Tier 1	Monitor	08/01/2017	06/08/2018	$0	- District team recommendations will be made for future programming including a continued NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.
Monitoring	- Student achievement data on M-STEP, and SAT will be reviewed to determine GAN and overall achievement. - Curriculum maps will reflect an implementation schedule of performance tasks into routine instruction. - The district team will review implementation fidelity as well as staff input to determine future planning. - Teachers will show student work as evidence during department meetings and the district teacher evaluation process.	Monitor	Tier 1		08/01/2017	06/08/2018	$0	All
Monitoring	- Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.	Monitor	Tier 1	Monitor	08/01/2017	06/08/2018	$0	All

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Implementation	- Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementation	Tier 2	Implement	08/01/2017	06/08/2018	$0	All
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 M-STEP, and SAT.	Monitor	Tier 1	Monitor	08/01/2017	06/08/2018	$0	All

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation	- All content areas teachers will provide informational text resources for students and instruct them to actively read by “Previewing and Marking” the text. - English teachers will participate in professional development in the fall and winter as part of two half-day sessions around content greatest areas of need as identified and organized by the district team.	Implementation	Tier 1	Implement	08/01/2016	06/09/2017	$0	All

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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 organize yearlong book studies for all certified staff around the following four books: o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zwieers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.	Implementation	Tier 1	Monitor	08/01/2016	06/09/2017	$0	All
Implementation	- All content area teachers will emphasize and support the M-STEP writing rubric components when students are required to write in each course.	Implementation	Tier 1		08/01/2017	06/08/2018	$0	All
Getting Ready	- The district will develop a data protocol for common assessment and state data. - The district will identify district provided professional development time for data protocol training and implementation.	Getting Ready	Tier 2	Getting Ready	08/01/2017	06/08/2018	$0	All

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Maintain	Activity 1: Getting Ready - The district will develop a data protocol for common assessment and state data. - The district will identify district provided professional development time for data protocol training and implementation. Activity 2: Implementation - Departments will collaborate during designated DPPD to review common assessment and state data. - Student trend and subgroup data will be identified (ED, SWD, B30). - Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success. - The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs. - The district will arrange training for certified staff regarding any trends in Tier two data. Activity 3: Monitoring - Evidence of district data protocol - Evidence of designated district provided professional development time for district data protocol training - Building SAT team and department minutes	Monitor	Tier 2	Monitor	08/01/2017	06/08/2018	$0	All
Monitoring	- The district team will review implementation fidelity as well as staff input to determine future planning. - Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on Discovery Education and M-STEP.	Monitor	Tier 1		08/01/2016	06/09/2017	$0	All

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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 2017/2018 GRR focus areas, along with a new focus on differentiation, collaboration, and incorporation of instructional technology. - 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 with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team.	Getting Ready, Monitor	Tier 1	Monitor	08/01/2017	06/08/2018	$0	All
Getting Ready	- During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes. - English teachers will refresh the “Preview and Mark” components of the PMR strategy for students during the first week of school. - When released, 2016 M-STEP results will be reviewed to identify summative content standards to address by grade level.	Getting Ready	Tier 1	Getting Ready	08/01/2017	06/08/2018	$0	All
Maintain	Activity 1: Getting Ready - The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing. Activity 2: Implementation - Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices. Activity 3: Monitoring - Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 2		08/01/2015	06/01/2016	$0	All
Getting Ready	The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.	Getting Ready			08/01/2017	06/08/2018	$0	All

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Getting Ready	Activity 1: Getting Ready - The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing. Activity 2: Implementation - Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices. Activity 3: Monitoring - Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Getting Ready	Tier 2		08/01/2017	06/08/2018	$0	All
Monitoring	Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			08/01/2017	06/08/2018	$0	All
Maintain	Activity 1: Getting Ready - The district will develop a data protocol for common assessment and state data. - The district will identify district provided professional development time for data protocol training and implementation. Activity 2: Implementation - Departments will collaborate during designated DPPD to review common assessment and state data. - Student trend and subgroup data will be identified (ED, SWD, B30). - Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success. - The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs. - The district will arrange training for certified staff regarding any trends in Tier two data. Activity 3: Monitoring - Evidence of district data protocol - Evidence of designated district-provided professional development time for district data protocol training - Building SAT team and department minutes	Monitor	Tier 2		08/01/2015	06/01/2016	$0	All

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Getting Ready	- English teachers in each building will collaborate to review the M-STEP writing rubrics. - English teachers will identify a consistent scope and sequence by grade level for instructing students about the identified writing styles. - All content area teachers will be made aware of the M-STEP writing requirements and scope and sequence of instruction.	Getting Ready	Tier 1	Getting Ready	08/01/2017	06/08/2018	$0	All
Getting Ready	- Math department leaders will inventory and, with their building colleagues, draw improvement conclusions from the previous year's problem-based activities. - Math teachers will review M-STEP performance task content expectations. - When released, 2017 M-STEP results will be reviewed to identify summative GAN content standards to address by grade level and compare with Discovery Education results where applicable.	Getting Ready	Tier 1	Getting Ready	08/01/2017	06/08/2018	$0	All
Monitoring	- Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.	Monitor	Tier 1	Monitor	08/01/2017	06/08/2018	$0	All
Implementation	Follow district model	Implementation	Tier 1	Implement	08/01/2017	06/08/2018	$0	All
Getting Ready	The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.	Getting Ready			08/01/2017	06/08/2018	$0	All special education staff and general education staff
Getting Ready	-- Existing reading and writing strategies will remain ongoing. - District social studies team members will assemble during the 2017 summer to determine the 6th – 9th grade curriculum and scope and sequence that aligns to the new social studies standards. - Prior to the school year, 2016 and 2017 M-STEP and SAT achievement data will be evaluated to further identify greatest areas of need.	Getting Ready		Getting Ready	08/01/2017	06/08/2018	$0	All

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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 organize yearlong book studies for all certified staff around the following four books: o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zwieers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.	Implementation	Tier 1		08/01/2017	06/08/2018	$0	All

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Maintain	- The district will develop a data protocol for common assessment and state data. - The district will identify district provided professional development time for data protocol training and implementation. Activity 2: Implementation - Departments will collaborate during designated DPPD to review common assessment and state data. - Student trend and subgroup data will be identified (ED, SWD, B30). - Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success. - The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs. - The district will arrange training for certified staff regarding any trends in Tier two data. Activity 3: Monitoring - Evidence of district data protocol - Evidence of designated district provided professional development time for district data protocol training - Building SAT team and department minutes	Monitor	Tier 2	Monitor	08/01/2017	06/08/2018	$0	All
Monitoring	- Student achievement data on M-STEP and Discovery Education will be reviewed to determine GAN and overall achievement. - Curriculum maps will reflect an implementation schedule of performance tasks into routine instruction. - The district team will review implementation fidelity as well as staff input to determine future planning. - Teachers will show student work as evidence during department meetings and the district teacher evaluation process.	Monitor	Tier 1		08/01/2016	06/09/2017	$0	All
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.	Monitor			08/01/2017	06/08/2018	$0	All

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Monitoring	- Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.	Monitor	Tier 1	Monitor	08/01/2017	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 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning labs and GRR module facilitation team.	Getting Ready	Tier 1		08/01/2017	06/08/2018	$0	All
Implementation	Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementation			08/29/2016	06/09/2017	$0	All special education and general education staff
Getting Ready	- The science district team will to review NGSS standards, course scope and sequence, inquiry based instructional practices, and current student achievement data with a focus on the M-STEP GAN Claim of Earth Science (7th) and Chemistry and Physics (11th). - The district will plan for the 2016/17 committee recommendations including piloting curriculum at the 6th grade level.	Getting Ready, Monitor	Tier 1	Getting Ready	08/01/2017	06/08/2018	$0	All
Monitoring	Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			08/01/2017	06/08/2018	$0	All special education and general education staff.
Implementation	Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementation			08/01/2017	06/08/2018	$0	All

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Monitoring	- M-STEP writing, written response, and performance task scores. - All content area written response assignment expectations and grading rubrics. - English teacher pacing guides and department feedback.	Monitor	Tier 1	Monitor	08/01/2017	06/08/2018	$0	All
Research and Inquiry	Activity 1: Getting Ready - During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes. - English teachers will refresh the “Preview and Mark” components of the PMR strategy for students during the first week of school.	Getting Ready	Tier 1	Getting Ready	08/01/2017	06/08/2018	$0	All
Monitoring	Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			08/29/2016	06/09/2017	$0	All
Implementation	- Department leaders will ensure that math performance tasks are routinely embedded into instruction. - Math teachers will participate in professional development in the fall and winter as part of two half-day sessions around content greatest areas of need as identified and organized by the district team.	Implementation	Tier 1	Implement	08/01/2016	06/09/2017	$0	All
Monitoring	Teachers will implement the strategy at least one time per grading period and show student work as evidence during the district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			08/26/2014	06/10/2016	$0	All
Getting Ready	- Math department leaders will inventory and, with their building colleagues, draw improvement conclusions from the previous year’s problem-based activities. - Math teachers will review M-STEP performance task content expectations. - When released, 2016 M-STEP results will be reviewed and identify summative GAN content standards to address by grade level and compare with Discovery Education results where applicable.	Direct Instruction, Getting Ready	Tier 1	Implement	08/01/2016	06/09/2017	$0	All

Head Start

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation	- Teachers will further implement district reading and writing strategies. - District team members will teach the new curriculum and collaborate to identify curriculum priority areas and action plans to address them. - Social Studies teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, NWEA Maps and SAT. - The district will continue to offer choice professional development workshops targeted toward science instruction during district professional development days.	Implementation			08/01/2017	06/08/2018	$0	All

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