



District Improvement Plan

Rockford Public Schools

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350 North Main St
Rockford, MI 49341-1020

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

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Description of School System

Demographic information

Rockford, a suburb of Grand Rapids Michigan, has been described by local journalists as an "idealistic, charming community". The school district is 100 square miles in area. Rockford Public Schools has achieved a high standard of excellence in all academic, athletic, fine arts and extracurricular activities. This level of success has erupted into a community full of pride and support for the Rockford Public School system. The following is some interesting demographic data:

-Student enrollment - 7943

-Number of schools in the district - 13

-State Foundation Funding Per Pupil - \$7026

-Number of years the superintendent has been in his position - 25

-Racial/ethnic composition of the community:

*White - 96%

*Black/African American - 1%

*Asian - 1%

*American Indian - 1%

*Other - 1%

-Total number of English Language Learners - 18

-Percentage of students that qualify for free and reduced lunches - 21.6%

Central Office:

Superintendent: Michael S. Shibler, Ph.D.

Asst. Superintendent for Instruction: Ryan Kelley, Ed.D

Asst. Superintendent for Human Resources: Doug VanderJagt, Ph.D.

Asst. Superintendent for Finance: Michael Cuneo

Certified Staff 470

Non-Certified Staff 515

TOTAL EMPLOYEES 985

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Belmont - 333 Cannonsburg - 202 Crestwood - 395 Lakes - 530 Meadow Ridge - 545 Parkside - 277 Roguewood (including Spanish Immersion) - 669 Valley View - 622 ERMS - 830 NRMS - 903 RFC - 646 RHS 1880 RVA - 70

TOTAL ENROLLMENT - 7943

Programs and Services

Rockford Public Schools has always been a leader in educational excellence and continues to attract new families to the community. The RPS curriculum is based upon standards that promote rigor and relevance. These standards set high expectations and are based upon the belief that all students will succeed. Some students need additional time and support, but all students will learn and experience success. Students learn content that will be relevant to their future plans, whether it be post-secondary education or the work force. Another important component of the RPS system is Character Education beginning with preschool, and continuing through Adult Education. We believe in the importance of a common set of character traits that include friendship, respect, trust, citizenship, commitment, the value of diversity, and other life skills.

The District has an early childhood special education center, eight (8) Kindergarten through grade 5 elementary schools, two (2) grades 6 through 8 middle schools, one (1) grade 9, and one (1) grade 10 through 12 high school, a community education center, an alternative high school, and several support facilities. The official enrollment for 2013-14 was 7,943.

Rockford Public Schools offers a comprehensive curriculum in the areas of language arts, mathematics, social studies, science, art, music, physical education and health. In grades kindergarten through fifth we have a districtwide and comprehensive Response to Intervention (Rtl) process which focuses on Early Literacy Intervention and identification. Rtl is also used as our eligibility process for identifying and qualifying students with a specific learning disability in the areas of basic reading, reading fluency and reading comprehension. The staff in every building (DK-12) has developed curriculum maps and common assessments for each grade level and each content area that are aligned with Michigan Grade Level Content Expectations (GLCE) and High School Content Expectations (HSCE), and we have transitioned to the Common Core State Standards in Math and English Language Arts.

The District's educational programs are rich in choices and offerings that appeal to every student. There are opportunities for the Gifted and Talented students at all grade levels, including Dual Enrollment and Advanced Placement programs in every content area for high school students. Additionally, Rockford High School is the only school in West Michigan that has a concurrent enrollment program where the students earn college credit through Ferris State University by taking courses in Rockford High School by Rockford teachers that have been certified by FSU. Students identified for special education services have access to programs that meet all of their educational needs. Additionally, in response to preparing our students for the changing world, we have a World Languages Program that includes K-9 Spanish Immersion, as well as four-year high school programs in Japanese, Mandarin Chinese, French, German and Spanish. The ability to speak a second language is important as the world continues to get smaller with advances in technology and transportation. Additionally, RPS has expanded its Foreign Exchange Student program. We work closely with the Weiming Chinese Exchange program, as well as the Educatius Exchange program. Together we have 35 students from various countries that add to our high school's diversity. The RPS educational system also offers a focus on Diversity that includes Cross Cultural Competencies.

The Rockford Public School District provides an effective, well-rounded educational program for every student. We take tremendous pride in our students' achievements, the instruction provided by the teachers, and the many educational programs offered to the students and community. We provide them with a challenging academic program that includes a rigorous core curriculum, relevant elective courses, cocurricular activities, character education that emphasizes responsible citizenship and many opportunities for community service. We believe that our exemplary school district is a result of the collaborative efforts of parents, students, teachers, support staff, building principals, administrators, community members and the Board of Education.

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Technology is another area of focus. The school district has remained up-to-date with the purchase of hardware, software and the necessary training needs. The most recent RPS bond proposal was supported by the Rockford Community and a minimum of \$15 million has been allocated to develop and implement a cutting edge technology plan. The first phase of this will include 17 pilot programs where we will be evaluating various learning management systems, content collaboration tools, devices, and software applications.

The development of new programs and learning opportunities is very important to our school district. However, having embedded systems in place for development, implementation and monitoring programs is the secret for lasting change to occur. The most significant components of the Rockford Public Schools improvement system are the Rockford Action Model for Success (RAMS) and the NCA AdvancEd process. The foundation for all school improvement work is the RAMS Model. This strategic planning process gains input from all groups through the use of surveys and focus groups. The process results in a series of specific short-term, long-term and ongoing goals designed to ensure continuous improvement of the Rockford Public Schools. The RAMS Model is updated every three years, with reports on goal progress twice per year.

The AdvancED school improvement process has provided the framework for many areas of school improvement. Included in this process is the implementation of a Common Instruction Model through Gradual Release of Responsibility, implementation of a DK-12th grade technology plan, development of a research-based professional development plan, and the expansion of a concurrent enrollment program for students earning college credit. All of these initiatives are focused on teaching and learning through research-based best practices.

The purpose of all our school improvement efforts is to improve the quality of life for our students. As we monitor our work, the most important indicator is student achievement. Another significant indicator is the honors that we have received. These honors include many areas of recognition for individual students, school buildings, and the school district, such as National Merit Finalists, every building recognized as a Blue Ribbon School of Excellence, and each building earning straight A's through the Michigan Department of Education's Ed YES! accountability process. Most recently, Rockford Public Schools has been recognized with the Advanced Placement District of the Year Award as a result of our high percentage of students participating and scoring very high on all advanced placement tests. Another recognition for our school district was being recognized by Newsweek as being one of the top high schools in the United States.

We welcome feedback from the AdvancED visitation team and we look forward to working with them during their four-day visit and beyond. Rockford Public Schools has a Tradition of Excellence. Working together with the parents, students, teachers, administrators, and community, we will continue to build upon our tradition. RAM PRIDE!

BELMONT ELEMENTARY

6097 Belmont Avenue

Belmont, MI 49306

(616) 863-6362 Fax (616) 863-6356

Maggie Thelen, Principal

CANNONSBURG ELEMENTARY

4894 Sturgis

Rockford, MI 49341

(616) 863-6344 Fax (616) 863-6357

Mike Westgate, Principal

CRESTWOOD ELEMENTARY

6350 Courtland Drive

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Nicole Reeves, Principal

LAKES ELEMENTARY

6849 Young Avenue

Rockford, MI 49341

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Sharon Wells, Principal

MEADOW RIDGE ELEMENTARY

8100 Courtland

Rockford, MI 49341

(616) 863-6342 Fax (616) 866-7593

Blake Bowman, Principal

PARKSIDE ELEMENTARY

156 Lewis

Rockford, MI 49341

(616) 863-6360 Fax (616) 866-2327

Larry Watters, Principal

ROGUEWOOD ELEMENTARY/SPANISH IMMERSION

3900 Kroes

Rockford, MI 49341

(616) 863-6374 Fax (616) 866-7132

Doug Hoogerland, Principal

VALLEY VIEW ELEMENTARY

405 Summit

Rockford, MI 49341

(616) 863-6366 Fax (616) 866-5995

Bob Siegel, Principal

EAST MIDDLE SCHOOL

8615 Nine Mile Road

Rockford, MI 49341

(616) 863-6140 Fax (616) 863-6565

Mike Ramm, Principal

NORTH MIDDLE SCHOOL

397 E. Division

Rockford, MI 49341

(616) 863-6300 Fax (616) 866-5998

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Lissa Weidenfeller, Principal

FRESHMAN CENTER

4500 Kroes

Rockford, MI 49341

(616) 863-6348 Fax (616) 866-7134

Tom Hosford, Principal

HIGH SCHOOL

4100 Kroes

Rockford, MI 49341

(616) 863-6030 Fax (616) 866-5997

Dan Zang, Principal

RIVER VALLEY ACADEMY

350 N. Main

Rockford, MI 49341

(616) 863-6324 Fax (616) 866-5994

Lisa Jacobs, Principal

System's Purpose

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

Mission Statement

Our mission:

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

Beliefs

- We believe every student can learn
- We believe every person is a valued member of our community
- We believe in providing many learning opportunities for students to reach their full potential
- We believe that our exemplary educational system is a result of the collaborative efforts of parents, students, school staff, and community
- We believe that the education provided to every student will improve the quality of their life

System Work

Rockford Public Schools has always been a leader in educational excellence and continues to attract new families to the community. The RPS curriculum is based upon standards that promote rigor and relevance. These standards set high expectations and are based upon the belief that all students will succeed. Some students need additional time and support, but all students will learn and experience success.

The Rockford Public School District provides an effective, well-rounded educational program for every student. We have a philosophy that every student deserves the same quality curriculum, instruction, and method of assessment regardless of which building a student attends. We guarantee this by the development of our curriculum maps, pacing guides, common assessments, and the recent development of a common instruction model. As a result of these components, we believe that there are no longer pockets of good things, the good things are everywhere.

We take tremendous pride in our students' achievements, the instruction provided by the teachers, and the many educational programs offered to the students and community. We provide them with a challenging academic program that includes a rigorous core curriculum, relevant elective courses, cocurricular activities, character education that emphasizes responsible citizenship and the many opportunities for community service. We believe that our exemplary school district is a result of the collaborative efforts of parents, students, teachers, support staff, building principals, administrators, community members and the Board of Education.

The development of new programs and learning opportunities is very important to our school district. However, having embedded systems in place for development, implementation and monitoring programs is the secret for lasting change to occur. The most significant components of the Rockford Public Schools improvement system are the Rockford Action Model for Success (RAMS) and the NCA AdvancEd process. The foundation for all school improvement work is the RAMS Model. This strategic planning process gains input from all groups through the use of surveys and focus groups. The process results in a series of specific short-term, long-term and on-going goals designed to ensure continuous improvement of the Rockford Public Schools. The RAMS Model is updated every three years, with reports on goal progress twice per year.

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The AdvancED school improvement process has provided the framework for many areas of school improvement. Included in this process is the implementation of a Common Instruction Model through Gradual Release of Responsibility, implementation of a DK-12th grade technology plan, development of a research-based professional development plan, and the expansion of a concurrent enrollment program for students earning college credit. All of these initiatives are focused on teaching and learning through research-based best practices.

We welcome feedback from the AdvancED visitation team and we look forward to working with them during their four-day visit and beyond. Rockford Public Schools has a Tradition of Excellence. Working together with the parents, students, teachers, administrators, and community, we will continue to build upon our tradition. RAM PRIDE!

Goals

The Rockford Public School district is committed to continuous school improvement in all areas. Administrators, teachers, staff, support staff, parents and students work together to develop a plan that will help every student find success. As a district we believe that the most important areas of need are the following:

- *All students will demonstrate proficiency in Reading as measured by the MEAP and ACT/MME
- *All students will demonstrate proficiency in Writing as measured by the MEAP and ACT/MME
- *All students will demonstrate proficiency in Math as measured by the MEAP and ACT/MME
- *All students will demonstrate proficiency in Science as measured by the MEAP and ACT/MME
- *All students will demonstrate proficiency in Social Studies as measured by the MEAP and ACT/MME

The above goals were identified through the collaborative efforts of all groups. As the district continues to grow, we want our students to continue to experience a close connection with their school. Additionally, our focus on literacy will continue. Furthermore, each building may have other goals included in their school improvement plan.

Notable Achievements and Areas of Improvement

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

Student Performance Across the District

The most significant method of student assessment for schools in Michigan is the Michigan Educational Assessment Program (MEAP). The results of MEAP testing can be used to compare local districts with county and state averages. At the 11th grade level students continue to score significantly higher than the county and state averages on the ACT/MME tests. The most current MEAP and ACT/MME results are presented in the charts below.

2013-2014 MEAP District Report

09-10 10-11 11-12 12-13 13-14

Reading 3rd

Belmont 85 81 80 89 83

Cannons. 90 77 73 71 90

Crestwood 84 71 78 82 79

Lakes 81 77 80 76 74

Mdr. Rdg 87 77 61 75 50

Parkside 67 84 86 87 80

RGW SI 74 84 84 80 82

RGW 79 74 84 68 81

ValleyView 81 83 77 85 80

District 81 79 78 80 78

ISD 69 66 66 69

State 65 63 62 67

6th

ERMS 80 83 86 79 87

NRMS 78 80 82 82 81

District 79 82 84 81 #

ISD 70 67 69 72

State 65 63 67 68

09-10 10-11 11-12 12-13 13-14

Reading 4th

Belmont 83 69 75 90 84

Cannons. 89 88 94 73 64

Crestwood 91 89 87 88 86

Lakes 83 79 75 79 70

MDR 79 75 82 79 86

Parkside 88 68 85 79 81

RGW SI 91 87 88 88 79

SY 2015-2016

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RGW 87 82 77 87 72

ValleyView 82 75 86 76 82

District 85 79 83 81 79

ISD 70 69 71 73

State 67 64 68 68

7th

ERMS 77 70 79 76 70

NRMS 69 70 74 79 73

District 74 70 77 77 72

ISD 60 61 64 64

State 56 56 60 62

09-10 10-11 11-12 12-13 13-14

Reading 5th

Belmont 83 83 74 81 90

Cannons. 93 89 90 88 85

Crestwood 84 94 87 85 86

Lakes 82 83 80 79 88

MeadowRidge 85 77 84 77 83

Parkside 85 90 82 90 79

RGW SI 94 82 95 97

RGW 94 84 77 82 83

ValleyView 87 79 81 87 83

District 86 85 82 84 85

ISD 69 69 73 73

State 65 65 69 70

8th

ERMS 74 77 76 78 84

NRMS 67 69 73 82 90

District 71 73 74 80 87

ISD 59 60 64 69

State 56 56 61 66

09-10 10-11 11-12 12-13 13-14

Mathematics 3rd

Belmont 50 53 51 68 53

Cannons. 48 52 53 34 56

Crestwood 32 25 53 59 51

Lakes 41 34 45 37 42

MDR 52 45 39 46 34

Parkside 49 63 60 62 60

RGW SI 62 64 51 54 66

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RGW 39 42 69 48 68

ValleyView 49 46 41 64 46

District 46 45 49 53 52

ISD 43 38 42 43

State 36 35 36 41

6th

ERMS 58 52 43 47 67

NRMS 48 40 41 53 56

District 53 46 42 50 #

ISD 44 40 38 42

State 38 36 37 40

09-10 10-11 11-12 12-13 13-14

Mathematics 4th

Belmont 52 43 53 68 68

Cannons. 75 64 52 56 43

Crestwood 51 46 48 69 57

Lakes 54 47 56 52 51

MDR 48 52 46 72 58

Parkside 63 55 69 64 57

RGW SI 83 71 79 75 77

RGW 73 61 53 74 42

ValleyView 70 64 62 50 50

District 62 55 57 62 55

ISD 48 46 44 50

State 41 40 40 45

7th

ERMS 66 52 58 62 54

NRMS 51 50 54 71 56

District 60 51 56 67 55

ISD 43 38 40 40

State 38 36 37 38

09-10 10-11 11-12 12-13 13-14

Mathematics 5th

Belmont 43 43 46 58 76

Cannons. 68 67 63 76 74

Crestwood 60 53 47 60 68

Lakes 58 57 51 62 67

MDR 48 44 44 60 67

Parkside 52 65 58 81 64

RGW SI 68 64 89 72

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RGW 72 44 67 59 71

ValleyView 55 66 57 67 53

District 57 56 54 66 66

ISD 48 44 46 49

State 40 38 40 46

8th

ERMS 46 43 40 47 53

NRMS 47 35 44 48 62

District 47 39 42 48 57

ISD 35 32 33 37

State 30 29 29 33

10-11 11-12 12-13 13-14

Writing 4th

Belmont 49 51 68 65

Cannons. 73 70 62 43

Crestwood 59 52 55 62

Lakes 51 63 63 43

MDR 65 54 50 50

Parkside 57 67 69 67

RGW SI 80 72 65 65

RGW 67 53 70 49

ValleyView 58 47 56 56

District 61 57 61 55

ISD 54 49 52

State 47 45 47

7th

ERMS 63 60 63 61

NRMS 63 56 64 64

District 63 58 63 63

ISD 54 53 57

State 48 47 52

09-10 10-11 11-12 12-13 13-14

Science 5th

Belmont 35 22 28 22 32

Cannons. 24 17 30 12 36

Crestwood 15 25 30 14 27

Lakes 23 30 26 25 33

MeadowRidge MDR 23 22 23 14

Parkside 22 39 26 33 36

RGW SI 34 33 47 38

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RGW 33 27 28 15 35

ValleyView 16 24 32 16 22

District 23 27 29 22 29

ISD 19 19 19 16

State 16 17 15 13

8th

ERMS 25 14 26 23 25

NRMS 25 11 23 22 34

District 25 13 25 22 29

ISD 18 16 18 19

State 16 15 16 16

RPS ACT/MME Scores 2014

ACT

RPS	KISD			State				
11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14

Composite	21.7	21.5	22.1	20.3	20.2	20.3	19.6	19.7	19.8
-----------	------	------	------	------	------	------	------	------	------

English	22.0	20.7	21.6	19.4	19.3	19.5	18.7	18.8	18.9
---------	------	------	------	------	------	------	------	------	------

Math	21.8	21.2	21.5	20.5	20.2	20.3	19.7	19.6	19.7
------	------	------	------	------	------	------	------	------	------

Reading	21.8	21.9	22.7	20.3	20.2	20.5	19.5	19.6	19.8
---------	------	------	------	------	------	------	------	------	------

Science	21.7	21.6	22.1	20.6	20.6	20.5	19.3	20.1	20.1
---------	------	------	------	------	------	------	------	------	------

MME

RPS	KISD			State				
11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14

Math	48	37	39	35	33	34	29	29	29
------	----	----	----	----	----	----	----	----	----

Reading	73	69	76	61	57	63	56	54	59
---------	----	----	----	----	----	----	----	----	----

Science	37	37	45	30	29	32	26	26	28
---------	----	----	----	----	----	----	----	----	----

Writing	66	62	69	55	52	55	49	49	51
---------	----	----	----	----	----	----	----	----	----

Social Studies	60	55	59	46	43	49	41	39	44
----------------	----	----	----	----	----	----	----	----	----

There is an unwritten rule that the expectations in Rockford Public Schools are for every person to take pride in everything that they do. Our students cannot pick and choose to give their best effort at the different components of their education. They must take pride in everything, including their academics, behavior, citizenship, athletics, fine arts, etc. We call this Ram Pride. Listed below are some of our Points of Pride!

Points of Pride

-Every RPS building has earned a letter grade of a straight "A" through the Michigan Department of Education's Accountability Program - Education YES!

-Every school has earned the prestigious Blue Ribbon School Exemplary State Board of Education Award (RPS is the only large school

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district in Michigan to have earned this recognition)

-State and nationally recognized fine arts programs

- *Band
- *Choir
- *Theater

-Multiple World Choir Medals, including three gold medals

-Highly successful cocurricular and athletic programs

- *85% of students in middle and high school participate in cocurricular programs
- *45 state championships
- *34 varsity programs with participation by over 50% of the student body

-100% of teaching staff are highly qualified

-Millions of dollars of scholarship money awarded each year to students

-Numerous National Merit Finalists every year

-Advanced Placement Achievement District by The College Board

-Rigorous and relevant curriculum

- *Emphasis on core subject areas
- *Guaranteed diploma
- *Diversity program
- *Character education
- *Advanced Placement in 17 different areas
- *Gifted and Talented Opportunities
- *Blended Learning Opportunities
- *Special Services
- *World languages program
- *K-9 Spanish Immersion
- *4-year high school programs in Mandarin Chinese, Japanese, French, German and Spanish

-RHS partners with multiple foreign countries to host international students and teachers

-6 times Michigan High School TV Station of the Year

-Ferris State University concurrent enrollment partnership with RHS students earning college credit at RHS

-Outstanding parental involvement in PTO/PTC, booster organizations, Inter-School Advisory Council

-Beyond the Rock student-led production company

-53 students in the class of 2014 scored a 30 or higher on the ACT (36 is a perfect score)

-Multiple Odyssey of the Mind World Championship teams

-Students and staff make a difference in our community by volunteering thousands of hours and raising money for charitable causes, including Habitat for Humanity, Relay for Life, etc

-Rockford Education Foundation has donated over one million dollars to teachers and students for creative classroom activities

-School board recognized by MASB with Standard of Excellence and Honor Board Status awards for all members being certified

-The district and all schools are accredited through AdvancED

-American Council for Teachers of Critical Language Program Host (Chinese Teachers: 08-09 & 09-10)

-US Department of State Fulbright Exchange Teacher Host

-US Department of Education FLAP Grant Recipient

-RtI early intervention program K-5 in all elementary schools

-100% of RPS buildings have received the Energy Star Award for Energy conservation, saving the district over \$4 million dollars

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Areas of Improvement

There are many challenges that exist in the Rockford Public Schools. First, a financial situation of our state has impacted our local school improvement efforts in many areas, including the amount of professional development and the amount of release time that we provide our staff to do such things as update our curriculum maps and common assessments, and to learn new ideas at conferences and workshops. A second area of focus is the need to make effective use of student data. We need to develop an efficient way of assessing student learning and provide time for staff to analyze data. Finally, we need to close the achievement gap that exists between our three identified sub-groups and the entire student population. The three identified sub-groups are economically disadvantaged, students with disabilities, and our bottom 30%.

Major trends and issues

The most significant trend/issue that a school district must monitor is student achievement. In nearly every content area we have either shown improvement or have maintained our edge on the county and state. Another important trend is in the district's student enrollment. In the past few years the student enrollment has remained steady. However, over the course of the past 30 years this school district has nearly doubled in enrollment. Finally, the issue of decreased state funding and the impact it has on our district must be recognized. Below, please find the details for each of these three trends.

-Student achievement data can be found on the two previous pages

-Student enrollment:

*2012 - 7927

*2013 - 7999

*2014 - 7943

-Foundation grant allowance:

*2009-10 - \$7146

*2010-11 - \$7146

*2011-12 - \$7046

*2012-13 - \$7966

*2013-14 - \$7026

Our school district has many strengths. Our greatest strength is that we openly accept the challenge of continuous improvement in all areas. We are committed to improvements through the collaborative process of the District AdvancED Accreditation process. We believe that our school climate is not only safe and orderly, but also caring and nurturing. The backbone of our district's improvement efforts is the RAMS Model, which is our blueprint for success. Additionally, we believe our greatest resource is our people - staff, support staff, administrators, parents, community members, and the students. We take tremendous school pride in all that we do.

In today's world there are many challenges for school districts. The AdvancEd Accreditation process has allowed us to identify a few of our district's greatest challenges. One area of focus is the need to make effective use of student data. We need to develop an efficient way of entering data into our data warehouse and provide time for analyzing it. Another focus area is that we need to close the achievement gap that exists between our sub-groups and our entire student population. Once this system is in place, we will be better able to hold administrators and staff accountable for student learning.

Additional Information

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

Conclusion

We are very proud of our students' achievements, the hard work of our staff, and the dedication and commitment of our community. However, we are committed to continuous improvement and are excited to obtain the feedback that will make us better.

Points of Pride are listed under "Notable Achievements"

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

District administrators made use of the RPS Curriculum Cabinet to select staff and support staff stakeholders. Additional stakeholders, including parents and students, were selected based upon involvement in other building and district committees. All of the stakeholders were excited to be included in the district and the building school improvement planning process. The Assistant Superintendent of Curriculum created and coordinated the district Curriculum Cabinet to be certain that every grade level and content area was represented. Prior to the first meeting, the Assistant Superintendent for Curriculum informed each stakeholder of their roles and expected duties. After learning of their responsibilities each potential member was asked if they still wanted to be a member of this important committee. Meetings were held at various times to meet everyone's needs. Some meetings were held over the course of a half day, others were held before school and after school.

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

The district leaders of the school improvement process were the Assistant Superintendent of Curriculum and the current East Rockford Middle School Principal, Mike Ramm. The next level of responsibility was having one representative from the elementary grade levels; this was Maggie Thelen, Belmont Elementary School Principal. Secondary level representation included Mike Ramm at the middle school level, as well as Tom Hosford and Adam Burkholder from the high school level. This core group met on a monthly basis to coordinate all school improvement activities. Additionally, there were monthly meetings with all K-12 principals. All stakeholders, including parents, support staff, and staff, met two to three times annually. At all of these school improvement planning meetings we made sure representation of each grade level and content area was present.

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

Principals presented the final improvement plan to their staff and support staff during their regularly scheduled staff meeting. Additionally, the parents were presented the improvement plan at their orientation program, as well as at their first parent advisory meeting. Also, during the school year principals provided updates at their monthly PTA/PAC meetings

District Additional Requirements Diagnostic

Introduction

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

District Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	We have district-wide assessment data to identify each student's needs. Most professional development is handled by trainers within the district. All hardware will be purchased for every building from the passage of the bond proposal. (\$15 million will be used to update our technology system.)	

District Improvement Plan

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Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	We have district-wide assessment data to identify each student's needs. Most professional development is handled by trainers within the district. All hardware was recently purchased for every building from the bond proposal passage.	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	We have K-12 technology curriculum that integrates technology objectives into the existing curriculum and teaches specific technology skills.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	Technology is integrated into the curriculum. All students will meet technology objectives within their daily classes.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	We have a K-12 technology curriculum that integrates technology objectives into the existing curriculum and teaches specific technology skills.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Doug VanderJagt, Assistant Superintendent for Human Resources 350 N. Main Rockford MI 49341 616-863-6320	

District Improvement Plan

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Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes	It is linked here: http://www.rockfordschools.org/Resources/PDF/RPS/ParentInvolvementPolicy8-10-10.pdf	

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	Yes		

2016/17 District Improvement Plan

Overview

Plan Name

2016/17 District Improvement Plan

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 students will be proficient in reading.	Objectives: 5 Strategies: 8 Activities: 23	Academic	\$323724
2	All students will be proficient in science.	Objectives: 3 Strategies: 5 Activities: 5	Academic	\$10000
3	All students will be proficient in writing.	Objectives: 3 Strategies: 5 Activities: 5	Academic	\$0
4	All students will be proficient in math.	Objectives: 5 Strategies: 7 Activities: 14	Academic	\$68285
5	All students will be proficient in social studies.	Objectives: 3 Strategies: 5 Activities: 5	Academic	\$2500

Goal 1: All students will be proficient in reading.

Measurable Objective 1:

85% of Third, Fourth and Fifth grade students will demonstrate a proficiency with emphasis on the research and inquiry claim in English Language Arts by 06/01/2022 as measured by M-STEP, Discovery Education and Common Assessments .

Strategy 1:

Comprehension Toolkits and GAN Claim Targeting - Elementary teachers will continue Comprehension Toolkit implementation as well as district PD targeted at improving overall student achievement in reading across the curriculum with specific focus on the research and inquiry M-STEP claim.

Category: English/Language Arts

Research Cited: "The Comprehension Toolkit" by Stephanie Harvey and Anne Goudvis.

Tier: Tier 1

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - New elementary teachers will be provided Comprehension Toolkit materials and training. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Teachers will continue to implement the Comprehension Toolkit strategies across all content areas. - The district will increase the utilization of classroom learning labs to support best reading instruction practices across all content areas. - Teachers will participate in two half-days of PD choice workshops targeted at the content area GAN of research and inquiry. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Formative and summative student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry." <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	No Funding Required	Elementary and Middle School Principals and Teachers

(shared) Strategy 2:

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

District Improvement Plan

Rockford Public Schools

Release of Responsibility Model in order to increase student achievement in all content areas.

Category: Career and College Ready

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

Tier: Tier 1

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - 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. <p>Schools: All Schools</p>	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	No Funding Required	Assistant Superintendent of Instruction District Leadership Committee
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

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<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 GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> - Choice Words: How Our Language Affects Children's Learning – Peter Johnston - Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers - Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols - Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. <p>Schools: All Schools</p>	Implementa tion	Tier 1	Implement	08/29/2016	06/09/2017	\$9750	Title II Part A	Superinten dent of Instruction District Leadership Team
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Activity - Assess and Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	General Fund	Assistant Superinten dent of Instruction District Leadership Committee

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Rockford Public Schools

Elementary and Secondary: The district will increase the utilization of classroom learning labs to support Gradual Release focus areas across all subjects. Classroom learning lab facilitators will be lead by a Rockford Literacy Coach. Schools: All Schools	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	\$22680	General Fund, Special Education	District Curriculum Office Classroom Learning Lab Facilitators and Supervisor
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Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will implement an instructional technology initiative to include teacher training, hardware purchases, software upgrades, and a two year one-to-one student transition plan. Schools: All Schools	Teacher Collaboration, Curriculum Development, Implementation, Technology, Professional Learning	Tier 1	Implement	06/13/2016	06/09/2017	\$0	Other	Assistant Superintendent for Curriculum District Instructional Technology Coordinator Certified Staff

Strategy 3:

Response to Intervention - All RPS elementary schools will continue to implement a Response to Intervention model in order to identify and assist students that need additional assistance.

Category: English/Language Arts

Research Cited: Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41, 93–99.

Fuchs, D., Mock, D., Morgan, P. L., & Young, C. L. (2003). Responsiveness-to-intervention: Definitions, evidence, and implications for the learning disabilities construct. Learning Disabilities Research & Practice, 18, 157–171.

Learning Disabilities Research & Practice, 18, 157–171.

Tier: Tier 2

Activity - Expansion of RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the input of staff, a district committee will continue to review the effectiveness and efficiency of current RTI practices. Schools: All Schools	Professional Learning	Tier 2	Getting Ready	08/29/2016	06/09/2017	\$0	General Fund	District Response to Intervention Committee

District Improvement Plan

Rockford Public Schools

Activity - Implementation and Expansion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will support the existing RTI practices, as well as provide professional development with the vehicle of classroom learning labs for staff participating for the first time. Schools: All Schools	Professional Learning	Tier 2		08/29/2016	06/09/2017	\$0	General Fund	District RTI Committee Building Principals Grade Level Teachers

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The implementation and effectiveness of the strategy will be measured in the following ways: Number of staff members that participated in the professional development, number of students that received services as a result of the programming, teacher survey/input regarding suggestions for increased effectiveness, overall building student achievement data using common assessments, Discovery Education, RTI universal screening data, progress monitoring, and state testing measures. Schools: All Schools	Monitor	Tier 2		08/29/2016	06/09/2017	\$0	General Fund	District RTI Committee Building Principals and Classroom Teachers

Measurable Objective 2:

85% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency with emphasis toward the GAN research and inquiry claim in English Language Arts by 06/01/2022 as measured by M-STEP, Discovery Education and Common Assessments.

(shared) Strategy 1:

Active Reading Strategy - 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: English/Language Arts

Research Cited: "Building Deeper Readers and Writers" by Kelly Gallagher.

Tier: Tier 1

Activity - Maintain and Target	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Rockford Public Schools

<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - 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. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - 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. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - 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. <p>Schools: All Schools</p>	Implementa tion	Tier 1	Implement	08/29/2016	06/09/2017	\$0	No Funding Required	Building Principals and All Secondary Teachers
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(shared) 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 in order to increase student achievement in all content areas.

Category: Career and College Ready

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

Tier: Tier 1

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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District Improvement Plan

Rockford Public Schools

<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. -The district will support the professional growth of classroom learning labs and GRR module facilitation team. <p>Schools: All Schools</p>	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	No Funding Required	Assistant Superintendent of Instruction District Leadership Committee
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> - Choice Words: How Our Language Affects Children's Learning – Peter Johnston - Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers - Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols - Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$9750	Title II Part A	Superintendent of Instruction District Leadership Team

District Improvement Plan

Rockford Public Schools

Activity - Assess and Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee
Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Elementary and Secondary: The district will increase the utilization of classroom learning labs to support Gradual Release focus areas across all subjects. Classroom learning lab facilitators will be lead by a Rockford Literacy Coach.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	\$22680	General Fund, Special Education	District Curriculum Office Classroom Learning Lab Facilitators and Supervisor
Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will implement an instructional technology initiative to include teacher training, hardware purchases, software upgrades, and a two year one-to-one student transition plan.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Curriculum Development, Implementation, Technology, Professional Learning	Tier 1	Implement	06/13/2016	06/09/2017	\$0	Other	Assistant Superintendent for Curriculum District Instructional Technology Coordinator Certified Staff

Strategy 3:

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

District Improvement Plan

Rockford Public Schools

Category: English/Language Arts

Research Cited: AdvancED "Required Action" during district 2014/15 accreditation review.

Tier: Tier 2

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity 1: Getting Ready- The district will develop a data protocol for common assessment and state data. The district will incorporate a data protocol and content area GAN identification and targeting during two half-day PD sessions in the fall and winter.</p> <p>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.</p> <p>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.</p> <p>Schools: All Schools</p>	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$5000	General Fund	District Data Committee Building and District Student Assistance Teams

Strategy 4:

RTI Expansion - The district will expand the reading RTI support program from elementary to 6th grade.

Category: Learning Support Systems

Tier: Tier 2

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

District Improvement Plan

Rockford Public Schools

<ul style="list-style-type: none"> - The district will train 6th grade teachers about the process of RTI as well as concepts of Tier 1 instruction. - The district will employ a paraprofessional to support students that need additional intervention. - The district will establish an RTI calendar for 6th grade data review. - The district will purchase Read 180 intervention software to support students that need additional intervention. - The district will review year one practices and student achievement as well as plan for future implementation. 	Implementa tion, Direct Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$57200	General Fund, Special Education	Special Services Director RTI Trainers 6th Grade Certified Staff
Schools: East Rockford Middle School, North Rockford Middle School								

Measurable Objective 3:

85% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency with emphasis to the GAN reading comprehension strand in English Language Arts by 06/01/2022 as measured by M-STEP and District Common Assessments .

(shared) Strategy 1:

Active Reading Strategy - 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: English/Language Arts

Research Cited: "Building Deeper Readers and Writers" by Kelly Gallagher.

Tier: Tier 1

Activity - Maintain and Target	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Rockford Public Schools

<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - 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. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - 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. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - 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. <p>Schools: All Schools</p>	Implementa tion	Tier 1	Implement	08/29/2016	06/09/2017	\$0	No Funding Required	Building Principals and All Secondary Teachers
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(shared) 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 in order to increase student achievement in all content areas.

Category: Career and College Ready

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

Tier: Tier 1

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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District Improvement Plan

Rockford Public Schools

<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. -The district will support the professional growth of classroom learning labs and GRR module facilitation team. <p>Schools: All Schools</p>	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	No Funding Required	Assistant Superintendent of Instruction District Leadership Committee
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> - Choice Words: How Our Language Affects Children's Learning – Peter Johnston - Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers - Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols - Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$9750	Title II Part A	Superintendent of Instruction District Leadership Team

District Improvement Plan

Rockford Public Schools

Activity - Assess and Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee
Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Elementary and Secondary: The district will increase the utilization of classroom learning labs to support Gradual Release focus areas across all subjects. Classroom learning lab facilitators will be lead by a Rockford Literacy Coach.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	\$22680	General Fund, Special Education	District Curriculum Office Classroom Learning Lab Facilitators and Supervisor
Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will implement an instructional technology initiative to include teacher training, hardware purchases, software upgrades, and a two year one-to-one student transition plan.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Curriculum Development, Implementation, Technology, Professional Learning	Tier 1	Implement	06/13/2016	06/09/2017	\$0	Other	Assistant Superintendent for Curriculum District Instructional Technology Coordinator Certified Staff

Measurable Objective 4:

85% of Students with Disabilities students will demonstrate a proficiency with emphasis on the GAN of research and inquiry M-STEP claim in English Language Arts by 06/01/2022 as measured by M-STEP, MME, Discovery Education and District Common Assessments .

District Improvement Plan

Rockford Public Schools

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 M-STEP, MME, ACT, Discovery Education and District Common Assessments.

Category: English/Language Arts

Tier: Tier 2

Activity - Instruction	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. Schools: All Schools	Implementation		Implement	08/29/2016	06/09/2017	\$0	General Fund	Director of Special Services, Building Principals and Special Education Team Teachers

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. Schools: All Schools	Monitor	Tier 2	Monitor	08/29/2016	06/09/2017	\$0	General Fund	Director of Special Services, Building Principals and Special Education Teachers

Measurable Objective 5:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency with emphasis on the reading comprehension strand in English Language Arts by 06/01/2022 as measured by M-STEP, Discovery Education and District Common Assessments..

Strategy 1:

Supplemental Services - Rockford Public Schools provides supplemental services in elementary buildings with Title 1 funds. Supplemental services provide differentiated instruction targeted specifically to students identified as below grade level or not yet mastering the state's standards. Additionally, supplemental services will focus on closing the achievement gap between ED students and non-ED students.

Category:

Research Cited: Closing the Achievement GAP: Principles for Improving Education Success of all Students by Wendy Schwartz

Tier: Tier 2

District Improvement Plan

Rockford Public Schools

Activity - K-5 Title 1 Literacy Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Rockford Public Schools will employ Title 1 interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet mastering state standards in reading.</p> <p>Schools: Parkside Elementary School, Meadow Ridge Elementary School</p>	Implementation	Tier 2		08/29/2016	06/09/2017	\$18012	Title I Part A	Classroom teachers will identify the students which could benefit from the services and literacy interventionists will provide supplemental reading instruction
Activity - Literacy Coach for Upper Elementary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.</p> <p>Schools: Rockford Spanish Immersion, Roguewood Elementary School, Parkside Elementary School, Crestwood Elementary School, Cannonsburg Elementary School, Lakes Elementary School, Valley View Elementary School, Meadow Ridge Elementary School, Belmont Elementary School</p>	Implementation	Tier 2		08/29/2016	06/09/2017	\$106633	Title II Part A	Assistant Superintendent for Instruction
Activity - Literacy Coaches Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District reading specialists, literacy coaches, and willing reading teachers will attend a KISD literacy coaches network in Grand Rapids. The attendees will collaborate to implement reading comprehension and differentiated instruction for targeted groups.</p> <p>Schools: Meadow Ridge Elementary School</p>	Professional Learning	Tier 2		08/29/2016	06/09/2017	\$170	Title I Part A	District Reading Committee Director
Activity - Title 1 Literacy Books and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Rockford Public Schools

Rockford Public Schools will provide Title 1 supplemental resources to differentiate instruction for identified K-5 students that have not yet met the state standards in reading. Technology resources will include "Read Naturally Live" and will be implemented for intervention purposes. Schools: Roguewood Elementary School, Parkside Elementary School, Lakes Elementary School, Meadow Ridge Elementary School	Implementa tion	Tier 2		08/29/2016	06/09/2017	\$1506	Title I Part A	District Title 1 Coordinator
Activity - Community Engagement/Summer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
With the intent to increase engagement and provide summer tutoring for Title 1 students, Rockford Public Schools will organize and host community/parent activities in order to engage the community and parent populations in the interactions of the school and lives of students. Carryover funds will be added in December and we expect the amount to be \$15,000. Schools: Roguewood Elementary School, Parkside Elementary School, Lakes Elementary School, Meadow Ridge Elementary School	Community Engagem ent	Tier 2		08/29/2016	06/09/2017	\$6284	Title I Part A	District Title 1 Coordinator Building Principals
Activity - RTI Support and Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement. Schools: Roguewood Elementary School, Parkside Elementary School, Crestwood Elementary School, Cannonsburg Elementary School, Lakes Elementary School, Valley View Elementary School, Meadow Ridge Elementary School, East Rockford Middle School, North Rockford Middle School, Belmont Elementary School	Academic Support Program	Tier 2	Implement	08/29/2016	06/09/2017	\$89925	Other	Assistant Superinten dent of Curriculum District 31a Coordinator Building Principals
Activity - Homeless Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

District Improvement Plan

Rockford Public Schools

The district employs a homeless liaison in an effort to support district students in non Title buildings. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 3	Implement	08/29/2016	06/09/2017	\$2000	Title I Part A	District Special Services Director District Homeless Liaison
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Activity - Summer Tutoring and Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will organize a summer tutoring program at a Hillview Apartment Complex to support students' academic progress and overall positive connection to their school. Schools: Parkside Elementary School, Meadow Ridge Elementary School	Academic Support Program, Community Engagement	Tier 2	Implement	06/12/2017	08/25/2017	\$3854	Title I Part A	Summer Tutoring Program Coordinators

Activity - Michigan Reading Association	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four teachers will attend the MRA annual conference. Schools: Roguewood Elementary School, Parkside Elementary School, Lakes Elementary School, Meadow Ridge Elementary School	Teacher Collaboration, Professional Learning	Tier 1	Implement	01/02/2017	05/26/2017	\$710	Title I Part A	Building Principals and Reading Specialists

Goal 2: All students will be proficient in science.

Measurable Objective 1:

85% of Fourth, Seventh and Eleventh grade students will demonstrate a proficiency with emphasis on the GAN of Earth claim on the M-STEP in Science by 06/01/2022 as measured by M-STEP, MME and District Common Assessments.

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 in order to increase student achievement in all content areas.

Category: Science

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

Tier: Tier 1

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Rockford Public Schools

<p>The Gradual Release of Responsibility is a shared strategy across all content areas and district classrooms. The details for the district activities related to GRR are listed in the math and reading goal areas of the 2016/17 district improvement plan.</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Assistant Superintendent of Curriculum District Leadership Team All RPS Certified Staff
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Strategy 2:

Elementary Reading, Writing, and Claim Targeting - 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.

Category: Science

Research Cited: Comprehension Toolkits, Lucy Caulkins, and M-STEP Data

Tier: Tier 1

Activity - Maintain, Learn, and Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Rockford Public Schools

<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - 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. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Teachers will continue to implement Comprehension Toolkit and Lucy Caulkins' Writing Workshop Strategies. - District team members will participate in STEM and Van Andel Institute of Learning opportunities throughout the year. - Teachers will participate in professional development, including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. - Teachers will further implement inquiry-based instruction aligned to NGSS content standards. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - District team recommendations will be made for future programming including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. <p>Schools: All Schools</p>	<p>Teacher Collaboration, Curriculum Development, Implementation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/28/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Assistant Superintendent of Curriculum District Science Committee Elementary Teachers</p>
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Strategy 3:

Secondary Inquiry-based Instruction with Claim Targeting - All teachers will continue to implement district reading and writing strategies alongside of 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: Next Generation Science Standards Van Andel Institute

Tier: Tier 1

Activity - Implementation and District Curriculum Transition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Rockford Public Schools

<p>Activity 1: 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 M-STEP GAN Claim of Earth Science (7th) and Chemistry and Physics (11th).</p> <p>Activity 2: Implementation - District team members will participate in STEM and Van Andel Institute of Learning opportunities throughout the year. - Teachers will participate in professional development, including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. - Teachers will further implement inquiry-based instruction aligned to NGSS content standards.</p> <p>Activity 3: 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.</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration, Curriculum Development, Implementation, Direct Instruction, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$10000</p>	<p>General Fund</p>	<p>Assistant Superintendent of Curriculum District Science Team District Science Teachers</p>
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Measurable Objective 2:

85% of Fourth, Eighth and Eleventh grade Students with Disabilities students will demonstrate a proficiency of 85% in Science by 06/01/2022 as measured by M-STEP, MME and District Common 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 M-STEP, MME, ACT or District Common Assessments.

Category: Science

Tier: Tier 2

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The differentiated instruction is a shared strategy among all content areas. Therefore, the activities described in the district reading, math and writing goals will be followed in the area of science with the intent of closing the achievement gap between SWD and non-SWD students.</p> <p>Schools: All Schools</p>	<p>Implementation</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>General Fund</p>	<p>Special Services Director, Building Principals and Secondary Teachers</p>

District Improvement Plan

Rockford Public Schools

Measurable Objective 3:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency with emphasis on grade level GAN strands in Science by 06/01/2022 as measured by MEAP and District Common Assessments..

Strategy 1:

Supplemental Services - Rockford Public Schools will provide supplemental services in elementary buildings with Title 1 funds. The supplemental services will provide differentiated instruction to students identified as below grade level or not yet mastering the state's standards. Additionally, the supplemental services will focus on closing the achievement gap between ED students and non-ED students.

Category: Science

Tier: Tier 2

Activity - Title 1 Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With an emphasis on improving the students' ability to comprehend informational text in the area of science, the Title 1 services for this goal area are a shared strategy with the district reading goal. Therefore, the supplemental services activities described in the district reading goal can be applied to increasing students' proficiency in the area of science, specifically focusing on comprehending informational text. Schools: Roguewood Elementary School, Parkside Elementary School, Lakes Elementary School, Meadow Ridge Elementary School	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	Title I Part A	District Title 1 Director, Elementary Building Principals, Elementary Teachers.

Goal 3: All students will be proficient in writing.

Measurable Objective 1:

85% of Fourth, Seventh and Eleventh grade students will demonstrate a proficiency with emphasis on the writing process strand in English Language Arts by 06/01/2022 as measured by M-STEP, MME and District Common Assessments..

Strategy 1:

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

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

Category:

Research Cited: Pathways to the Common Core: Accelerating Achievement

Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, Mary Ehrenworth, Teachers College Reading and Writing Project, Columbia University, Christopher Lehman

District Improvement Plan

Rockford Public Schools

Tier: Tier 1

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - 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. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Continue the use of L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Continued professional development time, possibly during district ½ day PD to strengthen teachers’ understanding of assessment administration, rubric scoring, data collection and aggregation, and using data to drive their writing instruction. <p>Activity 3: Monitoring:</p> <ul style="list-style-type: none"> - 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 books and report cards. <p>Schools: All Schools</p>	Implementation	Tier 1		08/29/2016	06/09/2017	\$0	General Fund	District Writing Committee and Designated Elementary Principals and Teachers

Strategy 2:

Essay and Written Response Alignment - All secondary students will be able to construct a written response in the following styles: argumentative, persuasive, informative, and narrative to match CCSS and M-STEP alignment.

Category: English/Language Arts

Research Cited: Kelly Gallagher, Common Core Institute District Presentation, Kathy Gilbert District Presentation

Tier: Tier 1

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

Rockford Public Schools

<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - 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. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - All content area teachers will emphasize and support the M-STEP writing rubric components when students are required to write in each course. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - 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. <p>Schools: All Schools</p>	Implementa tion	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Secondary Principals and Teachers
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Strategy 3:

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 to increase student achievement in all content areas.

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 - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The gradual Release of Responsibility common instructional model is a shared strategy across all content areas and RPS classrooms. Details of activity implementation for 2016/17 can be located in the district reading and math goals.</p> <p>Schools: All Schools</p>	Getting Ready	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee All RPS Certified Staff

District Improvement Plan

Rockford Public Schools

Measurable Objective 2:

85% of Students with Disabilities students will demonstrate a proficiency with emphasis on the writing process strand in English Language Arts by 06/01/2022 as measured by M-STEP, MME and District Common 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 M-STEP, MME, ACT and/or district Common Assessments.

Category: English/Language Arts

Research Cited: Closing the Achievement Gap: Principles for Improving the Success of All Students. Wendy Schwartz

Tier: Tier 2

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 implementing identified differentiated instructional practices in order to assist individual IEP goals, as well as population trends. Schools: All Schools	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	General Fund	Director of Special Services, Building Principals and Secondary Teachers

Measurable Objective 3:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency with emphasis on the writing process strand in English Language Arts by 06/01/2022 as measured by M-STEP and District Common Assessments .

Strategy 1:

Supplemental Services - Rockford Public Schools provides supplemental services in elementary buildings with Title 1 funds. Supplemental services provide differentiated instruction to students identified as below grade level or not yet mastering the state's standards. Additionally, supplemental services will focus on closing the achievement gap between ED and non-ED students.

Category: English/Language Arts

Research Cited: Closing the Achievement Gap: Principles for Improving the Educational Success of All Students. Wendy Schwartz

Tier: Tier 2

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Rockford Public Schools

RPS teachers will provides differentiated instruction to K-5 students identified as not yet meeting the state standards in writing. This service overlaps with the service provided by Title 1 Literacy specialists and the resources assigned are noted in the district reading goal. Schools: Roguewood Elementary School, Parkside Elementary School, Lakes Elementary School, Meadow Ridge Elementary School	Implementa tion	Tier 2	Implement	08/29/2016	06/09/2017	\$0	Title I Part A	K-5 Teachers
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Goal 4: All students will be proficient in math.

Measurable Objective 1:

85% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency Communicating and Reasoning, Modeling Analysis in Mathematics by 06/01/2022 as measured by M-STEP, Discovery Education and Common Assessments..

Strategy 1:

EM4 - Common Core Alignment - All elementary teachers will participate in the implementation of Everyday Mathematics 4 (EM4), a CCSS based curriculum.

Category:

Research Cited: Everyday Math. McGraw Hill Education

Tier: Tier 1

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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District Improvement Plan

Rockford Public Schools

<p>Activity 1: Getting Ready -Establish a district team to further review current curriculum maps, PBL and the EDM4 program implementation.</p> <p>Activity 2: Implementation - Based on the district team's findings, further revise curriculum maps outlining a scope and sequence of EM4 as well as pursue an action plan to address the content area GAN. - Teachers will participate in professional development as part of two half-day sessions around content greatest areas of need as identified and organized by the district team in the fall and winter.</p> <p>Activity 3: 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.</p> <p>Schools: All Schools</p>	Implementa tion	Tier 1		08/29/2016	06/09/2017	\$0	General Fund	District Math Committee Elementary Math Teachers
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(shared) 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 in order to increase student achievement in all content areas.

Category: Career and College Ready

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

Tier: Tier 1

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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District Improvement Plan

Rockford Public Schools

<p>- 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.</p> <p>- All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement.</p> <p>- 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.</p> <p>- The district will support the professional growth of classroom learning labs and GRR module facilitation team.</p> <p>Schools: All Schools</p>	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	General Fund	Assistant Superintendent of Instruction District Committee Members
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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.</p> <p>- The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts.</p> <p>- The district will offer instructional technology training and support opportunities throughout the school year.</p> <p>- The district will organize yearlong book studies for all certified staff around the following four books:</p> <ul style="list-style-type: none"> - Choice Words: How Our Language Affects Children's Learning – Peter Johnston - Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers - Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols - Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - Talking About Text - Maria Nichols <p>- The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.</p> <p>Schools: All Schools</p>	Implementation	Tier 1		08/29/2016	06/09/2017	\$8000	General Fund	Assistant Superintendent of Instruction District Leadership Committee

District Improvement Plan

Rockford Public Schools

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.</p> <p>- Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.</p> <p>- A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.</p> <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	General Fund	Assistant Superintendent of Curriculum
Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will support the professional growth of classroom learning lab facilitation team in order to promote implementation of gradual release of responsibility. The Title II funding to support this activity is noted in the reading goal.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	\$17030	General Fund	District Curriculum Office Title 2 Coordinator Classroom Learning Lab Facilitator
Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will implement an instructional technology initiative to include teacher training, equipment upgrades, software implementation, and a two year one-to-one student devices implementation plan.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Curriculum Development, Implementation, Direct Instruction, Materials, Technology, Professional Learning	Tier 1	Implement	06/28/2016	06/09/2017	\$0	Other	Assistant Superintendent of Curriculum District Instructional Technology Coordinator District Certified Staff

Measurable Objective 2:

85% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency Communicating and Reasoning, Modeling Analysis in Mathematics by 06/01/2022 as measured by M-STEP, Discovery Education and Common Assessments..

District Improvement Plan

Rockford Public Schools

(shared) Strategy 1:

Problem-Based Learning - 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: Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning

DOI:10.1080/00461520.1991.9653139 Phyllis C. Blumenfeld, Elliot Soloway, Ronald W. Marx, Joseph S. Krajcik, Mark Guzdial & Annemarie Palincsar.

Tier: Tier 1

Activity - Instruction and Investigation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity: Getting Ready</p> <ul style="list-style-type: none"> - 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 to identify summative GAN content standards to address by grade level and compare with Discovery Education results where applicable. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - 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. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - 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. <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Building Principals and District Math Teachers

District Improvement Plan

Rockford Public Schools

(shared) 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 in order to increase student achievement in all content areas.

Category: Career and College Ready

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

Tier: Tier 1

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning labs and GRR module facilitation team. <p>Schools: All Schools</p>	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	General Fund	Assistant Superintendent of Instruction District Committee Members
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<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.</p> <p>- The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts.</p> <p>- The district will offer instructional technology training and support opportunities throughout the school year.</p> <p>- The district will organize yearlong book studies for all certified staff around the following four books:</p> <ul style="list-style-type: none"> - Choice Words: How Our Language Affects Children's Learning – Peter Johnston - Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers - Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols - Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - Talking About Text - Maria Nichols <p>- The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.</p> <p>Schools: All Schools</p>	Implementa tion	Tier 1		08/29/2016	06/09/2017	\$8000	General Fund	Assistant Superinten dent of Instruction District Leadership Committee
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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
<p>- Staff will be surveyed after each professional development session.</p> <p>- Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.</p> <p>- A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.</p> <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	General Fund	Assistant Superinten dent of Curriculum

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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District Improvement Plan

Rockford Public Schools

The district will support the professional growth of classroom learning lab facilitation team in order to promote implementation of gradual release of responsibility. The Title II funding to support this activity is noted in the reading goal. Schools: All Schools	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	\$17030	General Fund	District Curriculum Office Title 2 Coordinator Classroom Learning Lab Facilitator
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Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will implement an instructional technology initiative to include teacher training, equipment upgrades, software implementation, and a two year one-to-one student devices implementation plan. Schools: All Schools	Teacher Collaboration, Curriculum Development, Implementation, Direct Instruction, Materials, Technology, Professional Learning	Tier 1	Implement	06/28/2016	06/09/2017	\$0	Other	Assistant Superintendent of Curriculum District Instructional Technology Coordinator District Certified Staff

(shared) 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: AdvancED "Required Action" from 2014/15 visit

Tier: Tier 2

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

Rockford Public Schools

<p>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.</p> <p>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.</p> <p>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.</p> <p>Schools: All Schools</p>	Implementa tion	Tier 2		08/29/2016	06/09/2017	\$0	General Fund	Building SAT Teams
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Measurable Objective 3:

85% of Students with Disabilities students will demonstrate a proficiency with an emphasis on the identified GAN by grade level in Mathematics by 06/01/2022 as measured by M-STEP, MME and District Common Assessments .

(shared) 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 M-STEP, MME, or ACT.

Category: Mathematics

Research Cited: Differentiating Instruction for Students with Special Needs

by Dr. David J. Chard.

Tier: Tier 2

Activity - SWD - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Rockford Public Schools

Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices including instructional math support for GAN content areas and team teaching arrangements. Schools: All Schools	Implementa tion	Tier 2		08/29/2016	06/09/2017	\$0	General Fund	Director of Special Services and Secondary Special Education Teachers
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Measurable Objective 4:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency with emphasis on the grade level identified GAN in Mathematics by 06/01/2022 as measured by M-STEP, Discovery Education and District Common Assessments.

Strategy 1:

Supplemental Services - Rockford Public Schools will provide supplemental services in elementary buildings with Title 1 funds. Supplemental services provide differentiated instruction to students identified as below grade level or not yet mastering state standards. Additionally, supplemental services will focus on closing the achievement gap between ED students and non- ED students.

Category: Mathematics

Research Cited: Closing the Achievement Gap: Principles for Improving the Educational Success of All Students. ERIC Digest. Author: Wendy Schwartz.

Tier: Tier 2

Activity - Elementary Math Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rockford Public Schools will employ Title 1 math interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet meeting the state standards in math. Schools: Roguewood Elementary School, Parkside Elementary School, Meadow Ridge Elementary School	Direct Instruction	Tier 2		08/29/2016	06/09/2017	\$34620	Title I Part A	District Title 1 Coordinator Building Principals Title 1 math interventionists

Activity - Dreambox	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary teachers will utilize Dreambox software to enhance math intervention instruction. Prior to implementing the software, staff will also participate in a webinar training. Schools: Roguewood Elementary School, Parkside Elementary School, Lakes Elementary School, Meadow Ridge Elementary School	Direct Instruction	Tier 2		08/29/2016	06/09/2017	\$3035	Title I Part A	District Title Coordinator Building Principals Classroom Teachers

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

District Improvement Plan

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Before school Title 1 students will receive snacks and incentives to assist with motivation. Schools: Parkside Elementary School, Meadow Ridge Elementary School	Materials	Tier 2	Implement	08/29/2016	06/09/2017	\$1010	Title I Part A	Building Principals and Title 1 Coordinator
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Activity - Books and Subscriptions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will purchase resources and subscriptions (Reflex and Numbers Sense) to assist with the intervention of students in the area of math. Schools: Roguewood Elementary School, Parkside Elementary School, Lakes Elementary School, Meadow Ridge Elementary School	Academic Support Program	Tier 2	Implement	08/29/2016	08/01/2017	\$4590	Title I Part A	Building Principals

(shared) Strategy 2:

RTI Expansion - Getting Ready:

- The district will establish a professional development curriculum for with a focus on Tier 1 instruction influenced by the differentiated workshop model.

Implementation:

- All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices.

Monitoring:

- Student achievement data will be reviewed during according to the district scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results.
- Staff will be surveyed after each professional development session.

Category: Mathematics

Tier: Tier 2

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

Rockford Public Schools

<p>Getting Ready: - The district will establish a professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model.</p> <p>Implementation: -All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices.</p> <p>Monitoring: - Student achievement data will be reviewed according to the district-scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results. - Staff will be surveyed after each professional development session.</p> <p>Schools: All Schools</p>	Implementa tion	Tier 2	Implement	08/29/2016	06/09/2017	\$0	Special Education	Special Services Director
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Measurable Objective 5:

85% of Eleventh grade students will demonstrate a proficiency with emphasis on the grade level GAN strands in Mathematics by 06/01/2022 as measured by MME..

(shared) Strategy 1:

Problem-Based Learning - 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: Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning

DOI:10.1080/00461520.1991.9653139 Phyllis C. Blumenfeld, Elliot Soloway, Ronald W. Marx, Joseph S. Krajcik, Mark Guzdial & Annemarie Palincsar.

Tier: Tier 1

Activity - Instruction and Investigation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Rockford Public Schools

<p>Activity: Getting Ready</p> <ul style="list-style-type: none"> - 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 to identify summative GAN content standards to address by grade level and compare with Discovery Education results where applicable. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - 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. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - 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. <p>Schools: All Schools</p>	Implementa tion	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Building Principals and District Math Teachers
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(shared) 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 in order to increase student achievement in all content areas.

Category: Career and College Ready

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

Tier: Tier 1

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Rockford Public Schools

<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning labs and GRR module facilitation team. <p>Schools: All Schools</p>	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	General Fund	Assistant Superintendent of Instruction District Committee Members
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> - Choice Words: How Our Language Affects Children's Learning – Peter Johnston - Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers - Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols - Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - Talking About Text - Maria Nichols - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. <p>Schools: All Schools</p>	Implementation	Tier 1		08/29/2016	06/09/2017	\$8000	General Fund	Assistant Superintendent of Instruction District Leadership Committee

District Improvement Plan

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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.</p> <p>- Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process.</p> <p>- A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.</p> <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	General Fund	Assistant Superintendent of Curriculum
Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will support the professional growth of classroom learning lab facilitation team in order to promote implementation of gradual release of responsibility. The Title II funding to support this activity is noted in the reading goal.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	\$17030	General Fund	District Curriculum Office Title 2 Coordinator Classroom Learning Lab Facilitator
Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will implement an instructional technology initiative to include teacher training, equipment upgrades, software implementation, and a two year one-to-one student devices implementation plan.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Curriculum Development, Implementation, Direct Instruction, Materials, Technology, Professional Learning	Tier 1	Implement	06/28/2016	06/09/2017	\$0	Other	Assistant Superintendent of Curriculum District Instructional Technology Coordinator District Certified Staff

(shared) 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.

District Improvement Plan

Rockford Public Schools

Category: Mathematics

Research Cited: AdvancED "Required Action" from 2014/15 visit

Tier: Tier 2

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>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.</p> <p>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.</p> <p>Schools: All Schools</p>	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	General Fund	Building SAT Teams

Goal 5: All students will be proficient in social studies.**Measurable Objective 1:**

85% of Fifth, Eighth and Eleventh grade students will demonstrate a proficiency with emphasis on the discourse (5th) decision making and history (8th and 11th) claims in Social Studies by 06/01/2022 as measured by M-STEP, MME and District Common Assessments. .

District Improvement Plan

Rockford Public Schools

Strategy 1:

Elementary Reading, Writing, and Claim Targeting - All teachers will continue to implement Comprehension Toolkit reading and Lucy Caulkins' writing strategies while the district social studies team assembles and provides additional content recommendations.

Category: Social Studies

Tier: Tier 1

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none">- Existing reading and writing strategies will remain ongoing.- District social studies team members will be identified and a calendar of meeting times will be established with the purpose of reviewing curriculum alignment, future content standard transition steps, and M-STEP achievement data with a focus on the 5th grade GAN claim of Discourse. <p>Activity 2: Implementation</p> <ul style="list-style-type: none">- Teachers will further implement district reading and writing strategies.- District team members will collaborate to identify curriculum priority areas and action plans to address them.- Teachers will participate in professional development, including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none">- District team recommendations will be made for future programming.- Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Elementary Principals and Teachers

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 in order to increase student achievement in all content areas.

Category: Social Studies

District Improvement Plan

Rockford Public Schools

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

Tier: Tier 1

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Gradual Release of Responsibility common instructional model is a shared strategy across all content areas and district classrooms. The activity descriptions can be found under the reading and math goal areas. Schools: All Schools	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Assistant Superintendent of Curriculum District Leadership Committee All Certified Staff

Strategy 3:

Secondary Reading, Writing, and Claim Targeting - All teachers will continue to implement district reading and writing strategies while the district social studies team assembles and provides additional content recommendations with emphasis on the M-STEP GAN claim of Decision Making and History (8th).

Category: Social Studies

Tier: Tier 1

Activity - Implementation and District Curriculum Transition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

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<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Existing reading and writing strategies will remain ongoing. - District social studies team members will be identified and a calendar of meeting times will be established with the purpose of reviewing curriculum alignment, future content standard transition steps, and M-STEP achievement data with a focus on the 5th grade GAN claim of Discourse. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Teachers will further implement district reading and writing strategies. - District team members will collaborate to in identify curriculum priority areas and action plans to address them. - Teachers will participate in professional development, including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. <p>Schools: All Schools</p>	Curriculum Development, Implementation, Direct Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$2500	General Fund	Assistant Superintendent of Curriculum District Social Studies Committee Secondary Social Studies Teachers
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Measurable Objective 2:

85% of Sixth, Ninth and Eleventh grade Students with Disabilities students will demonstrate a proficiency with emphasis on the historical perspective strand in Social Studies by 06/01/2022 as measured by M-STEP, MME and District Common 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 M-STEP, MME, ACT, or District Common Assessments.

Category:

Tier: Tier 2

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The differentiated instruction is a shared strategy across secondary content areas. Therefore, the description of the activities for social studies will follow the same plan as identified in the areas of math, reading and writing. However, instruction will focus on closing the achievement gap between SWD and non-SWD in the area of social studies.</p> <p>Schools: All Schools</p>	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	General Fund	Director of Special Services, Building Principals, Secondary Teachers

District Improvement Plan

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Measurable Objective 3:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency of 85% in Social Studies by 06/01/2022 as measured by M-STEP and District Common Assessments .

Strategy 1:

Supplemental Services - Rockford Public Schools will provide supplemental services in elementary buildings with Title 1 funds. Supplemental services will provide differentiated instruction to students that have not yet mastered state standards and it will emphasize improving informational reading in the area of social studies. The supplemental services will focus on closing the achievement gap between ED and non-ED students.

Category:

Research Cited: Closing the Achievement Gap: Principles for the Educational Success of All Students. Wendy Schwartz.

Tier: Tier 2

Activity - Title 1 Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Title 1 services that will be implemented in the area of social studies focus on improving students' abilities to comprehend informational text. Therefore, the activity descriptions listed in the reading goal are applied to reading across all content areas, including social studies.</p> <p>Schools: Roguewood Elementary School, Parkside Elementary School, Lakes Elementary School, Meadow Ridge Elementary School</p>	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	Title I Part A	Elementary Principals, Elementary Teachers and Identified Title 1 Specialists.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Coach for Upper Elementary	Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.	Implementation	Tier 2		08/29/2016	06/09/2017	\$106633	Assistant Superintendent for Instruction
Implementation	<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 GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> - Choice Words: How Our Language Affects Children's Learning – Peter Johnston - Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers - Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols - Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$9750	Superintendent of Instruction District Leadership Team

Title I Part A

District Improvement Plan

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1 Services	The Title 1 services that will be implemented in the area of social studies focus on improving students' abilities to comprehend informational text. Therefore, the activity descriptions listed in the reading goal are applied to reading across all content areas, including social studies.	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	Elementary Principals, Elementary Teachers and Identified Title 1 Specialists.
Michigan Reading Association	Four teachers will attend the MRA annual conference.	Teacher Collaboration, Professional Learning	Tier 1	Implement	01/02/2017	05/26/2017	\$710	Building Principals and Reading Specialists
Title 1 Services	With an emphasis on improving the students' ability to comprehend informational text in the area of science, the Title 1 services for this goal area are a shared strategy with the district reading goal. Therefore, the supplemental services activities described in the district reading goal can be applied to increasing students' proficiency in the area of science, specifically focusing on comprehending informational text.	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.
K-5 Title 1 Literacy Interventionist	Rockford Public Schools will employ Title 1 interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet mastering state standards in reading.	Implementation	Tier 2		08/29/2016	06/09/2017	\$18012	Classroom teachers will identify the students which could benefit from the services and literacy interventionists will provide supplemental reading instruction
Dreambox	Elementary teachers will utilize Dreambox software to enhance math intervention instruction. Prior to implementing the software, staff will also participate in a webinar training.	Direct Instruction	Tier 2		08/29/2016	06/09/2017	\$3035	District Title Coordinator Building Principals Classroom Teachers

District Improvement Plan

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Differentiated Instruction	RPS teachers will provide differentiated instruction to K-5 students identified as not yet meeting the state standards in writing. This service overlaps with the service provided by Title 1 Literacy specialists and the resources assigned are noted in the district reading goal.	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	K-5 Teachers
Title 1 Literacy Books and Resources	Rockford Public Schools will provide Title 1 supplemental resources to differentiate instruction for identified K-5 students that have not yet met the state standards in reading. Technology resources will include "Read Naturally Live" and will be implemented for intervention purposes.	Implementation	Tier 2		08/29/2016	06/09/2017	\$1506	District Title 1 Coordinator
Summer Tutoring and Supplies	The district will organize a summer tutoring program at a Hillview Apartment Complex to support students' academic progress and overall positive connection to their school.	Academic Support Program, Community Engagement	Tier 2	Implement	06/12/2017	08/25/2017	\$3854	Summer Tutoring Program Coordinators
Incentives	Before school Title 1 students will receive snacks and incentives to assist with motivation.	Materials	Tier 2	Implement	08/29/2016	06/09/2017	\$1010	Building Principals and Title 1 Coordinator
Books and Subscriptions	The district will purchase resources and subscriptions (Reflex and Numbers Sense) to assist with the intervention of students in the area of math.	Academic Support Program	Tier 2	Implement	08/29/2016	08/01/2017	\$4590	Building Principals
Elementary Math Interventionists	Rockford Public Schools will employ Title 1 math interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet meeting the state standards in math.	Direct Instruction	Tier 2		08/29/2016	06/09/2017	\$34620	District Title 1 Coordinator Building Principals Title 1 math interventionists
Literacy Coaches Network	District reading specialists, literacy coaches, and willing reading teachers will attend a KISD literacy coaches network in Grand Rapids. The attendees will collaborate to implement reading comprehension and differentiated instruction for targeted groups.	Professional Learning	Tier 2		08/29/2016	06/09/2017	\$170	District Reading Committee Director
Community Engagement/Summer Tutoring	With the intent to increase engagement and provide summer tutoring for Title 1 students, Rockford Public Schools will organize and host community/parent activities in order to engage the community and parent populations in the interactions of the school and lives of students. Carryover funds will be added in December and we expect the amount to be \$15,000.	Community Engagement	Tier 2		08/29/2016	06/09/2017	\$6284	District Title 1 Coordinator Building Principals

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Homeless Student Support	The district employs a homeless liaison in an effort to support district students in non Title buildings.	Academic Support Program, Behavioral Support Program	Tier 3	Implement	08/29/2016	06/09/2017	\$2000	District Special Services Director District Homeless Liaison
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Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Expansion	<ul style="list-style-type: none"> - The district will train 6th grade teachers about the process of RTI as well as concepts of Tier 1 instruction. - The district will employ a paraprofessional to support students that need additional intervention. - The district will establish an RTI calendar for 6th grade data review. - The district will purchase Read 180 intervention software to support students that need additional intervention. - The district will review year one practices and student achievement as well as plan for future implementation. 	Implementation, Direct Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$55700	Special Services Director RTI Trainers 6th Grade Certified Staff
Classroom Learning Labs	Elementary and Secondary: The district will increase the utilization of classroom learning labs to support Gradual Release focus areas across all subjects. Classroom learning lab facilitators will be lead by a Rockford Literacy Coach.	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	\$5650	District Curriculum Office Classroom Learning Lab Facilitators and Supervisor

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Implementation	<p>Getting Ready:</p> <ul style="list-style-type: none"> - The district will establish a professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model. <p>Implementation:</p> <ul style="list-style-type: none"> -All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices. <p>Monitoring:</p> <ul style="list-style-type: none"> - Student achievement data will be reviewed according to the district-scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results. - Staff will be surveyed after each professional development session. 	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	Special Services Director
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2	Implement	08/29/2016	06/09/2017	\$89925	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals
Instructional Technology Integration	The district will implement an instructional technology initiative to include teacher training, hardware purchases, software upgrades, and a two year one-to-one student transition plan.	Teacher Collaboration, Curriculum Development, Implementation, Technology, Professional Learning	Tier 1	Implement	06/13/2016	06/09/2017	\$0	Assistant Superintendent for Curriculum District Instructional Technology Coordinator Certified Staff

District Improvement Plan

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Instructional Technology Integration	The district will implement an instructional technology initiative to include teacher training, equipment upgrades, software implementation, and a two year one-to-one student devices implementation plan.	Teacher Collaboration, Curriculum Development, Implementation, Direct Instruction, Materials, Technology, Professional Learning	Tier 1	Implement	06/28/2016	06/09/2017	\$0	Assistant Superintendent of Curriculum District Instructional Technology Coordinator District Certified Staff
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Maintain, Learn, and Implement	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - 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. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Teachers will continue to implement Comprehension Toolkit and Lucy Caulkins' Writing Workshop Strategies. - District team members will participate in STEM and Van Andel Institute of Learning opportunities throughout the year. - Teachers will participate in professional development, including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. - Teachers will further implement inquiry-based instruction aligned to NGSS content standards. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - District team recommendations will be made for future programming including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Teacher Collaboration, Curriculum Development, Implementation, Direct Instruction	Tier 1	Implement	06/28/2016	06/09/2017	\$0	Assistant Superintendent of Curriculum District Science Committee Elementary Teachers

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<p>Embedding Knowledge into Practice</p>	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. -The district will support the professional growth of classroom learning labs and GRR module facilitation team. 	<p>Getting Ready</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Assistant Superintendent of Instruction District Leadership Committee</p>
<p>Implementation</p>	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - New elementary teachers will be provided Comprehension Toolkit materials and training. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Teachers will continue to implement the Comprehension Toolkit strategies across all content areas. - The district will increase the utilization of classroom learning labs to support best reading instruction practices across all content areas. - Teachers will participate in two half-days of PD choice workshops targeted at the content area GAN of research and inquiry. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Formative and summative student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry." 	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Elementary and Middle School Principals and Teachers</p>

District Improvement Plan

Rockford Public Schools

Maintain and Target	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - 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. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - 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. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - 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. 	Implementa tion	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Building Principals and All Secondary Teachers
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Learning Labs	Elementary and Secondary: The district will increase the utilization of classroom learning labs to support Gradual Release focus areas across all subjects. Classroom learning lab facilitators will be lead by a Rockford Literacy Coach.	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	\$17030	District Curriculum Office Classroom Learning Lab Facilitators and Supervisor

District Improvement Plan

Rockford Public Schools

Embedding Knowledge into Practice	The Gradual Release of Responsibility is a shared strategy across all content areas and district classrooms. The details for the district activities related to GRR are listed in the math and reading goal areas of the 2016/17 district improvement plan.	Direct Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Assistant Superintendent of Curriculum District Leadership Team All RPS Certified Staff
Monitoring	<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Assistant Superintendent of Curriculum
Implementation and District Curriculum Transition	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - 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 M-STEP GAN Claim of Earth Science (7th) and Chemistry and Physics (11th). <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - District team members will participate in STEM and Van Andel Institute of Learning opportunities throughout the year. - Teachers will participate in professional development, including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. - Teachers will further implement inquiry-based instruction aligned to NGSS content standards. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - District team recommendations will be made for future programming, including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Teacher Collaboration, Curriculum Development, Implementation, Direct Instruction, Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	\$10000	Assistant Superintendent of Curriculum District Science Team District Science Teachers
Expansion of RTI	With the input of staff, a district committee will continue to review the effectiveness and efficiency of current RTI practices.	Professional Learning	Tier 2	Getting Ready	08/29/2016	06/09/2017	\$0	District Response to Intervention Committee

District Improvement Plan

Rockford Public Schools

Instruction - Maintain	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - 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. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - All content area teachers will emphasize and support the M-STEP writing rubric components when students are required to write in each course. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - 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. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Secondary Principals and Teachers
SWD - Differentiated Instruction	Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices including instructional math support for GAN content areas and team teaching arrangements.	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	Director of Special Services and Secondary Special Education Teachers
Implementation	Special education and team teachers will participate in implementing identified differentiated instructional practices in order to assist individual IEP goals, as well as population trends.	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	Director of Special Services, Building Principals and Secondary Teachers

District Improvement Plan

Rockford Public Schools

<p>Implementation</p>	<p>Activity 1: Getting Ready - Existing reading and writing strategies will remain ongoing. - District social studies team members will be identified and a calendar of meeting times will be established with the purpose of reviewing curriculum alignment, future content standard transition steps, and M-STEP achievement data with a focus on the 5th grade GAN claim of Discourse.</p> <p>Activity 2: Implementation - Teachers will further implement district reading and writing strategies. - District team members will collaborate to identify curriculum priority areas and action plans to address them. - Teachers will participate in professional development, including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team.</p> <p>Activity 3: Monitoring - District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.</p>	<p>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Elementary Principals and Teachers</p>
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District Improvement Plan

Rockford Public Schools

Implementation	<p>Activity 1: Getting Ready- The district will develop a data protocol for common assessment and state data. The district will incorporate a data protocol and content area GAN identification and targeting during two half-day PD sessions in the fall and winter.</p> <p>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.</p> <p>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.</p>	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$5000	District Data Committee Building and District Student Assistance Teams
Instruction	Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementation		Implement	08/29/2016	06/09/2017	\$0	Director of Special Services, Building Principals and Special Education Team Teachers

District Improvement Plan

Rockford Public Schools

Implementation	<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> - Choice Words: How Our Language Affects Children's Learning – Peter Johnston - Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers - Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols - Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - Talking About Text - Maria Nichols - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1		08/29/2016	06/09/2017	\$8000	Assistant Superintendent of Instruction District Leadership Committee
Assess and Plan	<p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Assistant Superintendent of Instruction District Leadership Committee
Embedding Knowledge into Practice	<p>The Gradual Release of Responsibility common instructional model is a shared strategy across all content areas and district classrooms. The activity descriptions can be found under the reading and math goal areas.</p>	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Assistant Superintendent of Curriculum District Leadership Committee All Certified Staff

District Improvement Plan

Rockford Public Schools

<p>Instruction and Investigation</p>	<p>Activity: 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 to identify summative GAN content standards to address by grade level and compare with Discovery Education results where applicable.</p> <p>Activity 2: 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.</p> <p>Activity 3: 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.</p>	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Building Principals and District Math Teachers</p>
<p>Monitoring</p>	<p>Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.</p>	<p>Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Director of Special Services, Building Principals and Special Education Teachers</p>
<p>Instruction</p>	<p>The differentiated instruction is a shared strategy across secondary content areas. Therefore, the description of the activities for social studies will follow the same plan as identified in the areas of math, reading and writing. However, instruction will focus on closing the achievement gap between SWD and non-SWD in the area of social studies.</p>	<p>Implementation</p>	<p>Tier 2</p>		<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Director of Special Services, Building Principals, Secondary Teachers</p>

District Improvement Plan

Rockford Public Schools

<p>Implementation</p>	<p>Activity 1: 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.</p> <p>Activity 2: Implementation - Continue the use of L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Continued professional development time, possibly during district ½ day PD to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and aggregation, and using data to drive their writing instruction.</p> <p>Activity 3: 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 books and report cards.</p>	<p>Implementa tion</p>	<p>Tier 1</p>		<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>District Writing Committee and Designated Elementary Principals and Teachers</p>
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District Improvement Plan

Rockford Public Schools

Implementation	<p>Activity 1: Getting Ready -Establish a district team to further review current curriculum maps, PBL and the EDM4 program implementation.</p> <p>Activity 2: Implementation - Based on the district team’s findings, further revise curriculum maps outlining a scope and sequence of EM4 as well as pursue an action plan to address the content area GAN. - Teachers will participate in professional development as part of two half-day sessions around content greatest areas of need as identified and organized by the district team in the fall and winter.</p> <p>Activity 3: 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.</p>	Implementation	Tier 1		08/29/2016	06/09/2017	\$0	District Math Committee Elementary Math Teachers
Implementation	<p>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.</p> <p>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.</p> <p>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.</p>	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	Building SAT Teams

District Improvement Plan

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Implementation and Expansion	The district will support the existing RTI practices, as well as provide professional development with the vehicle of classroom learning labs for staff participating for the first time.	Professional Learning	Tier 2		08/29/2016	06/09/2017	\$0	District RTI Committee Building Principals Grade Level Teachers
RTI Expansion	<ul style="list-style-type: none"> - The district will train 6th grade teachers about the process of RTI as well as concepts of Tier 1 instruction. - The district will employ a paraprofessional to support students that need additional intervention. - The district will establish an RTI calendar for 6th grade data review. - The district will purchase Read 180 intervention software to support students that need additional intervention. - The district will review year one practices and student achievement as well as plan for future implementation. 	Implementation, Direct Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$1500	Special Services Director RTI Trainers 6th Grade Certified Staff
Embedding Knowledge into Practice	The gradual Release of Responsibility common instructional model is a shared strategy across all content areas and RPS classrooms. Details of activity implementation for 2016/17 can be located in the district reading and math goals.	Getting Ready	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Assistant Superintendent of Instruction District Leadership Committee All RPS Certified Staff
Classroom Learning Labs	The district will support the professional growth of classroom learning lab facilitation team in order to promote implementation of gradual release of responsibility. The Title II funding to support this activity is noted in the reading goal.	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	\$17030	District Curriculum Office Title 2 Coordinator Classroom Learning Lab Facilitator
Monitoring	The implementation and effectiveness of the strategy will be measured in the following ways: Number of staff members that participated in the professional development, number of students that received services as a result of the programming, teacher survey/input regarding suggestions for increased effectiveness, overall building student achievement data using common assessments, Discovery Education, RTI universal screening data, progress monitoring, and state testing measures.	Monitor	Tier 2		08/29/2016	06/09/2017	\$0	District RTI Committee Building Principals and Classroom Teachers

District Improvement Plan

Rockford Public Schools

<p>Embedding Knowledge into Practice</p>	<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning labs and GRR module facilitation team. 	<p>Getting Ready</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Assistant Superintendent of Instruction District Committee Members</p>
<p>Implementation and District Curriculum Transition</p>	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Existing reading and writing strategies will remain ongoing. - District social studies team members will be identified and a calendar of meeting times will be established with the purpose of reviewing curriculum alignment, future content standard transition steps, and M-STEP achievement data with a focus on the 5th grade GAN claim of Discourse. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Teachers will further implement district reading and writing strategies. - District team members will collaborate to identify curriculum priority areas and action plans to address them. - Teachers will participate in professional development, including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	<p>Curriculum Development, Implementation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$2500</p>	<p>Assistant Superintendent of Curriculum District Social Studies Committee Secondary Social Studies Teachers</p>

District Improvement Plan

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Instruction	The differentiated instruction is a shared strategy among all content areas. Therefore, the activities described in the district reading, math and writing goals will be followed in the area of science with the intent of closing the achievement gap between SWD and non-SWD students.	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	Special Services Director, Building Principals and Secondary Teachers
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Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction and Investigation	<p>Activity: Getting Ready</p> <ul style="list-style-type: none"> - 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 to identify summative GAN content standards to address by grade level and compare with Discovery Education results where applicable. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - 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. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - 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. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Building Principals and District Math Teachers

District Improvement Plan

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SWD - Differentiated Instruction	Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices including instructional math support for GAN content areas and team teaching arrangements.	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	Director of Special Services and Secondary Special Education Teachers
Implementation	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - New elementary teachers will be provided Comprehension Toolkit materials and training. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Teachers will continue to implement the Comprehension Toolkit strategies across all content areas. - The district will increase the utilization of classroom learning labs to support best reading instruction practices across all content areas. - Teachers will participate in two half-days of PD choice workshops targeted at the content area GAN of research and inquiry. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Formative and summative student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry." 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Elementary and Middle School Principals and Teachers

District Improvement Plan

Rockford Public Schools

Maintain and Target	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - 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. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - 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. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - 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. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Building Principals and All Secondary Teachers
Instruction	Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementation		Implement	08/29/2016	06/09/2017	\$0	Director of Special Services, Building Principals and Special Education Team Teachers
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	08/29/2016	06/09/2017	\$0	Director of Special Services, Building Principals and Special Education Teachers

District Improvement Plan

Rockford Public Schools

<p>Implementation</p>	<p>Activity 1: 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.</p> <p>Activity 2: Implementation - Continue the use of L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Continued professional development time, possibly during district ½ day PD to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and aggregation, and using data to drive their writing instruction.</p> <p>Activity 3: 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 books and report cards.</p>	<p>Implementa tion</p>	<p>Tier 1</p>		<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>District Writing Committee and Designated Elementary Principals and Teachers</p>
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District Improvement Plan

Rockford Public Schools

<p>Instruction - Maintain</p>	<p>Activity 1: Getting Ready - English teachers in each building will collaborate to review the M-STEP writing rubrics. - English teachers will identify a consistent scope and sequence 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.</p> <p>Activity 2: Implementation - All content area teachers will emphasize and support the M-STEP writing rubric components when students are required to write in each course.</p> <p>Activity 3: 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.</p>	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Secondary Principals and Teachers</p>
<p>Implementation</p>	<p>Special education and team teachers will participate in implementing identified differentiated instructional practices in order to assist individual IEP goals, as well as population trends.</p>	<p>Implementation</p>	<p>Tier 2</p>		<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Director of Special Services, Building Principals and Secondary Teachers</p>

District Improvement Plan

Rockford Public Schools

Implementation	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Existing reading and writing strategies will remain ongoing. - District social studies team members will be identified and a calendar of meeting times will be established with the purpose of reviewing curriculum alignment, future content standard transition steps, and M-STEP achievement data with a focus on the 5th grade GAN claim of Discourse. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Teachers will further implement district reading and writing strategies. - District team members will collaborate to identify curriculum priority areas and action plans to address them. - Teachers will participate in professional development, including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Elementary Principals and Teachers
Instruction	The differentiated instruction is a shared strategy across secondary content areas. Therefore, the description of the activities for social studies will follow the same plan as identified in the areas of math, reading and writing. However, instruction will focus on closing the achievement gap between SWD and non-SWD in the area of social studies.	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	Director of Special Services, Building Principals, Secondary Teachers
Instruction	The differentiated instruction is a shared strategy among all content areas. Therefore, the activities described in the district reading, math and writing goals will be followed in the area of science with the intent of closing the achievement gap between SWD and non-SWD students.	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	Special Services Director, Building Principals and Secondary Teachers

District Improvement Plan

Rockford Public Schools

<p>Embedding Knowledge into Practice</p>	<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning labs and GRR module facilitation team. 	<p>Getting Ready</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Assistant Superintendent of Instruction District Committee Members</p>
<p>Implementation</p>	<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> - Choice Words: How Our Language Affects Children's Learning – Peter Johnston - Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers - Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols - Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - Talking About Text - Maria Nichols - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	<p>Implementation</p>	<p>Tier 1</p>		<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$8000</p>	<p>Assistant Superintendent of Instruction District Leadership Committee</p>

District Improvement Plan

Rockford Public Schools

Monitoring	<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Assistant Superintendent of Curriculum
Embedding Knowledge into Practice	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. -The district will support the professional growth of classroom learning labs and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Assistant Superintendent of Instruction District Leadership Committee

District Improvement Plan

Rockford Public Schools

Implementation	<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 GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> - Choice Words: How Our Language Affects Children's Learning – Peter Johnston - Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers - Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols - Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$9750	Superintendent of Instruction District Leadership Team
Assess and Plan	<p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Assistant Superintendent of Instruction District Leadership Committee

District Improvement Plan

Rockford Public Schools

Implementation	<p>Activity 1: Getting Ready- The district will develop a data protocol for common assessment and state data. The district will incorporate a data protocol and content area GAN identification and targeting during two half-day PD sessions in the fall and winter.</p> <p>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.</p> <p>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.</p>	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$5000	District Data Committee Building and District Student Assistance Teams
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District Improvement Plan

Rockford Public Schools

Implementation	<p>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.</p> <p>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.</p> <p>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.</p>	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	Building SAT Teams
Expansion of RTI	With the input of staff, a district committee will continue to review the effectiveness and efficiency of current RTI practices.	Professional Learning	Tier 2	Getting Ready	08/29/2016	06/09/2017	\$0	District Response to Intervention Committee
Implementation and Expansion	The district will support the existing RTI practices, as well as provide professional development with the vehicle of classroom learning labs for staff participating for the first time.	Professional Learning	Tier 2		08/29/2016	06/09/2017	\$0	District RTI Committee Building Principals Grade Level Teachers

District Improvement Plan

Rockford Public Schools

Monitoring	The implementation and effectiveness of the strategy will be measured in the following ways: Number of staff members that participated in the professional development, number of students that received services as a result of the programming, teacher survey/input regarding suggestions for increased effectiveness, overall building student achievement data using common assessments, Discovery Education, RTI universal screening data, progress monitoring, and state testing measures.	Monitor	Tier 2		08/29/2016	06/09/2017	\$0	District RTI Committee Building Principals and Classroom Teachers
Embedding Knowledge into Practice	The gradual Release of Responsibility common instructional model is a shared strategy across all content areas and RPS classrooms. Details of activity implementation for 2016/17 can be located in the district reading and math goals.	Getting Ready	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Assistant Superintendent of Instruction District Leadership Committee All RPS Certified Staff
Embedding Knowledge into Practice	The Gradual Release of Responsibility common instructional model is a shared strategy across all content areas and district classrooms. The activity descriptions can be found under the reading and math goal areas.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Assistant Superintendent of Curriculum District Leadership Committee All Certified Staff
Embedding Knowledge into Practice	The Gradual Release of Responsibility is a shared strategy across all content areas and district classrooms. The details for the district activities related to GRR are listed in the math and reading goal areas of the 2016/17 district improvement plan.	Direct Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Assistant Superintendent of Curriculum District Leadership Team All RPS Certified Staff

District Improvement Plan

Rockford Public Schools

Implementation	<p>Activity 1: Getting Ready -Establish a district team to further review current curriculum maps, PBL and the EDM4 program implementation.</p> <p>Activity 2: Implementation - Based on the district team’s findings, further revise curriculum maps outlining a scope and sequence of EM4 as well as pursue an action plan to address the content area GAN. - Teachers will participate in professional development as part of two half-day sessions around content greatest areas of need as identified and organized by the district team in the fall and winter.</p> <p>Activity 3: 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.</p>	Implementation	Tier 1		08/29/2016	06/09/2017	\$0	District Math Committee Elementary Math Teachers
Classroom Learning Labs	The district will support the professional growth of classroom learning lab facilitation team in order to promote implementation of gradual release of responsibility. The Title II funding to support this activity is noted in the reading goal.	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	\$17030	District Curriculum Office Title 2 Coordinator Classroom Learning Lab Facilitator
Classroom Learning Labs	Elementary and Secondary: The district will increase the utilization of classroom learning labs to support Gradual Release focus areas across all subjects. Classroom learning lab facilitators will be lead by a Rockford Literacy Coach.	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	\$22680	District Curriculum Office Classroom Learning Lab Facilitators and Supervisor

District Improvement Plan

Rockford Public Schools

Implementation	<p>Getting Ready:</p> <ul style="list-style-type: none"> - The district will establish a professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model. <p>Implementation:</p> <ul style="list-style-type: none"> -All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices. <p>Monitoring:</p> <ul style="list-style-type: none"> - Student achievement data will be reviewed according to the district-scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results. - Staff will be surveyed after each professional development session. 	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	Special Services Director
Maintain, Learn, and Implement	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - 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. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Teachers will continue to implement Comprehension Toolkit and Lucy Caulkins' Writing Workshop Strategies. - District team members will participate in STEM and Van Andel Institute of Learning opportunities throughout the year. - Teachers will participate in professional development, including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. - Teachers will further implement inquiry-based instruction aligned to NGSS content standards. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - District team recommendations will be made for future programming including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Teacher Collaboration, Curriculum Development, Implementation, Direct Instruction	Tier 1	Implement	06/28/2016	06/09/2017	\$0	Assistant Superintendent of Curriculum District Science Committee Elementary Teachers

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Rockford Public Schools

<p>Implementation and District Curriculum Transition</p>	<p>Activity 1: 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 M-STEP GAN Claim of Earth Science (7th) and Chemistry and Physics (11th).</p> <p>Activity 2: Implementation - District team members will participate in STEM and Van Andel Institute of Learning opportunities throughout the year. - Teachers will participate in professional development, including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. - Teachers will further implement inquiry-based instruction aligned to NGSS content standards.</p> <p>Activity 3: 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.</p>	<p>Teacher Collaboration, Curriculum Development, Implementation, Direct Instruction, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$10000</p>	<p>Assistant Superintendent of Curriculum District Science Team District Science Teachers</p>
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District Improvement Plan

Rockford Public Schools

<p>Implementation and District Curriculum Transition</p>	<p>Activity 1: Getting Ready - Existing reading and writing strategies will remain ongoing. - District social studies team members will be identified and a calendar of meeting times will be established with the purpose of reviewing curriculum alignment, future content standard transition steps, and M-STEP achievement data with a focus on the 5th grade GAN claim of Discourse.</p> <p>Activity 2: Implementation - Teachers will further implement district reading and writing strategies. - District team members will collaborate to identify curriculum priority areas and action plans to address them. - Teachers will participate in professional development, including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team.</p> <p>Activity 3: Monitoring - District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.</p>	<p>Curriculum Development, Implementation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$2500</p>	<p>Assistant Superintendent of Curriculum District Social Studies Committee Secondary Social Studies Teachers</p>
<p>Homeless Student Support</p>	<p>The district employs a homeless liaison in an effort to support district students in non Title buildings.</p>	<p>Academic Support Program, Behavioral Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$2000</p>	<p>District Special Services Director District Homeless Liaison</p>
<p>Instructional Technology Integration</p>	<p>The district will implement an instructional technology initiative to include teacher training, equipment upgrades, software implementation, and a two year one-to-one student devices implementation plan.</p>	<p>Teacher Collaboration, Curriculum Development, Implementation, Direct Instruction, Materials, Technology, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/28/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Assistant Superintendent of Curriculum District Instructional Technology Coordinator District Certified Staff</p>

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Instructional Technology Integration	The district will implement an instructional technology initiative to include teacher training, hardware purchases, software upgrades, and a two year one-to-one student transition plan.	Teacher Collaboration, Curriculum Development, Implementation, Technology, Professional Learning	Tier 1	Implement	06/13/2016	06/09/2017	\$0	Assistant Superintendent for Curriculum District Instructional Technology Coordinator Certified Staff
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Valley View Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Coach for Upper Elementary	Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.	Implementation	Tier 2		08/29/2016	06/09/2017	\$106633	Assistant Superintendent for Instruction
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2	Implement	08/29/2016	06/09/2017	\$89925	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals

Roguewood Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Coach for Upper Elementary	Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.	Implementation	Tier 2		08/29/2016	06/09/2017	\$106633	Assistant Superintendent for Instruction

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Rockford Public Schools

Title 1 Literacy Books and Resources	Rockford Public Schools will provide Title 1 supplemental resources to differentiate instruction for identified K-5 students that have not yet met the state standards in reading. Technology resources will include "Read Naturally Live" and will be implemented for intervention purposes.	Implementation	Tier 2		08/29/2016	06/09/2017	\$1506	District Title 1 Coordinator
Differentiated Instruction	RPS teachers will provides differentiated instruction to K-5 students identified as not yet meeting the state standards in writing. This service overlaps with the service provided by Title 1 Literacy specialists and the resources assigned are noted in the district reading goal.	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	K-5 Teachers
Title 1 Services	The Title 1 services that will be implemented in the area of social studies focus on improving students' abilities to comprehend informational text. Therefore, the activity descriptions listed in the reading goal are applied to reading across all content areas, including social studies.	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	Elementary Principals, Elementary Teachers and Identified Title 1 Specialists.
Title 1 Services	With an emphasis on improving the students' ability to comprehend informational text in the area of science, the Title 1 services for this goal area are a shared strategy with the district reading goal. Therefore, the supplemental services activities described in the district reading goal can be applied to increasing students' proficiency in the area of science, specifically focusing on comprehending informational text.	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.
Elementary Math Interventionists	Rockford Public Schools will employ Title 1 math interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet meeting the state standards in math.	Direct Instruction	Tier 2		08/29/2016	06/09/2017	\$34620	District Title 1 Coordinator Building Principals Title 1 math intervention ists
Community Engagement/Summer Tutoring	With the intent to increase engagement and provide summer tutoring for Title 1 students, Rockford Public Schools will organize and host community/parent activities in order to engage the community and parent populations in the interactions of the school and lives of students. Carryover funds will be added in December and we expect the amount to be \$15,000.	Community Engagement	Tier 2		08/29/2016	06/09/2017	\$6284	District Title 1 Coordinator Building Principals

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Dreambox	Elementary teachers will utilize Dreambox software to enhance math intervention instruction. Prior to implementing the software, staff will also participate in a webinar training.	Direct Instruction	Tier 2		08/29/2016	06/09/2017	\$3035	District Title Coordinator Building Principals Classroom Teachers
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2	Implement	08/29/2016	06/09/2017	\$89925	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals
Michigan Reading Association	Four teachers will attend the MRA annual conference.	Teacher Collaboration, Professional Learning	Tier 1	Implement	01/02/2017	05/26/2017	\$710	Building Principals and Reading Specialists
Books and Subscriptions	The district will purchase resources and subscriptions (Reflex and Numbers Sense) to assist with the intervention of students in the area of math.	Academic Support Program	Tier 2	Implement	08/29/2016	08/01/2017	\$4590	Building Principals

Rockford Spanish Immersion

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Coach for Upper Elementary	Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.	Implementation	Tier 2		08/29/2016	06/09/2017	\$106633	Assistant Superintendent for Instruction

Parkside Elementary School

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

Rockford Public Schools

K-5 Title 1 Literacy Interventionist	Rockford Public Schools will employ Title 1 interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet mastering state standards in reading.	Implementation	Tier 2		08/29/2016	06/09/2017	\$18012	Classroom teachers will identify the students which could benefit from the services and literacy interventionists will provide supplemental reading instruction
Literacy Coach for Upper Elementary	Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.	Implementation	Tier 2		08/29/2016	06/09/2017	\$106633	Assistant Superintendent for Instruction
Title 1 Literacy Books and Resources	Rockford Public Schools will provide Title 1 supplemental resources to differentiate instruction for identified K-5 students that have not yet met the state standards in reading. Technology resources will include "Read Naturally Live" and will be implemented for intervention purposes.	Implementation	Tier 2		08/29/2016	06/09/2017	\$1506	District Title 1 Coordinator
Differentiated Instruction	RPS teachers will provides differentiated instruction to K-5 students identified as not yet meeting the state standards in writing. This service overlaps with the service provided by Title 1 Literacy specialists and the resources assigned are noted in the district reading goal.	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	K-5 Teachers
Title 1 Services	The Title 1 services that will be implemented in the area of social studies focus on improving students' abilities to comprehend informational text. Therefore, the activity descriptions listed in the reading goal are applied to reading across all content areas, including social studies.	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	Elementary Principals, Elementary Teachers and Identified Title 1 Specialists.

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Title 1 Services	With an emphasis on improving the students' ability to comprehend informational text in the area of science, the Title 1 services for this goal area are a shared strategy with the district reading goal. Therefore, the supplemental services activities described in the district reading goal can be applied to increasing students' proficiency in the area of science, specifically focusing on comprehending informational text.	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.
Elementary Math Interventionists	Rockford Public Schools will employ Title 1 math interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet meeting the state standards in math.	Direct Instruction	Tier 2		08/29/2016	06/09/2017	\$34620	District Title 1 Coordinator Building Principals Title 1 math interventionists
Community Engagement/Summer Tutoring	With the intent to increase engagement and provide summer tutoring for Title 1 students, Rockford Public Schools will organize and host community/parent activities in order to engage the community and parent populations in the interactions of the school and lives of students. Carryover funds will be added in December and we expect the amount to be \$15,000.	Community Engagement	Tier 2		08/29/2016	06/09/2017	\$6284	District Title 1 Coordinator Building Principals
Dreambox	Elementary teachers will utilize Dreambox software to enhance math intervention instruction. Prior to implementing the software, staff will also participate in a webinar training.	Direct Instruction	Tier 2		08/29/2016	06/09/2017	\$3035	District Title Coordinator Building Principals Classroom Teachers
Incentives	Before school Title 1 students will receive snacks and incentives to assist with motivation.	Materials	Tier 2	Implement	08/29/2016	06/09/2017	\$1010	Building Principals and Title 1 Coordinator
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2	Implement	08/29/2016	06/09/2017	\$89925	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals
Summer Tutoring and Supplies	The district will organize a summer tutoring program at a Hillview Apartment Complex to support students' academic progress and overall positive connection to their school.	Academic Support Program, Community Engagements	Tier 2	Implement	06/12/2017	08/25/2017	\$3854	Summer Tutoring Program Coordinators

District Improvement Plan

Rockford Public Schools

Michigan Reading Association	Four teachers will attend the MRA annual conference.	Teacher Collaboration, Professional Learning	Tier 1	Implement	01/02/2017	05/26/2017	\$710	Building Principals and Reading Specialists
Books and Subscriptions	The district will purchase resources and subscriptions (Reflex and Numbers Sense) to assist with the intervention of students in the area of math.	Academic Support Program	Tier 2	Implement	08/29/2016	08/01/2017	\$4590	Building Principals

North Rockford Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2	Implement	08/29/2016	06/09/2017	\$89925	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals
RTI Expansion	<ul style="list-style-type: none"> - The district will train 6th grade teachers about the process of RTI as well as concepts of Tier 1 instruction. - The district will employ a paraprofessional to support students that need additional intervention. - The district will establish an RTI calendar for 6th grade data review. - The district will purchase Read 180 intervention software to support students that need additional intervention. - The district will review year one practices and student achievement as well as plan for future implementation. 	Implementation, Direct Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$57200	Special Services Director RTI Trainers 6th Grade Certified Staff

Meadow Ridge Elementary School

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

Rockford Public Schools

K-5 Title 1 Literacy Interventionist	Rockford Public Schools will employ Title 1 interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet mastering state standards in reading.	Implementation	Tier 2		08/29/2016	06/09/2017	\$18012	Classroom teachers will identify the students which could benefit from the services and literacy interventionists will provide supplemental reading instruction
Literacy Coach for Upper Elementary	Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.	Implementation	Tier 2		08/29/2016	06/09/2017	\$106633	Assistant Superintendent for Instruction
Literacy Coaches Network	District reading specialists, literacy coaches, and willing reading teachers will attend a KISD literacy coaches network in Grand Rapids. The attendees will collaborate to implement reading comprehension and differentiated instruction for targeted groups.	Professional Learning	Tier 2		08/29/2016	06/09/2017	\$170	District Reading Committee Director
Title 1 Literacy Books and Resources	Rockford Public Schools will provide Title 1 supplemental resources to differentiate instruction for identified K-5 students that have not yet met the state standards in reading. Technology resources will include "Read Naturally Live" and will be implemented for intervention purposes.	Implementation	Tier 2		08/29/2016	06/09/2017	\$1506	District Title 1 Coordinator
Differentiated Instruction	RPS teachers will provides differentiated instruction to K-5 students identified as not yet meeting the state standards in writing. This service overlaps with the service provided by Title 1 Literacy specialists and the resources assigned are noted in the district reading goal.	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	K-5 Teachers
Title 1 Services	The Title 1 services that will be implemented in the area of social studies focus on improving students' abilities to comprehend informational text. Therefore, the activity descriptions listed in the reading goal are applied to reading across all content areas, including social studies.	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	Elementary Principals, Elementary Teachers and Identified Title 1 Specialists.

District Improvement Plan

Rockford Public Schools

Title 1 Services	With an emphasis on improving the students' ability to comprehend informational text in the area of science, the Title 1 services for this goal area are a shared strategy with the district reading goal. Therefore, the supplemental services activities described in the district reading goal can be applied to increasing students' proficiency in the area of science, specifically focusing on comprehending informational text.	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.
Elementary Math Interventionists	Rockford Public Schools will employ Title 1 math interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet meeting the state standards in math.	Direct Instruction	Tier 2		08/29/2016	06/09/2017	\$34620	District Title 1 Coordinator Building Principals Title 1 math interventionists
Community Engagement/Summer Tutoring	With the intent to increase engagement and provide summer tutoring for Title 1 students, Rockford Public Schools will organize and host community/parent activities in order to engage the community and parent populations in the interactions of the school and lives of students. Carryover funds will be added in December and we expect the amount to be \$15,000.	Community Engagement	Tier 2		08/29/2016	06/09/2017	\$6284	District Title 1 Coordinator Building Principals
Dreambox	Elementary teachers will utilize Dreambox software to enhance math intervention instruction. Prior to implementing the software, staff will also participate in a webinar training.	Direct Instruction	Tier 2		08/29/2016	06/09/2017	\$3035	District Title Coordinator Building Principals Classroom Teachers
Incentives	Before school Title 1 students will receive snacks and incentives to assist with motivation.	Materials	Tier 2	Implement	08/29/2016	06/09/2017	\$1010	Building Principals and Title 1 Coordinator
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2	Implement	08/29/2016	06/09/2017	\$89925	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals
Summer Tutoring and Supplies	The district will organize a summer tutoring program at a Hillview Apartment Complex to support students' academic progress and overall positive connection to their school.	Academic Support Program, Community Engagements	Tier 2	Implement	06/12/2017	08/25/2017	\$3854	Summer Tutoring Program Coordinators

District Improvement Plan

Rockford Public Schools

Michigan Reading Association	Four teachers will attend the MRA annual conference.	Teacher Collaboration, Professional Learning	Tier 1	Implement	01/02/2017	05/26/2017	\$710	Building Principals and Reading Specialists
Books and Subscriptions	The district will purchase resources and subscriptions (Reflex and Numbers Sense) to assist with the intervention of students in the area of math.	Academic Support Program	Tier 2	Implement	08/29/2016	08/01/2017	\$4590	Building Principals

Lakes Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Coach for Upper Elementary	Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.	Implementation	Tier 2		08/29/2016	06/09/2017	\$106633	Assistant Superintendent for Instruction
Title 1 Literacy Books and Resources	Rockford Public Schools will provide Title 1 supplemental resources to differentiate instruction for identified K-5 students that have not yet met the state standards in reading. Technology resources will include "Read Naturally Live" and will be implemented for intervention purposes.	Implementation	Tier 2		08/29/2016	06/09/2017	\$1506	District Title 1 Coordinator
Differentiated Instruction	RPS teachers will provide differentiated instruction to K-5 students identified as not yet meeting the state standards in writing. This service overlaps with the service provided by Title 1 Literacy specialists and the resources assigned are noted in the district reading goal.	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	K-5 Teachers
Title 1 Services	The Title 1 services that will be implemented in the area of social studies focus on improving students' abilities to comprehend informational text. Therefore, the activity descriptions listed in the reading goal are applied to reading across all content areas, including social studies.	Implementation	Tier 2		08/29/2016	06/09/2017	\$0	Elementary Principals, Elementary Teachers and Identified Title 1 Specialists.

District Improvement Plan

Rockford Public Schools

Title 1 Services	With an emphasis on improving the students' ability to comprehend informational text in the area of science, the Title 1 services for this goal area are a shared strategy with the district reading goal. Therefore, the supplemental services activities described in the district reading goal can be applied to increasing students' proficiency in the area of science, specifically focusing on comprehending informational text.	Implementation	Tier 2	Implement	08/29/2016	06/09/2017	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.
Community Engagement/Summer Tutoring	With the intent to increase engagement and provide summer tutoring for Title 1 students, Rockford Public Schools will organize and host community/parent activities in order to engage the community and parent populations in the interactions of the school and lives of students. Carryover funds will be added in December and we expect the amount to be \$15,000.	Community Engagement	Tier 2		08/29/2016	06/09/2017	\$6284	District Title 1 Coordinator Building Principals
Dreambox	Elementary teachers will utilize Dreambox software to enhance math intervention instruction. Prior to implementing the software, staff will also participate in a webinar training.	Direct Instruction	Tier 2		08/29/2016	06/09/2017	\$3035	District Title Coordinator Building Principals Classroom Teachers
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2	Implement	08/29/2016	06/09/2017	\$89925	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals
Michigan Reading Association	Four teachers will attend the MRA annual conference.	Teacher Collaboration, Professional Learning	Tier 1	Implement	01/02/2017	05/26/2017	\$710	Building Principals and Reading Specialists
Books and Subscriptions	The district will purchase resources and subscriptions (Reflex and Numbers Sense) to assist with the intervention of students in the area of math.	Academic Support Program	Tier 2	Implement	08/29/2016	08/01/2017	\$4590	Building Principals

East Rockford Middle School

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

Rockford Public Schools

RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2	Implement	08/29/2016	06/09/2017	\$89925	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals
RTI Expansion	<ul style="list-style-type: none"> - The district will train 6th grade teachers about the process of RTI as well as concepts of Tier 1 instruction. - The district will employ a paraprofessional to support students that need additional intervention. - The district will establish an RTI calendar for 6th grade data review. - The district will purchase Read 180 intervention software to support students that need additional intervention. - The district will review year one practices and student achievement as well as plan for future implementation. 	Implementation, Direct Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$57200	Special Services Director RTI Trainers 6th Grade Certified Staff

Crestwood Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Coach for Upper Elementary	Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.	Implementation	Tier 2		08/29/2016	06/09/2017	\$106633	Assistant Superintendent for Instruction
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2	Implement	08/29/2016	06/09/2017	\$89925	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals

Cannonsburg Elementary School

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

Rockford Public Schools

Literacy Coach for Upper Elementary	Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.	Implementation	Tier 2		08/29/2016	06/09/2017	\$106633	Assistant Superintendent for Instruction
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2	Implement	08/29/2016	06/09/2017	\$89925	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals

Belmont Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Coach for Upper Elementary	Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.	Implementation	Tier 2		08/29/2016	06/09/2017	\$106633	Assistant Superintendent for Instruction
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2	Implement	08/29/2016	06/09/2017	\$89925	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals