



District Improvement Plan

Rockford Public Schools

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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.

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

RPS DIP 2018/19

Overview

Plan Name

RPS DIP 2018/19

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 math.	Objectives: 5 Strategies: 7 Activities: 15	Academic	\$60614
2	All students will be proficient in reading.	Objectives: 5 Strategies: 7 Activities: 23	Academic	\$354028
3	All students will be proficient in writing.	Objectives: 3 Strategies: 6 Activities: 6	Academic	\$6500
4	All students will be proficient in social studies.	Objectives: 3 Strategies: 4 Activities: 4	Academic	\$5000
5	All students will be proficient in science.	Objectives: 3 Strategies: 4 Activities: 4	Academic	\$2000
6	School Leadership	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000
7	Social and Emotional Student Support	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$7000
8	All buildings will program to ensure a positive culture and climate.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$4000

Goal 1: 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, NWEA MAPS, and Common Assessments..

Strategy 1:

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

Category: Mathematics

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 Responsible
<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 half-day sessions around content greatest areas of need as identified and organized by the district team.</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 NWEA MAPS and M-STEP.</p> <p>Schools: All Schools</p>	Implementation	Tier 1		08/27/2018	06/07/2019	\$0	General Fund	District Math Committee Elementary Math 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 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”.

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Tier: Tier 1

Activity - Instructional Transformation	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 2018/19 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 use 2017/18 5D+ Teacher evaluation summary data to identify additional instructional need areas to target with professional development. - 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	08/27/2018	06/07/2019	\$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
<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to offer choice workshops to contribute to our district theme of transforming instructional practices around the model of GRR. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. <p>Schools: All Schools</p>	Implementation	Tier 1		08/27/2018	06/07/2019	\$15000	General Fund	Assistant Superintendent of Instruction, District Leadership Committee

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

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<p>- Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the 5D+ teacher evaluation framework. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019/20 school year.</p> <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/27/2018	06/07/2019	\$0	General Fund	Assistant Superintendent of Curriculum District Professional Development Committee
<p>Activity - Classroom Learning Labs</p>	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.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$0	General Fund	District Curriculum Office District Instructional Coaches Classroom Learning Lab Facilitators
<p>Activity - Instructional Technology Integration</p>	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will implement a one-to-one instructional technology initiative (K-12) to include teacher training, equipment upgrades, and software implementation.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Professional Learning, Implementation, Technology, Direct Instruction, Materials, Curriculum Development	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Other	Assistant Superintendent of Curriculum District Instructional Technology Coordinator District Certified Staff

(shared) Strategy 3:

Response to Intervention - Getting Ready:

- The district will support the professional development of Tier 1 instruction influenced by the differentiated workshop model.

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Implementation:

- Elementary teachers will be invited to participate in classroom learning labs focused around the district RTI calendar and practices.

Monitoring:

- Student achievement data will be reviewed according to the district-scheduled RTI calendar and 2018/19 NWEA MAPS 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
<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: -Elementary K-3rd Grade teachers will participate in professional development around math RTI instruction supported by building instructional coaches and the district RTI calendar and practices.</p> <p>Monitoring: - Student achievement data will be reviewed according to the district-scheduled RTI calendar and 2018/19 NWEA Maps and M-STEP results. - Staff will be surveyed after each professional development session.</p> <p>Schools: All Schools</p>	Implementation	Tier 2	Implement	08/27/2018	06/07/2019	\$0	Special Education	Special Services Director Building Principals

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, NWEA MAPS and Common Assessments..

(shared) Strategy 1:

Collaborative Inquiry-Based Instruction - All secondary math teachers will participate in the implementation of CCSS aligned, technology enhanced, and collaborative inquiry- based math lessons to focus on the Greatest Areas of Need as identified by NWEA MAP, M-STEP and SAT test data.

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.

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Tier: Tier 1

Activity - Data Review and Instruction	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 instruction and assessment data. - When released, 2018 M-STEP results will be reviewed to identify summative GAN content standards to address by grade level and compare with NWEA MAPS 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 the 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 NWEA MAPS 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 5D+ teacher evaluation process. <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/27/2018	06/07/2019	\$0	General Fund	Building Principals and District Math 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 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 - Instructional Transformation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2018/19 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 use 2017/18 5D+ Teacher evaluation summary data to identify additional instructional need areas to target with professional development.</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	08/27/2018	06/07/2019	\$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 offer choice workshops to contribute to our district theme of transforming instructional practices around the model of GRR.</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 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		08/27/2018	06/07/2019	\$15000	General Fund	Assistant Superintendent of Instruction, District Leadership Committee

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the 5D+ teacher evaluation framework. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019/20 school year. <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/27/2018	06/07/2019	\$0	General Fund	Assistant Superintendent of Curriculum District Professional Development Committee
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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.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$0	General Fund	District Curriculum Office District Instructional Coaches Classroom Learning Lab Facilitators

Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will implement a one-to-one instructional technology initiative (K-12) to include teacher training, equipment upgrades, and software implementation.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Professional Learning, Implementation, Technology, Direct Instruction, Materials, Curriculum Development	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Other	Assistant Superintendent of Curriculum District Instructional Technology Coordinator District Certified Staff

(shared) Strategy 3:

Intervention - All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention during and outside of Connect.

Category: Mathematics

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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
In addition to small group and one on one instruction, all 6th through 8th grade students will participate in NWEA MAP Skills Program as defined by their NWEA RIT Score during Connect at least one hour per week. Schools: East Rockford Middle School, North Rockford Middle School	Implementation	Tier 2		08/27/2018	06/07/2019	\$0	General Fund	Building Principals Middle School Math Teachers

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 NWEA Maps, M-STEP, MME, or SAT.

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
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	Implementation	Tier 2		08/27/2018	06/07/2019	\$0	General Fund	Director of Special Services and Secondary Special Education Teachers

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, NWEA MAPS 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

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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	Implement	08/27/2018	06/07/2019	\$34394	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	Implement	08/27/2018	06/07/2019	\$1040	Title I Part A	District Title Coordinator Building Principals Classroom Teachers
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	08/27/2018	06/07/2019	\$5030	Title I Part A	Building Principals
Activity - Reflex	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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work with Title I students Schools: Roguewood Elementary School, Parkside Elementary School, Valley View Elementary School, Meadow Ridge Elementary School	Academic Support Program, Curriculum Development	Tier 2	Implement	08/27/2018	06/07/2019	\$3150	Title I Part A	Interventionists
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Activity - Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
work with Title I students Schools: Roguewood Elementary School, Parkside Elementary School, Valley View Elementary School, Meadow Ridge Elementary School	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$2000	Title I Part A	Interventionists

(shared) Strategy 2:

Response to Intervention - Getting Ready:

- The district will support the professional development of Tier 1 instruction influenced by the differentiated workshop model.

Implementation:

- Elementary teachers will be invited to participate in classroom learning labs focused around the district RTI calendar and practices.

Monitoring:

- Student achievement data will be reviewed according to the district-scheduled RTI calendar and 2018/19 NWEA MAPS 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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<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: -Elementary K-3rd Grade teachers will participate in professional development around math RTI instruction supported by building instructional coaches and the district RTI calendar and practices.</p> <p>Monitoring: - Student achievement data will be reviewed according to the district-scheduled RTI calendar and 2018/19 NWEA Maps and M-STEP results. - Staff will be surveyed after each professional development session.</p> <p>Schools: All Schools</p>	Implementa tion	Tier 2	Implement	08/27/2018	06/07/2019	\$0	Special Education	Special Services Director Building Principals
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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:

Collaborative Inquiry-Based Instruction - All secondary math teachers will participate in the implementation of CCSS aligned, technology enhanced, and collaborative inquiry- based math lessons to focus on the Greatest Areas of Need as identified by NWEA MAP, M-STEP and SAT test data.

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 - Data Review and Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<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 instruction and assessment data. - When released, 2018 M-STEP results will be reviewed to identify summative GAN content standards to address by grade level and compare with NWEA MAPS 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 the 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 NWEA MAPS 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 5D+ teacher evaluation process. <p>Schools: All Schools</p>	Implementa tion	Tier 1	Implement	08/27/2018	06/07/2019	\$0	General Fund	Building Principals and District Math Teachers
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(shared) Strategy 2:

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 NWEA Maps, M-STEP, MME, or SAT.

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
<p>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.</p> <p>Schools: All Schools</p>	Implementa tion	Tier 2		08/27/2018	06/07/2019	\$0	General Fund	Director of Special Services and Secondary Special Education Teachers

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(shared) 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 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 - Instructional Transformation	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 2018/19 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 use 2017/18 5D+ Teacher evaluation summary data to identify additional instructional need areas to target with professional development. - 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	08/27/2018	06/07/2019	\$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 offer choice workshops to contribute to our district theme of transforming instructional practices around the model of GRR.</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 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		08/27/2018	06/07/2019	\$15000	General Fund	Assistant Superintendent 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 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 5D+ teacher evaluation framework.</p> <p>- A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019/20 school year.</p> <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/27/2018	06/07/2019	\$0	General Fund	Assistant Superintendent of Curriculum District Professional Development Committee

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.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$0	General Fund	District Curriculum Office District Instructional Coaches Classroom Learning Lab Facilitators

Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district will implement a one-to-one instructional technology initiative (K-12) to include teacher training, equipment upgrades, and software implementation. Schools: All Schools	Teacher Collaboration, Professional Learning, Implementation, Technology, Direct Instruction, Materials, Curriculum Development	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Other	Assistant Superintendent of Curriculum District Instructional Technology Coordinator District Certified Staff
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(shared) Strategy 4:

Intervention - All certified staff will participate in a consistent data review process to determine student achievement trends and implement corresponding intervention during and outside of Connect.

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
In addition to small group and one on one instruction, all 6th through 8th grade students will participate in NWEA MAP Skills Program as defined by their NWEA RIT Score during Connect at least one hour per week. Schools: East Rockford Middle School, North Rockford Middle School	Implementation	Tier 2		08/27/2018	06/07/2019	\$0	General Fund	Building Principals Middle School Math Teachers

Goal 2: 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, NWEA MAPS and Common Assessments .

Strategy 1:

Comprehension Toolkits and Classroom Libraries - Elementary teachers will continue Comprehension Toolkit strategies while utilizing leveled reading classroom libraries to improve overall student achievement in reading across the curriculum with specific focus on the research and inquiry M-STEP claim.

District Improvement Plan

Rockford Public Schools

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. - All classroom teachers will have a leveled literacy classroom library. <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 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. - NWEA and M-STEP 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	08/27/2018	06/07/2019	\$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 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 - Instructional Transformation	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 district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2018/19 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 district focus areas as identified in the 5D+ teacher evaluation summative data. -The district will utilize classroom learning labs to support teacher development in identified focus areas. <p>Schools: All Schools</p>	Getting Ready	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$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 offer half-day PD choice workshops set up conference style. Content will highlight elements of GRR practices as well as other identified focus areas. RPS teachers will present to colleagues. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/27/2018	06/01/2019	\$20000	General Fund	Superintendent of Instruction District Leadership Team

Activity - Assess and Plan	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 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 5D+ teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019/20 school year. <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/01/2018	06/07/2019	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee
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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 utilize classroom learning labs to support Gradual Release focus areas across all subjects.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$10000	General Fund	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 continue to support one-to-one instructional transformation by providing teacher training, hardware purchases, software upgrades, and continued planning for the future.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Professional Learning, Implementation, Technology, Curriculum Development	Tier 1	Implement	08/27/2018	06/07/2019	\$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.

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District Improvement Plan

Rockford Public Schools

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	08/27/2018	06/07/2019	\$0	General Fund	District Response to Intervention Committee
Activity - Implementation	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 and half-day workshops. Schools: All Schools	Professional Learning	Tier 2		08/27/2018	06/07/2019	\$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, NWEA MAPS, RTI universal screening data, progress monitoring, and state testing measures. Schools: All Schools	Monitor	Tier 2		08/27/2018	06/07/2019	\$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, NWEA MAPS and Common Assessments.

(shared) Strategy 1:

Active Reading Strategy - All content area teachers will integrate the secondary district collaborative reading strategies in order to combine the Gradual Release of Responsibility focus and increase reading comprehension 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.

District Improvement Plan

Rockford Public Schools

Tier: Tier 1

Activity - Collaborative Comprehension	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"> - Secondary principals will share the collaborative secondary reading strategy with their English department members. - Identified staff members will teach the strategy to their colleagues at a beginning of the year staff meeting. - During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes. - Trends will be identified in the 2017 and 2018 M-STEP and NWEA results by grade level and English department members will recommend instructional strategies to target areas of need. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - All content area teachers will provide informational text resources to supplement their curriculum for students and instruct them using the content of the collaborative secondary reading strategy. - English teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, NWEA Maps and SAT. <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 M-STEP, NWEA Maps and SAT. <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/27/2018	06/07/2019	\$0	No Funding Required	Building Principals and All Secondary 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 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 - Instructional Transformation	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 district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2018/19 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 district focus areas as identified in the 5D+ teacher evaluation summative data. -The district will utilize classroom learning labs to support teacher development in identified focus areas. <p>Schools: All Schools</p>	Getting Ready	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$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 offer half-day PD choice workshops set up conference style. Content will highlight elements of GRR practices as well as other identified focus areas. RPS teachers will present to colleagues. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/27/2018	06/01/2019	\$20000	General Fund	Superintendent of Instruction District Leadership Team

Activity - Assess and Plan	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 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 5D+ teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019/20 school year. <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/01/2018	06/07/2019	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee
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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 utilize classroom learning labs to support Gradual Release focus areas across all subjects.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$10000	General Fund	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 continue to support one-to-one instructional transformation by providing teacher training, hardware purchases, software upgrades, and continued planning for the future.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Professional Learning, Implementation, Technology, Curriculum Development	Tier 1	Implement	08/27/2018	06/07/2019	\$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.

Category: English/Language Arts

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

Tier: Tier 2

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District Improvement Plan

Rockford Public Schools

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 provide data protocol training on M-STEP and NWEA for building principals which in turn will train their building department and grade level leaders.</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	08/27/2018	06/07/2019	\$0	General Fund	District Data Committee Building and District Student Assistance Teams

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 state standardized testing and district common Assessments .

(shared) Strategy 1:

Active Reading Strategy - All content area teachers will integrate the secondary district collaborative reading strategies in order to combine the Gradual Release of Responsibility focus and increase reading comprehension 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 - Collaborative Comprehension	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"> - Secondary principals will share the collaborative secondary reading strategy with their English department members. - Identified staff members will teach the strategy to their colleagues at a beginning of the year staff meeting. - During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes. - Trends will be identified in the 2017 and 2018 M-STEP and NWEA results by grade level and English department members will recommend instructional strategies to target areas of need. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - All content area teachers will provide informational text resources to supplement their curriculum for students and instruct them using the content of the collaborative secondary reading strategy. - English teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, NWEA Maps and SAT. <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 M-STEP, NWEA Maps and SAT. <p>Schools: All Schools</p>	Implementa tion	Tier 1	Implement	08/27/2018	06/07/2019	\$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 - Instructional Transformation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibility
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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 2018/19 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 district focus areas as identified in the 5D+ teacher evaluation summative data. -The district will utilize classroom learning labs to support teacher development in identified focus areas. <p>Schools: All Schools</p>	Getting Ready	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$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 offer half-day PD choice workshops set up conference style. Content will highlight elements of GRR practices as well as other identified focus areas. RPS teachers will present to colleagues. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/27/2018	06/01/2019	\$20000	General Fund	Superintendent of Instruction District Leadership Team

Activity - Assess and Plan	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 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 5D+ teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019/20 school year. <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/01/2018	06/07/2019	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee
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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 utilize classroom learning labs to support Gradual Release focus areas across all subjects.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$10000	General Fund	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 continue to support one-to-one instructional transformation by providing teacher training, hardware purchases, software upgrades, and continued planning for the future.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Professional Learning, Implementation, Technology, Curriculum Development	Tier 1	Implement	08/27/2018	06/07/2019	\$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, NWEA MAPS 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, NWEA MAPS and District Common Assessments.

District Improvement Plan

Rockford Public Schools

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	08/27/2018	06/07/2019	\$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	08/27/2018	06/07/2019	\$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

Activity - K-5 Title 1 Literacy Interventionist	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

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. Schools: Parkside Elementary School, Meadow Ridge Elementary School	Implementa tion	Tier 2		08/27/2018	06/07/2019	\$44240	Title I Part A	Classroom teachers will identify the students which could benefit from the services and literacy interventionists will provide supplemental reading instruction
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Activity - Literacy Coaches Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. Schools: Roguewood Elementary School, Valley View Elementary School	Professiona l Learning	Tier 2	Implement	08/27/2018	06/07/2019	\$50	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
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	Implement	08/27/2018	06/07/2019	\$2687	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 Responsible

District Improvement Plan

Rockford Public Schools

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	Implement	08/27/2018	06/07/2019	\$4947	Title I Part A	District Title 1 Coordinator Building Principals
Schools: Meadow Ridge Elementary School								
Activity - Homeless Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district employs a homeless liaison in an effort to support district students in non Title buildings. Schools: All Schools	Behavioral Support Program, Academic Support Program	Tier 3	Implement	08/27/2018	06/07/2019	\$2000	Title I Part A	District Special Services Director District Homeless Liaison
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 the Hillview Apartment Complex to support students' academic progress and overall positive connection to their school. Schools: Parkside Elementary School, Meadow Ridge Elementary School	Community Engagement, Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$700	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	08/27/2018	06/07/2019	\$660	Title I Part A	Building Principals and Reading Specialists
Activity - Staff PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers with identified Title 1 students will attend a literacy luncheon with professional resources and speaker. Schools: Roguewood Elementary School, Parkside Elementary School, Valley View Elementary School, Meadow Ridge Elementary School	Professional Learning	Tier 2		08/27/2018	06/07/2019	\$1458	Title I Part A, Title I Part A	Valley View Elementary

District Improvement Plan

Rockford Public Schools

Activity - Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will employ reading interventionists to assist with Tier 2 intervention. The total employment is 2.4 FTEs. Schools: Roguewood Elementary School, Parkside Elementary School, Valley View Elementary School, Meadow Ridge Elementary School	Other - Employment of Reading Specialists	Tier 2	Implement	08/27/2018	06/07/2019	\$156259	Title I Part A	Assistant Superintendent of Curriculum
Activity - District Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
enhance district instructional practices and support for students Schools: 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	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$111027	Title II Part A	Jamie Bakita

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, PSAT, SAT, NWEA 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

Tier: Tier 1

District Improvement Plan

Rockford Public Schools

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 half-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		08/28/2017	06/08/2018	\$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: Rockford H.S. Freshman Center, East Rockford Middle School, North Rockford Middle School, Rockford High School</p>	Implementa tion	Tier 1	Implement	08/28/2017	06/08/2018	\$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 - Transformation	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 2018/19 can be located in the district reading and math goals.</p> <p>Schools: All Schools</p>	Getting Ready	Tier 1	Implement	08/27/2018	06/07/2019	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee All RPS Certified Staff

District Improvement Plan

Rockford Public Schools

Strategy 4:

Writing Mechanics and Editing - All elementary students will receive an additional resource specific to mechanics, grammar, and editing to support their literacy instructional block. The resource will be used for direct instruction outside of workshop time, yet be reinforced during guided and independent practice.

Category: English/Language Arts

Research Cited: Lucy Caulkins

Tier:

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will purchase the teacher manuals and provide PD before school during the teacher work days. The resource and instruction will supplement literacy block time. Monitoring will occur through NWEA Language Assessment and M-STEP. Teacher surveys will be administered after the PD to further support implementation throughout the year.</p> <p>Schools: 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>	Academic Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$6500	General Fund	Assistant Superintendent of Curriculum District Elementary Writing Committee

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, PSAT, SAT, NWEA 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
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District Improvement Plan

Rockford Public Schools

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		08/27/2018	06/07/2019	\$0	General Fund	Director of Special Services, Building Principals and Secondary Teachers
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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
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, Valley View Elementary School, Meadow Ridge Elementary School	Implementation	Tier 2	Implement	08/27/2018	06/07/2019	\$0	Title I Part A	K-5 Teachers

Goal 4: 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. .

Strategy 1:

Elementary Curriculum Alignment, Claim Targeting, and Reading and Writing Strategies - All teachers will continue to implement GRR, Comprehension Toolkit, and Lucy Caulkins while the district social studies team investigates and recommends curriculum adjustments consistent with the changing social studies state standards.

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District Improvement Plan

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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 included in half-day choice workshops focused on the 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 and curriculum alignment. - 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	08/27/2018	06/07/2019	\$5000	General Fund	Elementary Principals and Teachers District Elementary Social Studies Committee

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

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

Tier: Tier 1

Activity - Transformation	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

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	Implementa tion	Tier 1	Implement	08/27/2018	06/07/2019	\$0	General Fund	Assistant Superinten dent of Curriculum District Leadership Committee All Certified Staff
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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: Social Studies

Tier: Tier 2

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. Schools: All Schools	Implementa tion	Tier 2		08/27/2018	06/07/2019	\$0	General Fund	Director of Special Services, Building Principals, Secondary Teachers

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: Social Studies

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

Tier: Tier 2

District Improvement Plan

Rockford Public Schools

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, Valley View Elementary School, Meadow Ridge Elementary School</p>	Implementation	Tier 2		08/27/2018	06/07/2019	\$0	Title I Part A	Elementary Principals, Elementary Teachers and Identified Title 1 Specialists.

Goal 5: 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 - Transformation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 2018/19 district improvement plan.</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 1	Implement	08/27/2018	06/07/2019	\$0	General Fund	Assistant Superintendent of Curriculum District Leadership Team All RPS Certified Staff

Strategy 2:

Inquiry-Based Instruction - All teachers will continue to implement inquiry-based instructional practices using the middle school newly adopted IQWST Curriculum transition plan to target Next Generation Science Standards.

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District Improvement Plan

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Category: Science

Research Cited: NGSS, IQWST Curriculum Framework

Tier: Tier 1

Activity - IQWST Curriculum Framework	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 science district team reviewed 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. - IQWST Curriculum Framework was adopted for 2018/19 in grades 6-8. - Grades 9-12 continue to emphasize inquiry-based instruction with an emphasis on modelling. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Middle Schools will determine which grade levels will teach which IQWST science units and teachers will implement. - Teachers will participate in professional development including PD before and during half-day workshops during the school year focused on instructional practices with the new IQWST Curriculum - Teachers will further implement inquiry-based instruction aligned to NGSS content standards. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. - Teacher surveys will be administered to identify areas of need to support the curriculum transition. <p>Schools: Rockford H.S. Freshman Center, East Rockford Middle School, North Rockford Middle School, Rockford High School</p>	<p>Teacher Collaboration, Professional Learning, Implementation, Direct Instruction, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/27/2018</p>	<p>06/07/2019</p>	<p>\$2000</p>	<p>General Fund</p>	<p>Assistant Superintendent of Curriculum District Science Committee Elementary Teachers</p>

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, or District Common Assessments.

Category: Science

Tier: Tier 2

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District Improvement Plan

Rockford Public Schools

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>	Implementation	Tier 2	Implement	08/27/2018	06/07/2019	\$0	General Fund	Special Services Director, 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 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
<p>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.</p> <p>Schools: Roguewood Elementary School, Parkside Elementary School, Valley View Elementary School, Meadow Ridge Elementary School</p>	Implementation	Tier 2	Implement	08/27/2018	06/07/2019	\$0	Title I Part A	District Title 1 Director, Elementary Building Principals, Elementary Teachers.

Goal 6: School Leadership

Measurable Objective 1:

collaborate to enhance school leadership influence at the administrator, teacher leader, and classroom teacher level. by 06/30/2018 as measured by Staff participation in leading a variety of district initiatives throughout the 2017/18 and 2018/19 school year..

District Improvement Plan

Rockford Public Schools

Strategy 1:

Professional Development - The district will arrange for staff members in leadership roles to attend professional development opportunities focused on assisting them to become better leaders.

Category: Other - Workshop Attendance

Research Cited: Why Professional Development Matters - Learning Forward.

www.bing.com/cr?IG=F067CDAB49784EF0803E3632E072B35F&CID=1479E7FD937061A225EAEC8192DF60D1&rd=1&h=qrX_snHpL2n5LICdQ86ghGoDd20RCvv-Os8ZgovyDPM&v=1&r=https%3a%2f%2flearningforward.org%2fdocs%2fpdf%2fwhy_pd_matters_web.pdf%3fsfvrsn%3d0&p=DevEx,5065.1

Tier: Tier 1

Activity - Adaptive Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ten middle school department leaders will attend Adaptive Schools training at KISD to strengthen their leadership of content and colleagues. Schools: East Rockford Middle School, North Rockford Middle School	Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$5000	Title II Part A	Middle School Principals

Goal 7: Social and Emotional Student Support

Measurable Objective 1:

increase student growth in the area of social and emotional development and decision making by 06/07/2019 as measured by district support program data collection and student and staff surveys.

Strategy 1:

Support Programming - Students will participate in grade level assemblies, classroom instruction, district events, etc. so they may better understand navigating influences and decision making relevant to their developmental needs.

Category: School Culture

Tier: Tier 1

Activity - College and Career Night	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

Rockford High School will partner with local business and State of Michigan colleges and provide a "Rockford College and Career Night" where students and families will be invited to attend presentations and meet with representatives from a variety of organizations with the intent to assist students in planning for their future after high school. Schools: Rockford H.S. Freshman Center, East Rockford Middle School, North Rockford Middle School, River Valley Academy, Rockford High School	Career Preparation /Orientation , Community Engagement	Tier 1	Implement	01/16/2019	01/16/2019	\$5000	General Fund	District College and Career Night Committee
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Activity - OK2SAY	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the fall, students will participate in the OK2SAY assemblies. Posters will be around the school and students will be encouraged to download the app so they may use it if a need arises. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	10/01/2018	11/30/2018	\$0	No Funding Required	Building Principals

Activity - Digital Literacy Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will adopt grade level digital literacy programming in an effort to support students technology skills and safe decision making. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$2000	General Fund	District Instructional Technology Director Building Principals Classroom Teachers

Activity - Developing Healthy Kids Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will invite parents and students to attend evening presentations by content experts focused on navigating the topics associated with navigating being a teen or parenting teens. Schools: All Schools	Community Engagement	Tier 1	Implement	09/03/2018	05/01/2019	\$0	General Fund	Developing Healthy Kids Committee

Activity - Counselors and Behavioral Interventionists	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

The district will employ behavioral interventionists at the elementary level and counselors at the secondary level in order to further support students' social emotional, academic, and behavioral needs. Schools: All Schools	Behavioral Support Program, Career Preparation /Orientation , Academic Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	General Fund	District Special Services Director
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Goal 8: All buildings will program to ensure a positive culture and climate.

Measurable Objective 1:

collaborate to ensure a positive school culture and climate by 06/07/2019 as measured by student and staff surveys.

Strategy 1:

Positive Behavior Interventions and Supports - All buildings will promote positive building culture by structuring activities which promote respect of all students, orderly environments, recognition of positive behaviors, to promote positive student outcomes, including improved attendance, motivation, achievement, and behavior.

Category: School Culture

Research Cited: Positive Behavior Interventions and Supports

Tier: Tier 1

Activity - Elementary PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary schools will systemically implement PBIS practices and track data to make decisions and reinforce positive behaviors. Areas of emphasis include: classroom, hallways, playground, bathrooms, cafeteria, and on the bus. Schools: 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	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	General Fund	Building Principals District PBIS Committee

Activity - Middle School Programming - Growth Mindset	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>RPS Middle Schools will promote positive building culture by structuring "Character Counts" aligned with the Renaissance Philosophy, in which respect, reward, recognition, and reinforcement are used to promote positive student outcomes, including improved attendance, motivation, achievement, and behavior. Additionally, middle school staff and students will study Growth Mindset as a way to promote belief in improvement in self and others.</p> <p>Schools: East Rockford Middle School, North Rockford Middle School</p>	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$4000	Other	Building Principals Middle School Teachers Middle School Students
Activity - High School Programming - Renaissance Philosophy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Rockford High School staff will address building culture by structuring activities aligned with the Renaissance Philosophy, in which respect, reward, recognition, and reinforcement are used to promote positive student outcomes, including improved attendance, motivation, achievement, and behavior.</p> <p>Schools: Rockford H.S. Freshman Center, Rockford High School</p>	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	No Funding Required	Rockford High School Principals Renaissance Committee RHS Students and Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Middle School Programming - Growth Mindset	RPS Middle Schools will promote positive building culture by structuring "Character Counts" aligned with the Renaissance Philosophy, in which respect, reward, recognition, and reinforcement are used to promote positive student outcomes, including improved attendance, motivation, achievement, and behavior. Additionally, middle school staff and students will study Growth Mindset as a way to promote belief in improvement in self and others.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$4000	Building Principals Middle School Teachers Middle School Students
Instructional Technology Integration	The district will implement a one-to-one instructional technology initiative (K-12) to include teacher training, equipment upgrades, and software implementation.	Teacher Collaboration, Professional Learning, Implementation, Technology, Direct Instruction, Materials, Curriculum Development	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Assistant Superintendent of Curriculum District Instructional Technology Coordinator District Certified Staff
Instructional Technology Integration	The district will continue to support one-to-one instructional transformation by providing teacher training, hardware purchases, software upgrades, and continued planning for the future.	Teacher Collaboration, Professional Learning, Implementation, Technology, Curriculum Development	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Assistant Superintendent for Curriculum District Instructional Technology Coordinator Certified Staff

District Improvement Plan

Rockford Public Schools

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Adaptive Schools	Ten middle school department leaders will attend Adaptive Schools training at KISD to strengthen their leadership of content and colleagues.	Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$5000	Middle School Principals
District Instructional Coach	enhance district instructional practices and support for students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$111027	Jamie Bakita

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Incentives	work with Title I students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$2000	Interventionists
Michigan Reading Association	Four teachers will attend the MRA annual conference.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$660	Building Principals and Reading Specialists
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		08/27/2018	06/07/2019	\$0	Elementary Principals, Elementary Teachers and Identified Title 1 Specialists.
Summer Tutoring and Supplies	The district will organize a summer tutoring program at the Hillview Apartment Complex to support students' academic progress and overall positive connection to their school.	Community Engagement, Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$700	Summer Tutoring Program Coordinators
Homeless Student Support	The district employs a homeless liaison in an effort to support district students in non Title buildings.	Behavioral Support Program, Academic Support Program	Tier 3	Implement	08/27/2018	06/07/2019	\$2000	District Special Services Director District Homeless Liaison

District Improvement Plan

Rockford Public Schools

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	Implement	08/27/2018	06/07/2019	\$1040	District Title Coordinator Building Principals Classroom Teachers
Interventionists	The district will employ reading interventionists to assist with Tier 2 intervention. The total employment is 2.4 FTEs.	Other - Employment of Reading Specialists	Tier 2	Implement	08/27/2018	06/07/2019	\$156259	Assistant Superintendent of Curriculum
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	08/27/2018	06/07/2019	\$0	K-5 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	Implement	08/27/2018	06/07/2019	\$34394	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	Implement	08/27/2018	06/07/2019	\$4947	District Title 1 Coordinator Building Principals
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	Implement	08/27/2018	06/07/2019	\$2687	District Title 1 Coordinator

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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		08/27/2018	06/07/2019	\$44240	Classroom teachers will identify the students which could benefit from the services and literacy interventionists will provide supplemental reading 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	Implement	08/27/2018	06/07/2019	\$50	District Reading Committee Director
Staff PD	Teachers with identified Title 1 students will attend a literacy luncheon with professional resources and speaker.	Professional Learning	Tier 2		08/27/2018	06/07/2019	\$1000	Valley View Elementary
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	08/27/2018	06/07/2019	\$5030	Building Principals
Staff PD	Teachers with identified Title 1 students will attend a literacy luncheon with professional resources and speaker.	Professional Learning	Tier 2		08/27/2018	06/07/2019	\$458	Valley View Elementary
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	08/27/2018	06/07/2019	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.
Reflex	work with Title I students	Academic Support Program, Curriculum Development	Tier 2	Implement	08/27/2018	06/07/2019	\$3150	Interventionists

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Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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"> -Elementary K-3rd Grade teachers will participate in professional development around math RTI instruction supported by building instructional coaches 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 2018/19 NWEA Maps and M-STEP results. - Staff will be surveyed after each professional development session. 	Implementation	Tier 2	Implement	08/27/2018	06/07/2019	\$0	Special Services Director Building Principals

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
OK2SAY	During the fall, students will participate in the OK2SAY assemblies. Posters will be around the school and students will be encouraged to download the app so they may use it if a need arises.	Behavioral Support Program	Tier 1	Implement	10/01/2018	11/30/2018	\$0	Building Principals

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<p>Implementation</p>	<p>Activity 1: Getting Ready - New elementary teachers will be provided Comprehension Toolkit materials and training. - All classroom teachers will have a leveled literacy classroom library.</p> <p>Activity 2: Implementation - 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 half-days of PD choice workshops targeted at the content area GAN of research and inquiry.</p> <p>Activity 3: Monitoring - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - NWEA and M-STEP student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry."</p>	<p>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/27/2018</p>	<p>06/07/2019</p>	<p>\$0</p>	<p>Elementary and Middle School Principals and Teachers</p>
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District Improvement Plan

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<p>Collaborative Comprehension</p>	<p>Activity 1: Getting Ready - Secondary principals will share the collaborative secondary reading strategy with their English department members. - Identified staff members will teach the strategy to their colleagues at a beginning of the year staff meeting. - During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes. - Trends will be identified in the 2017 and 2018 M-STEP and NWEA results by grade level and English department members will recommend instructional strategies to target areas of need.</p> <p>Activity 2: Implementation - All content area teachers will provide informational text resources to supplement their curriculum for students and instruct them using the content of the collaborative secondary reading strategy. - English teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, NWEA Maps and SAT.</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 M-STEP, NWEA Maps and SAT.</p>	<p>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/27/2018</p>	<p>06/07/2019</p>	<p>\$0</p>	<p>Building Principals and All Secondary Teachers</p>
<p>High School Programming - Renaissance Philosophy</p>	<p>Rockford High School staff will address building culture by structuring activities aligned with the Renaissance Philosophy, in which respect, reward, recognition, and reinforcement are used to promote positive student outcomes, including improved attendance, motivation, achievement, and behavior.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/27/2018</p>	<p>06/07/2019</p>	<p>\$0</p>	<p>Rockford High School Principals Renaissance Committee RHS Students and Staff</p>

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Instructional Transformation	<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 2018/19 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 district focus areas as identified in the 5D+ teacher evaluation summative data. -The district will utilize classroom learning labs to support teacher development in identified focus areas. 	Getting Ready	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$0	Assistant Superintendent of Instruction District Leadership Committee
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General Fund

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

Implementation	<p>Activity 1: Getting Ready- The district will develop a data protocol for common assessment and state data. The district will provide data protocol training on M-STEP and NWEA for building principals which in turn will train their building department and grade level leaders.</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>	Implementa tion	Tier 2	Implement	08/27/2018	06/07/2019	\$0	District Data Committee Building and District Student Assistance Teams
Elementary PBIS	Elementary schools will systemically implement PBIS practices and track data to make decisions and reinforce positive behaviors. Areas of emphasis include: classroom, hallways, playground, bathrooms, cafeteria, and on the bus.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Building Principals District PBIS Committee
Implementation	<p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Using the district PD calendar, RPS will offer half-day PD choice workshops set up conference style. Content will highlight elements of GRR practices as well as other identified focus areas. RPS teachers will present to colleagues. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementa tion	Tier 1	Implement	08/27/2018	06/01/2019	\$20000	Superinten dent of Instruction District Leadership Team

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Implementation	<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to offer choice workshops to contribute to our district theme of transforming instructional practices around the model of GRR. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1		08/27/2018	06/07/2019	\$15000	Assistant Superintendent of Instruction, District Leadership Committee
IQWST Curriculum Framework	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - The science district team reviewed 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. - IQWST Curriculum Framework was adopted for 2018/19 in grades 6-8. - Grades 9-12 continue to emphasize inquiry-based instruction with an emphasis on modelling. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Middle Schools will determine which grade levels will teach which IQWST science units and teachers will implement. - Teachers will participate in professional development including PD before and during half-day workshops during the school year focused on instructional practices with the new IQWST Curriculum - Teachers will further implement inquiry-based instruction aligned to NGSS content standards. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. - Teacher surveys will be administered to identify areas of need to support the curriculum transition. 	Teacher Collaboration, Professional Learning, Implementation, Direct Instruction, Curriculum Development	Tier 1	Implement	08/27/2018	06/07/2019	\$2000	Assistant Superintendent of Curriculum District Science Committee Elementary Teachers

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Transformation	The gradual Release of Responsibility common instructional model is a shared strategy across all content areas and RPS classrooms. Details of activity implementation for 2018/19 can be located in the district reading and math goals.	Getting Ready	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Assistant Superintendent of Instruction District Leadership Committee All RPS Certified Staff
Implementation	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Establish a district team to further review current curriculum maps, PBL and the EDM4 program implementation. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - 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 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 NWEA MAPS and M-STEP. 	Implementation	Tier 1		08/27/2018	06/07/2019	\$0	District Math Committee Elementary Math Teachers
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 5D+ teacher evaluation framework. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019/20 school year. 	Monitor	Tier 1	Monitor	08/27/2018	06/07/2019	\$0	Assistant Superintendent of Curriculum District Professional Development Committee

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Implementation	<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 half-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. 	Implementation	Tier 1		08/28/2017	06/08/2018	\$0	District Writing Committee and Designated Elementary 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		08/27/2018	06/07/2019	\$0	Director of Special Services and Secondary Special Education 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		08/27/2018	06/07/2019	\$0	Director of Special Services, Building Principals, Secondary Teachers

District Improvement Plan

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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	08/27/2018	06/07/2019	\$0	District Response to Intervention Committee
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, NWEA MAPS, RTI universal screening data, progress monitoring, and state testing measures.	Monitor	Tier 2		08/27/2018	06/07/2019	\$0	District RTI Committee Building Principals and Classroom Teachers
Implementation	The district will support the existing RTI practices, as well as provide professional development with the vehicle of classroom learning labs and half-day workshops.	Professional Learning	Tier 2		08/27/2018	06/07/2019	\$0	District RTI Committee Building Principals Grade Level Teachers

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<p>Data Review and Instruction</p>	<p>Activity: Getting Ready - Math department leaders will inventory and, with their building colleagues, draw improvement conclusions from the previous year's instruction and assessment data. - When released, 2018 M-STEP results will be reviewed to identify summative GAN content standards to address by grade level and compare with NWEA MAPS 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 the 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 NWEA MAPS 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 5D+ teacher evaluation process.</p>	<p>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/27/2018</p>	<p>06/07/2019</p>	<p>\$0</p>	<p>Building Principals and District Math Teachers</p>
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District Improvement Plan

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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	08/28/2017	06/08/2018	\$0	Secondary Principals and Teachers
Classroom Learning Labs	Elementary and Secondary: The district will utilize classroom learning labs to support Gradual Release focus areas across all subjects.	Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$10000	District Curriculum Office Classroom Learning Lab Facilitators and Supervisor
Implementation	The district will purchase the teacher manuals and provide PD before school during the teacher work days. The resource and instruction will supplement literacy block time. Monitoring will occur through NWEA Language Assessment and M-STEP. Teacher surveys will be administered after the PD to further support implementation throughout the year.	Academic Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$6500	Assistant Superintendent of Curriculum District Elementary Writing Committee
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		08/27/2018	06/07/2019	\$0	Director of Special Services, Building Principals and Secondary Teachers

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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	08/27/2018	06/07/2019	\$0	Special Services Director, Building Principals and Secondary Teachers
Instructional Transformation	<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 2018/19 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 use 2017/18 5D+ Teacher evaluation summary data to identify additional instructional need areas to target with professional development. - The district will support the professional growth of classroom learning labs and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$0	Assistant Superintendent of Instruction District Committee Members
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.	Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$0	District Curriculum Office District Instructional Coaches Classroom Learning Lab Facilitators
Implementation	In addition to small group and one on one instruction, all 6th through 8th grade students will participate in NWEA MAP Skills Program as defined by their NWEA RIT Score during Connect at least one hour per week.	Implementation	Tier 2		08/27/2018	06/07/2019	\$0	Building Principals Middle School Math Teachers

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Instruction	Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementation		Implement	08/27/2018	06/07/2019	\$0	Director of Special Services, Building Principals and Special Education Team Teachers
Transformation	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	08/27/2018	06/07/2019	\$0	Assistant Superintendent of Curriculum District Leadership Committee All Certified Staff
Digital Literacy Programming	The district will adopt grade level digital literacy programming in an effort to support students technology skills and safe decision making.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$2000	District Instructional Technology Director Building Principals Classroom Teachers
Assess and Plan	Activity 3: 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 5D+ teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019/20 school year. 	Monitor	Tier 1	Monitor	08/01/2018	06/07/2019	\$0	Assistant Superintendent of Instruction District Leadership Committee
Developing Healthy Kids Programming	The district will invite parents and students to attend evening presentations by content experts focused on navigating the topics associated with navigating being a teen or parenting teens.	Community Engagement	Tier 1	Implement	09/03/2018	05/01/2019	\$0	Developing Healthy Kids Committee
College and Career Night	Rockford High School will partner with local business and State of Michigan colleges and provide a "Rockford College and Career Night" where students and families will be invited to attend presentations and meet with representatives from a variety of organizations with the intent to assist students in planning for their future after high school.	Career Preparation /Orientation Community Engagement	Tier 1	Implement	01/16/2019	01/16/2019	\$5000	District College and Career Night Committee

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Transformation	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 2018/19 district improvement plan.	Direct Instruction	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Assistant Superintendent of Curriculum District Leadership Team All RPS Certified Staff
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 included in half-day choice workshops focused on the 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 and curriculum alignment. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Implementation	Tier 1	Implement	08/27/2018	06/07/2019	\$5000	Elementary Principals and Teachers District Elementary Social Studies Committee
Counselors and Behavioral Interventionists	The district will employ behavioral interventionists at the elementary level and counselors at the secondary level in order to further support students' social emotional, academic, and behavioral needs.	Behavioral Support Program, Career Preparation /Orientation , Academic Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	District Special Services Director

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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	08/27/2018	06/07/2019	\$0	Director of Special Services, Building Principals and Special Education 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
Data Review and Instruction	<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 instruction and assessment data. - When released, 2018 M-STEP results will be reviewed to identify summative GAN content standards to address by grade level and compare with NWEA MAPS 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 the 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 NWEA MAPS 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 5D+ teacher evaluation process. 	Implementation	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Building Principals and District Math Teachers

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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		08/27/2018	06/07/2019	\$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. - All classroom teachers will have a leveled literacy classroom library. <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 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. - NWEA and M-STEP student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry." 	Implementation	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Elementary and Middle School Principals and Teachers

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Collaborative Comprehension	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - Secondary principals will share the collaborative secondary reading strategy with their English department members. - Identified staff members will teach the strategy to their colleagues at a beginning of the year staff meeting. - During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes. - Trends will be identified in the 2017 and 2018 M-STEP and NWEA results by grade level and English department members will recommend instructional strategies to target areas of need. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - All content area teachers will provide informational text resources to supplement their curriculum for students and instruct them using the content of the collaborative secondary reading strategy. - English teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, NWEA Maps and SAT. <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 M-STEP, NWEA Maps and SAT. 	Implementation	Tier 1	Implement	08/27/2018	06/07/2019	\$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	08/27/2018	06/07/2019	\$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	08/27/2018	06/07/2019	\$0	Director of Special Services, Building Principals and Special Education Teachers

District Improvement Plan

Rockford Public Schools

Implementation	<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 half-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. 	Implementation	Tier 1		08/28/2017	06/08/2018	\$0	District Writing Committee and Designated Elementary Principals and 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		08/27/2018	06/07/2019	\$0	Director of Special Services, Building Principals and Secondary Teachers

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 included in half-day choice workshops focused on the 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 and curriculum alignment. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Implementation	Tier 1	Implement	08/27/2018	06/07/2019	\$5000	Elementary Principals and Teachers District Elementary Social Studies Committee
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		08/27/2018	06/07/2019	\$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	08/27/2018	06/07/2019	\$0	Special Services Director, Building Principals and Secondary Teachers

District Improvement Plan

Rockford Public Schools

Instructional Transformation	<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 2018/19 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 use 2017/18 5D+ Teacher evaluation summary data to identify additional instructional need areas to target with professional development. - The district will support the professional growth of classroom learning labs and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$0	Assistant Superintendent of Instruction District Committee Members
Implementation	<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to offer choice workshops to contribute to our district theme of transforming instructional practices around the model of GRR. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1		08/27/2018	06/07/2019	\$15000	Assistant Superintendent of Instruction, District Leadership Committee
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 5D+ teacher evaluation framework. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019/20 school year. 	Monitor	Tier 1	Monitor	08/27/2018	06/07/2019	\$0	Assistant Superintendent of Curriculum District Professional Development Committee

District Improvement Plan

Rockford Public Schools

Instructional Transformation	<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 2018/19 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 district focus areas as identified in the 5D+ teacher evaluation summative data. -The district will utilize classroom learning labs to support teacher development in identified focus areas. 	Getting Ready	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$0	Assistant Superintendent of Instruction District Leadership Committee
Implementation	<p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Using the district PD calendar, RPS will offer half-day PD choice workshops set up conference style. Content will highlight elements of GRR practices as well as other identified focus areas. RPS teachers will present to colleagues. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	08/27/2018	06/01/2019	\$20000	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 5D+ teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019/20 school year. 	Monitor	Tier 1	Monitor	08/01/2018	06/07/2019	\$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 provide data protocol training on M-STEP and NWEA for building principals which in turn will train their building department and grade level leaders.</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>	Implementa tion	Tier 2	Implement	08/27/2018	06/07/2019	\$0	District Data Committee Building and District Student Assistance Teams
Expansion of RTI	With the input of staff, a district committee will continue to review the effectiveness and efficiency of current RTI practices.	Professiona l Learning	Tier 2	Getting Ready	08/27/2018	06/07/2019	\$0	District Response to Intervention Committee
Implementation	The district will support the existing RTI practices, as well as provide professional development with the vehicle of classroom learning labs and half-day workshops.	Professiona l Learning	Tier 2		08/27/2018	06/07/2019	\$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, NWEA MAPS, RTI universal screening data, progress monitoring, and state testing measures.	Monitor	Tier 2		08/27/2018	06/07/2019	\$0	District RTI Committee Building Principals and Classroom Teachers
Transformation	The gradual Release of Responsibility common instructional model is a shared strategy across all content areas and RPS classrooms. Details of activity implementation for 2018/19 can be located in the district reading and math goals.	Getting Ready	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Assistant Superintendent of Instruction District Leadership Committee All RPS Certified Staff
Transformation	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	08/27/2018	06/07/2019	\$0	Assistant Superintendent of Curriculum District Leadership Committee All Certified Staff
Transformation	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 2018/19 district improvement plan.	Direct Instruction	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Assistant Superintendent of Curriculum District Leadership Team All RPS Certified Staff

District Improvement Plan

Rockford Public Schools

Implementation	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> -Establish a district team to further review current curriculum maps, PBL and the EDM4 program implementation. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - 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 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 NWEA MAPS and M-STEP. 	Implementation	Tier 1		08/27/2018	06/07/2019	\$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.	Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$0	District Curriculum Office District Instructional Coaches Classroom Learning Lab Facilitators
Classroom Learning Labs	Elementary and Secondary: The district will utilize classroom learning labs to support Gradual Release focus areas across all subjects.	Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$10000	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"> -Elementary K-3rd Grade teachers will participate in professional development around math RTI instruction supported by building instructional coaches 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 2018/19 NWEA Maps and M-STEP results. - Staff will be surveyed after each professional development session. 	Implementation	Tier 2	Implement	08/27/2018	06/07/2019	\$0	Special Services Director Building Principals
Homeless Student Support	The district employs a homeless liaison in an effort to support district students in non Title buildings.	Behavioral Support Program, Academic Support Program	Tier 3	Implement	08/27/2018	06/07/2019	\$2000	District Special Services Director District Homeless Liaison
Instructional Technology Integration	The district will implement a one-to-one instructional technology initiative (K-12) to include teacher training, equipment upgrades, and software implementation.	Teacher Collaboration, Professional Learning, Implementation, Technology, Direct Instruction, Materials, Curriculum Development	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Assistant Superintendent of Curriculum District Instructional Technology Coordinator District Certified Staff

District Improvement Plan

Rockford Public Schools

Instructional Technology Integration	The district will continue to support one-to-one instructional transformation by providing teacher training, hardware purchases, software upgrades, and continued planning for the future.	Teacher Collaboration, Professional Learning, Implementation, Technology, Curriculum Development	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Assistant Superintendent for Curriculum District Instructional Technology Coordinator Certified Staff
OK2SAY	During the fall, students will participate in the OK2SAY assemblies. Posters will be around the school and students will be encouraged to download the app so they may use it if a need arises.	Behavioral Support Program	Tier 1	Implement	10/01/2018	11/30/2018	\$0	Building Principals
Digital Literacy Programming	The district will adopt grade level digital literacy programming in an effort to support students technology skills and safe decision making.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$2000	District Instructional Technology Director Building Principals Classroom Teachers
Developing Healthy Kids Programming	The district will invite parents and students to attend evening presentations by content experts focused on navigating the topics associated with navigating being a teen or parenting teens.	Community Engagement	Tier 1	Implement	09/03/2018	05/01/2019	\$0	Developing Healthy Kids Committee
Counselors and Behavioral Interventionists	The district will employ behavioral interventionists at the elementary level and counselors at the secondary level in order to further support students' social emotional, academic, and behavioral needs.	Behavioral Support Program, Career Preparation /Orientation, Academic Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	District Special Services Director

Valley View 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 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	Implement	08/27/2018	06/07/2019	\$50	District Reading Committee Director
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	08/27/2018	06/07/2019	\$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		08/27/2018	06/07/2019	\$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	08/27/2018	06/07/2019	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.
Staff PD	Teachers with identified Title 1 students will attend a literacy luncheon with professional resources and speaker.	Professional Learning	Tier 2		08/27/2018	06/07/2019	\$1458	Valley View Elementary
Interventionists	The district will employ reading interventionists to assist with Tier 2 intervention. The total employment is 2.4 FTEs.	Other	Tier 2	Implement	08/27/2018	06/07/2019	\$156259	Assistant Superintendent of Curriculum
Elementary PBIS	Elementary schools will systemically implement PBIS practices and track data to make decisions and reinforce positive behaviors. Areas of emphasis include: classroom, hallways, playground, bathrooms, cafeteria, and on the bus.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Building Principals District PBIS Committee
Implementation	The district will purchase the teacher manuals and provide PD before school during the teacher work days. The resource and instruction will supplement literacy block time. Monitoring will occur through NWEA Language Assessment and M-STEP. Teacher surveys will be administered after the PD to further support implementation throughout the year.	Academic Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$6500	Assistant Superintendent of Curriculum District Elementary Writing Committee

District Improvement Plan

Rockford Public Schools

Reflex	work with Title I students	Academic Support Program, Curriculum Development	Tier 2	Implement	08/27/2018	06/07/2019	\$3150	Intervention ists
Incentives	work with Title I students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$2000	Intervention ists
District Instructional Coach	enhance district instructional practices and support for students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$111027	Jamie Bakita

Roguewood Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Implement	08/27/2018	06/07/2019	\$50	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	Implement	08/27/2018	06/07/2019	\$2687	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	08/27/2018	06/07/2019	\$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		08/27/2018	06/07/2019	\$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	08/27/2018	06/07/2019	\$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	Implement	08/27/2018	06/07/2019	\$34394	District Title 1 Coordinator Building Principals Title 1 math interventionists
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	Implement	08/27/2018	06/07/2019	\$1040	District Title Coordinator Building Principals Classroom Teachers
Michigan Reading Association	Four teachers will attend the MRA annual conference.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$660	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	08/27/2018	06/07/2019	\$5030	Building Principals
Staff PD	Teachers with identified Title 1 students will attend a literacy luncheon with professional resources and speaker.	Professional Learning	Tier 2		08/27/2018	06/07/2019	\$1458	Valley View Elementary
Interventionists	The district will employ reading interventionists to assist with Tier 2 intervention. The total employment is 2.4 FTEs.	Other	Tier 2	Implement	08/27/2018	06/07/2019	\$156259	Assistant Superintendent of Curriculum
Elementary PBIS	Elementary schools will systemically implement PBIS practices and track data to make decisions and reinforce positive behaviors. Areas of emphasis include: classroom, hallways, playground, bathrooms, cafeteria, and on the bus.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Building Principals District PBIS Committee

District Improvement Plan

Rockford Public Schools

Implementation	The district will purchase the teacher manuals and provide PD before school during the teacher work days. The resource and instruction will supplement literacy block time. Monitoring will occur through NWEA Language Assessment and M-STEP. Teacher surveys will be administered after the PD to further support implementation throughout the year.	Academic Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$6500	Assistant Superintendent of Curriculum District Elementary Writing Committee
Reflex	work with Title I students	Academic Support Program, Curriculum Development	Tier 2	Implement	08/27/2018	06/07/2019	\$3150	Interventionists
Incentives	work with Title I students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$2000	Interventionists
District Instructional Coach	enhance district instructional practices and support for students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$111027	Jamie Bakita

Rockford High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/28/2017	06/08/2018	\$0	Secondary Principals and Teachers

District Improvement Plan

Rockford Public Schools

IQWST Curriculum Framework	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - The science district team reviewed 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. - IQWST Curriculum Framework was adopted for 2018/19 in grades 6-8. - Grades 9-12 continue to emphasize inquiry-based instruction with an emphasis on modelling. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Middle Schools will determine which grade levels will teach which IQWST science units and teachers will implement. - Teachers will participate in professional development including PD before and during half-day workshops during the school year focused on instructional practices with the new IQWST Curriculum - Teachers will further implement inquiry-based instruction aligned to NGSS content standards. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. - Teacher surveys will be administered to identify areas of need to support the curriculum transition. 	Teacher Collaboration, Professional Learning, Implementation, Direct Instruction, Curriculum Development	Tier 1	Implement	08/27/2018	06/07/2019	\$2000	Assistant Superintendent of Curriculum District Science Committee Elementary Teachers
College and Career Night	Rockford High School will partner with local business and State of Michigan colleges and provide a "Rockford College and Career Night" where students and families will be invited to attend presentations and meet with representatives from a variety of organizations with the intent to assist students in planning for their future after high school.	Career Preparation /Orientation, Community Engagement	Tier 1	Implement	01/16/2019	01/16/2019	\$5000	District College and Career Night Committee
High School Programming - Renaissance Philosophy	Rockford High School staff will address building culture by structuring activities aligned with the Renaissance Philosophy, in which respect, reward, recognition, and reinforcement are used to promote positive student outcomes, including improved attendance, motivation, achievement, and behavior.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Rockford High School Principals Renaissance Committee RHS Students and Staff

Rockford H.S. Freshman Center

District Improvement Plan

Rockford Public Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/28/2017	06/08/2018	\$0	Secondary Principals and Teachers

District Improvement Plan

Rockford Public Schools

IQWST Curriculum Framework	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - The science district team reviewed 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. - IQWST Curriculum Framework was adopted for 2018/19 in grades 6-8. - Grades 9-12 continue to emphasize inquiry-based instruction with an emphasis on modelling. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Middle Schools will determine which grade levels will teach which IQWST science units and teachers will implement. - Teachers will participate in professional development including PD before and during half-day workshops during the school year focused on instructional practices with the new IQWST Curriculum - Teachers will further implement inquiry-based instruction aligned to NGSS content standards. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. - Teacher surveys will be administered to identify areas of need to support the curriculum transition. 	Teacher Collaboration, Professional Learning, Implementation, Direct Instruction, Curriculum Development	Tier 1	Implement	08/27/2018	06/07/2019	\$2000	Assistant Superintendent of Curriculum District Science Committee Elementary Teachers
College and Career Night	Rockford High School will partner with local business and State of Michigan colleges and provide a "Rockford College and Career Night" where students and families will be invited to attend presentations and meet with representatives from a variety of organizations with the intent to assist students in planning for their future after high school.	Career Preparation /Orientation, Community Engagement	Tier 1	Implement	01/16/2019	01/16/2019	\$5000	District College and Career Night Committee
High School Programming - Renaissance Philosophy	Rockford High School staff will address building culture by structuring activities aligned with the Renaissance Philosophy, in which respect, reward, recognition, and reinforcement are used to promote positive student outcomes, including improved attendance, motivation, achievement, and behavior.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Rockford High School Principals Renaissance Committee RHS Students and Staff

River Valley Academy

District Improvement Plan

Rockford Public Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
College and Career Night	Rockford High School will partner with local business and State of Michigan colleges and provide a "Rockford College and Career Night" where students and families will be invited to attend presentations and meet with representatives from a variety of organizations with the intent to assist students in planning for their future after high school.	Career Preparation /Orientation Community Engagement	Tier 1	Implement	01/16/2019	01/16/2019	\$5000	District College and Career Night Committee

Parkside Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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		08/27/2018	06/07/2019	\$44240	Classroom teachers will identify the students which could benefit from the services and literacy interventionists will provide supplemental reading 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	Implement	08/27/2018	06/07/2019	\$2687	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	08/27/2018	06/07/2019	\$0	K-5 Teachers

District Improvement Plan

Rockford Public Schools

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		08/27/2018	06/07/2019	\$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	08/27/2018	06/07/2019	\$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	Implement	08/27/2018	06/07/2019	\$34394	District Title 1 Coordinator Building Principals Title 1 math interventionists
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	Implement	08/27/2018	06/07/2019	\$1040	District Title Coordinator Building Principals Classroom Teachers
Summer Tutoring and Supplies	The district will organize a summer tutoring program at the Hillview Apartment Complex to support students' academic progress and overall positive connection to their school.	Community Engagement, Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$700	Summer Tutoring Program Coordinators
Michigan Reading Association	Four teachers will attend the MRA annual conference.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$660	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	08/27/2018	06/07/2019	\$5030	Building Principals
Staff PD	Teachers with identified Title 1 students will attend a literacy luncheon with professional resources and speaker.	Professional Learning	Tier 2		08/27/2018	06/07/2019	\$1458	Valley View Elementary

District Improvement Plan

Rockford Public Schools

Interventionists	The district will employ reading interventionists to assist with Tier 2 intervention. The total employment is 2.4 FTEs.	Other	Tier 2	Implement	08/27/2018	06/07/2019	\$156259	Assistant Superintendent of Curriculum
Elementary PBIS	Elementary schools will systemically implement PBIS practices and track data to make decisions and reinforce positive behaviors. Areas of emphasis include: classroom, hallways, playground, bathrooms, cafeteria, and on the bus.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Building Principals District PBIS Committee
Implementation	The district will purchase the teacher manuals and provide PD before school during the teacher work days. The resource and instruction will supplement literacy block time. Monitoring will occur through NWEA Language Assessment and M-STEP. Teacher surveys will be administered after the PD to further support implementation throughout the year.	Academic Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$6500	Assistant Superintendent of Curriculum District Elementary Writing Committee
Reflex	work with Title I students	Academic Support Program, Curriculum Development	Tier 2	Implement	08/27/2018	06/07/2019	\$3150	Interventionists
Incentives	work with Title I students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$2000	Interventionists
District Instructional Coach	enhance district instructional practices and support for students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$111027	Jamie Bakita

North 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

<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>08/28/2017</p>	<p>06/08/2018</p>	<p>\$0</p>	<p>Secondary Principals and Teachers</p>
<p>Implementation</p>	<p>In addition to small group and one on one instruction, all 6th through 8th grade students will participate in NWEA MAP Skills Program as defined by their NWEA RIT Score during Connect at least one hour per week.</p>	<p>Implementation</p>	<p>Tier 2</p>		<p>08/27/2018</p>	<p>06/07/2019</p>	<p>\$0</p>	<p>Building Principals Middle School Math Teachers</p>

District Improvement Plan

Rockford Public Schools

IQWST Curriculum Framework	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - The science district team reviewed 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. - IQWST Curriculum Framework was adopted for 2018/19 in grades 6-8. - Grades 9-12 continue to emphasize inquiry-based instruction with an emphasis on modelling. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Middle Schools will determine which grade levels will teach which IQWST science units and teachers will implement. - Teachers will participate in professional development including PD before and during half-day workshops during the school year focused on instructional practices with the new IQWST Curriculum - Teachers will further implement inquiry-based instruction aligned to NGSS content standards. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. - Teacher surveys will be administered to identify areas of need to support the curriculum transition. 	Teacher Collaboration, Professional Learning, Implementation, Direct Instruction, Curriculum Development	Tier 1	Implement	08/27/2018	06/07/2019	\$2000	Assistant Superintendent of Curriculum District Science Committee Elementary Teachers
College and Career Night	Rockford High School will partner with local business and State of Michigan colleges and provide a "Rockford College and Career Night" where students and families will be invited to attend presentations and meet with representatives from a variety of organizations with the intent to assist students in planning for their future after high school.	Career Preparation /Orientation, Community Engagement	Tier 1	Implement	01/16/2019	01/16/2019	\$5000	District College and Career Night Committee
Middle School Programming - Growth Mindset	RPS Middle Schools will promote positive building culture by structuring "Character Counts" aligned with the Renaissance Philosophy, in which respect, reward, recognition, and reinforcement are used to promote positive student outcomes, including improved attendance, motivation, achievement, and behavior. Additionally, middle school staff and students will study Growth Mindset as a way to promote belief in improvement in self and others.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$4000	Building Principals Middle School Teachers Middle School Students
Adaptive Schools	Ten middle school department leaders will attend Adaptive Schools training at KISD to strengthen their leadership of content and colleagues.	Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$5000	Middle School Principals

District Improvement Plan

Rockford Public Schools

Meadow Ridge Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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		08/27/2018	06/07/2019	\$44240	Classroom teachers will identify the students which could benefit from the services and literacy interventionists will provide supplemental reading 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	Implement	08/27/2018	06/07/2019	\$2687	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	08/27/2018	06/07/2019	\$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		08/27/2018	06/07/2019	\$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	08/27/2018	06/07/2019	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.

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Rockford Public Schools

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	Implement	08/27/2018	06/07/2019	\$34394	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	Implement	08/27/2018	06/07/2019	\$4947	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	Implement	08/27/2018	06/07/2019	\$1040	District Title Coordinator Building Principals Classroom Teachers
Summer Tutoring and Supplies	The district will organize a summer tutoring program at the Hillview Apartment Complex to support students' academic progress and overall positive connection to their school.	Community Engagement, Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$700	Summer Tutoring Program Coordinators
Michigan Reading Association	Four teachers will attend the MRA annual conference.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$660	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	08/27/2018	06/07/2019	\$5030	Building Principals
Staff PD	Teachers with identified Title 1 students will attend a literacy luncheon with professional resources and speaker.	Professional Learning	Tier 2		08/27/2018	06/07/2019	\$1458	Valley View Elementary
Interventionists	The district will employ reading interventionists to assist with Tier 2 intervention. The total employment is 2.4 FTEs.	Other	Tier 2	Implement	08/27/2018	06/07/2019	\$156259	Assistant Superintendent of Curriculum

District Improvement Plan

Rockford Public Schools

Elementary PBIS	Elementary schools will systemically implement PBIS practices and track data to make decisions and reinforce positive behaviors. Areas of emphasis include: classroom, hallways, playground, bathrooms, cafeteria, and on the bus.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Building Principals District PBIS Committee
Implementation	The district will purchase the teacher manuals and provide PD before school during the teacher work days. The resource and instruction will supplement literacy block time. Monitoring will occur through NWEA Language Assessment and M-STEP. Teacher surveys will be administered after the PD to further support implementation throughout the year.	Academic Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$6500	Assistant Superintendent of Curriculum District Elementary Writing Committee
Reflex	work with Title I students	Academic Support Program, Curriculum Development	Tier 2	Implement	08/27/2018	06/07/2019	\$3150	Interventionists
Incentives	work with Title I students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$2000	Interventionists
District Instructional Coach	enhance district instructional practices and support for students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$111027	Jamie Bakita

Lakes Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Implement	08/27/2018	06/07/2019	\$2687	District Title 1 Coordinator
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	Implement	08/27/2018	06/07/2019	\$1040	District Title Coordinator Building Principals Classroom Teachers
Michigan Reading Association	Four teachers will attend the MRA annual conference.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$660	Building Principals and Reading Specialists

District Improvement Plan

Rockford Public Schools

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	08/27/2018	06/07/2019	\$5030	Building Principals
Elementary PBIS	Elementary schools will systemically implement PBIS practices and track data to make decisions and reinforce positive behaviors. Areas of emphasis include: classroom, hallways, playground, bathrooms, cafeteria, and on the bus.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Building Principals District PBIS Committee
Implementation	The district will purchase the teacher manuals and provide PD before school during the teacher work days. The resource and instruction will supplement literacy block time. Monitoring will occur through NWEA Language Assessment and M-STEP. Teacher surveys will be administered after the PD to further support implementation throughout the year.	Academic Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$6500	Assistant Superintendent of Curriculum District Elementary Writing Committee
District Instructional Coach	enhance district instructional practices and support for students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$111027	Jamie Bakita

East Rockford Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/28/2017	06/08/2018	\$0	Secondary Principals and Teachers

District Improvement Plan

Rockford Public Schools

Implementation	In addition to small group and one on one instruction, all 6th through 8th grade students will participate in NWEA MAP Skills Program as defined by their NWEA RIT Score during Connect at least one hour per week.	Implementation	Tier 2		08/27/2018	06/07/2019	\$0	Building Principals Middle School Math Teachers
IQWST Curriculum Framework	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> - The science district team reviewed 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. - IQWST Curriculum Framework was adopted for 2018/19 in grades 6-8. - Grades 9-12 continue to emphasize inquiry-based instruction with an emphasis on modelling. <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> - Middle Schools will determine which grade levels will teach which IQWST science units and teachers will implement. - Teachers will participate in professional development including PD before and during half-day workshops during the school year focused on instructional practices with the new IQWST Curriculum - Teachers will further implement inquiry-based instruction aligned to NGSS content standards. <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. - Teacher surveys will be administered to identify areas of need to support the curriculum transition. 	Teacher Collaboration, Professional Learning, Implementation, Direct Instruction, Curriculum Development	Tier 1	Implement	08/27/2018	06/07/2019	\$2000	Assistant Superintendent of Curriculum District Science Committee Elementary Teachers
College and Career Night	Rockford High School will partner with local business and State of Michigan colleges and provide a "Rockford College and Career Night" where students and families will be invited to attend presentations and meet with representatives from a variety of organizations with the intent to assist students in planning for their future after high school.	Career Preparation /Orientation, Community Engagement	Tier 1	Implement	01/16/2019	01/16/2019	\$5000	District College and Career Night Committee

District Improvement Plan

Rockford Public Schools

Middle School Programming - Growth Mindset	RPS Middle Schools will promote positive building culture by structuring "Character Counts" aligned with the Renaissance Philosophy, in which respect, reward, recognition, and reinforcement are used to promote positive student outcomes, including improved attendance, motivation, achievement, and behavior. Additionally, middle school staff and students will study Growth Mindset as a way to promote belief in improvement in self and others.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$4000	Building Principals Middle School Teachers Middle School Students
Adaptive Schools	Ten middle school department leaders will attend Adaptive Schools training at KISD to strengthen their leadership of content and colleagues.	Professional Learning	Tier 1	Implement	08/27/2018	06/07/2019	\$5000	Middle School Principals

Crestwood Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary PBIS	Elementary schools will systemically implement PBIS practices and track data to make decisions and reinforce positive behaviors. Areas of emphasis include: classroom, hallways, playground, bathrooms, cafeteria, and on the bus.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Building Principals District PBIS Committee
Implementation	The district will purchase the teacher manuals and provide PD before school during the teacher work days. The resource and instruction will supplement literacy block time. Monitoring will occur through NWEA Language Assessment and M-STEP. Teacher surveys will be administered after the PD to further support implementation throughout the year.	Academic Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$6500	Assistant Superintendent of Curriculum District Elementary Writing Committee
District Instructional Coach	enhance district instructional practices and support for students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$111027	Jamie Bakita

Cannonsburg Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary PBIS	Elementary schools will systemically implement PBIS practices and track data to make decisions and reinforce positive behaviors. Areas of emphasis include: classroom, hallways, playground, bathrooms, cafeteria, and on the bus.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Building Principals District PBIS Committee

District Improvement Plan

Rockford Public Schools

Implementation	The district will purchase the teacher manuals and provide PD before school during the teacher work days. The resource and instruction will supplement literacy block time. Monitoring will occur through NWEA Language Assessment and M-STEP. Teacher surveys will be administered after the PD to further support implementation throughout the year.	Academic Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$6500	Assistant Superintendent of Curriculum District Elementary Writing Committee
District Instructional Coach	enhance district instructional practices and support for students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$111027	Jamie Bakita

Belmont Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary PBIS	Elementary schools will systemically implement PBIS practices and track data to make decisions and reinforce positive behaviors. Areas of emphasis include: classroom, hallways, playground, bathrooms, cafeteria, and on the bus.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Building Principals District PBIS Committee
Implementation	The district will purchase the teacher manuals and provide PD before school during the teacher work days. The resource and instruction will supplement literacy block time. Monitoring will occur through NWEA Language Assessment and M-STEP. Teacher surveys will be administered after the PD to further support implementation throughout the year.	Academic Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$6500	Assistant Superintendent of Curriculum District Elementary Writing Committee
District Instructional Coach	enhance district instructional practices and support for students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$111027	Jamie Bakita