



# **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

# 2019/20 RPS Plan

## Overview

### Plan Name

2019/20 RPS Plan

### Plan Description



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in math.	Objectives: 5 Strategies: 7 Activities: 15	Academic	\$38177
2	All students will be proficient in reading.	Objectives: 5 Strategies: 8 Activities: 23	Academic	\$333936
3	All students will be proficient in writing.	Objectives: 3 Strategies: 6 Activities: 6	Academic	\$0
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: 4	Organizational	\$30025
7	Social and Emotional Student Support	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$2000
8	Building Culture and Climate	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$4000
9	Career Readiness	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$25000

## Goal 1: All students will be proficient in math.

### Measurable Objective 1:

85% of All 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		08/26/2019	06/05/2020	\$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”.

## District Improvement Plan

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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"> <li>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2019/20 GRR focus areas.</li> <li>- The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on the identified district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning.</li> <li>-The district will use 2018/19 5D+ Teacher evaluation summary data to identify additional instructional need areas to target with professional development.</li> <li>- The district will support the professional growth of classroom learning labs and GRR module facilitation team.</li> </ul> <p>Schools: All Schools</p>	Getting Ready	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$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"> <li>- The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.</li> </ul> <p>Schools: All Schools</p>	Implementation	Tier 1		08/26/2019	06/05/2020	\$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
<ul style="list-style-type: none"> <li>- Staff will be surveyed after each professional development session.</li> <li>- Building principals will monitor the application of Gradual Release of Responsibility implementation by using the 5D+ teacher evaluation framework.</li> <li>- 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.</li> </ul> <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	General Fund	Assistant Superintendent of Curriculum District Professional Development Committee

## District Improvement Plan

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Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will support a one-to-one instructional technology initiative (K-12) to include teacher and administrator training, equipment upgrades, and software implementation.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Implementation, Materials, Teacher Collaboration, Direct Instruction, Technology, Curriculum Development</p>	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Other	<p>Assistant Superintendent of Curriculum District Instructional Technology Coordinator District Certified Staff</p>

### (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.

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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## District Improvement Plan

Rockford Public Schools

<p><b>Getting Ready:</b>          - The district will establish a professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model.</p> <p><b>Implementation:</b>          -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><b>Monitoring:</b>          - 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	08/26/2019	06/05/2020	\$0	Special Education	Special Services Director Building Principals
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### 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.

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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## District Improvement Plan

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<p>Activity: Getting Ready</p> <ul style="list-style-type: none"> <li>- Math department leaders will inventory and, with their building colleagues, draw improvement conclusions from the previous year's instruction and assessment data.</li> <li>- 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.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Department leaders will ensure that math performance tasks are routinely embedded into instruction.</li> <li>- 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.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Student achievement data on M-STEP and NWEA MAPS will be reviewed to determine GAN and overall achievement.</li> <li>- Curriculum maps will reflect an implementation schedule of performance tasks into routine instruction.</li> <li>- The district team will review implementation fidelity as well as staff input to determine future planning.</li> <li>- Teachers will show student work as evidence during department meetings and the 5D+ teacher evaluation process.</li> </ul> <p>Schools: All Schools</p>	Implementa tion	Tier 1	Implement	08/26/2019	06/05/2020	\$0	General Fund	Building Principals and District Math Teachers
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### (shared) Strategy 2:

Gradual Release of Responsibility - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model in order to increase student achievement in all content areas.

Category: Career and College Ready

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

Tier: Tier 1

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

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<p>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2019/20 GRR focus areas.</p> <p>- The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on the identified district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning.</p> <p>-The district will use 2018/19 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	08/26/2019	06/05/2020	\$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>- 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		08/26/2019	06/05/2020	\$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
<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	08/26/2019	06/05/2020	\$0	General Fund	Assistant Superintendent of Curriculum District Professional Development Committee

Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District Improvement Plan**

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The district will support a one-to-one instructional technology initiative (K-12) to include teacher and administrator training, equipment upgrades, and software implementation.  Schools: All Schools	Professional Learning, Implementation, Materials, Teacher Collaboration, Direct Instruction, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Other	Assistant Superintendent of Curriculum District Instructional Technology Coordinator District Certified Staff
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**(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

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 instruction in addition to normal class time to increase achievement in targetted areas as measured by NWEA MAP RIT Score.  Schools: East Rockford Middle School, North Rockford Middle School	Implementation	Tier 2		08/26/2019	06/05/2020	\$0	General Fund	Building Principals Middle School Math Teachers

**Measurable Objective 3:**

85% of Economically Disadvantaged, Homeless and 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



## District Improvement Plan

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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		08/26/2019	06/05/2020	\$0	General Fund	Director of Special Services and Secondary Special Education Teachers

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide tier 1 and targeted instructional practices for every student including economically disadvantaged, homeless, and ELL.  Schools: All Schools	Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$0	General Fund	Classroom 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 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	08/26/2019	06/05/2020	\$12960	Title I Part A	District Title 1 Coordinator Building Principals Title 1 math interventionists

## District Improvement Plan

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Activity - Dreambox	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Elementary teachers will utilize Dreambox software to enhance math intervention instruction. Prior to implementing the software, staff will also participate in a webinar training.</p> <p>Schools: Roguewood Elementary School, Parkside Elementary School, Lakes Elementary School, Meadow Ridge Elementary School</p>	Direct Instruction	Tier 2	Implement	08/26/2019	06/05/2020	\$860	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
<p>The district will purchase resources and subscriptions (Reflex and Numbers Sense) to assist with the intervention of students in the area of math.</p> <p>Schools: Roguewood Elementary School, Parkside Elementary School, Lakes Elementary School, Meadow Ridge Elementary School</p>	Academic Support Program	Tier 2	Implement	08/26/2019	06/05/2020	\$5030	Title I Part A	Building Principals
Activity - Reflex	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>work with Title I students</p> <p>Schools: Roguewood Elementary School, Parkside Elementary School, Valley View Elementary School, Meadow Ridge Elementary School</p>	Academic Support Program, Curriculum Development	Tier 2	Implement	08/26/2019	06/05/2020	\$2642	Title I Part A	Interventionists
Activity - After school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>work with Title I students</p> <p>Schools: Roguewood Elementary School, Parkside Elementary School, Valley View Elementary School, Meadow Ridge Elementary School</p>	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$1685	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:

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- 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:</p> <ul style="list-style-type: none"><li>- The district will establish a professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model.</li></ul> <p>Implementation:</p> <ul style="list-style-type: none"><li>-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.</li></ul> <p>Monitoring:</p> <ul style="list-style-type: none"><li>- Student achievement data will be reviewed according to the district-scheduled RTI calendar and 2018/19 NWEA Maps and M-STEP results.</li><li>- Staff will be surveyed after each professional development session.</li></ul> <p>Schools: All Schools</p>	Implementation	Tier 2	Implement	08/26/2019	06/05/2020	\$0	Special Education	Special Services Director Building Principals

### 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

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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"> <li>- Math department leaders will inventory and, with their building colleagues, draw improvement conclusions from the previous year's instruction and assessment data.</li> <li>- 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.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Department leaders will ensure that math performance tasks are routinely embedded into instruction.</li> <li>- 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.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Student achievement data on M-STEP and NWEA MAPS will be reviewed to determine GAN and overall achievement.</li> <li>- Curriculum maps will reflect an implementation schedule of performance tasks into routine instruction.</li> <li>- The district team will review implementation fidelity as well as staff input to determine future planning.</li> <li>- Teachers will show student work as evidence during department meetings and the 5D+ teacher evaluation process.</li> </ul> <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	General Fund	Building Principals and District Math Teachers

### (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
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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		08/26/2019	06/05/2020	\$0	General Fund	Director of Special Services and Secondary Special Education Teachers
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Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide tier 1 and targeted instructional practices for every student including economically disadvantaged, homeless, and ELL.  Schools: All Schools	Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$0	General Fund	Classroom Teachers

### (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"> <li>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2019/20 GRR focus areas.</li> <li>- The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on the identified district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning.</li> <li>-The district will use 2018/19 5D+ Teacher evaluation summary data to identify additional instructional need areas to target with professional development.</li> <li>- The district will support the professional growth of classroom learning labs and GRR module facilitation team.</li> </ul> Schools: All Schools	Getting Ready	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$0	General Fund	Assistant Superintendent of Instruction District Committee Members

## District Improvement Plan

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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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		08/26/2019	06/05/2020	\$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
<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	08/26/2019	06/05/2020	\$0	General Fund	Assistant Superintendent of Curriculum District Professional Development Committee
Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will support a one-to-one instructional technology initiative (K-12) to include teacher and administrator training, equipment upgrades, and software implementation.</p> <p>Schools: All Schools</p>	Professional Learning, Implementation, Materials, Teacher Collaboration, Direct Instruction, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Other	Assistant Superintendent of Curriculum District Instructional Technology Coordinator District Certified Staff

### (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

## District Improvement Plan

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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 instruction in addition to normal class time to increase achievement in targetted areas as measured by NWEA MAP RIT Score.  Schools: East Rockford Middle School, North Rockford Middle School	Implementation	Tier 2		08/26/2019	06/05/2020	\$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:

Literacy Block Instruction - Elementary teachers will participate in refining instructional practices within the literacy block instructional time. This will continue using a workshop model and align with the MAISA Unit instruction. Additionally, K-2 and 3-5 will add a new targeted phonic instruction component.

Category: English/Language Arts

Tier: Tier 1

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

Rockford Public Schools

<p>Activity 1: Getting Ready                      - 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>Schools: All Schools</p>	Implementa tion	Tier 1	Implement	08/26/2019	06/05/2020	\$0	No Funding Required	Elementary and Middle School Principals and 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 Responsible
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## District Improvement Plan

Rockford Public Schools

<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2019/20 GRR focus areas.</li> <li>- 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.</li> <li>-The district will utilize classroom learning labs to support teacher development in identified focus areas.</li> </ul> <p>Schools: All Schools</p>	Getting Ready	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$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"> <li>- The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts.</li> <li>- The district will offer instructional technology training and other support opportunities throughout the school year.</li> </ul> <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$1000	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
<p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Staff will be surveyed after each professional development session.</li> <li>- Building principals will monitor the application of Gradual Release of Responsibility implementation by using the 5D+ teacher evaluation process.</li> <li>- 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.</li> </ul> <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee

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

Rockford Public Schools

Elementary and Secondary: The district will utilize classroom learning labs to support Gradual Release and MAISA Unit implementation across all subjects.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/26/2019	06/05/2020	\$7500	Title II Part A	District Curriculum Office Classroom Learning Lab Facilitators and Supervisor
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Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to support one-to-one instructional transformation by providing teacher training, hardware purchases, software upgrades, and continued planning for the future.  Schools: All Schools	Professional Learning, Implementation, Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Other	Assistant Superintendent for Curriculum District Instructional Technology Coordinator Certified Staff

### Strategy 3:

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

Category: English/Language Arts

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

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

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

Tier: Tier 2

Activity - Expansion of RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the input of staff, a district committee will continue to review the effectiveness and efficiency of current RTI practices.  Schools: All Schools	Professional Learning	Tier 2	Getting Ready	08/26/2019	06/05/2020	\$0	General Fund	District Response to Intervention Committee

## District Improvement Plan

Rockford Public Schools

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		08/26/2019	06/05/2020	\$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		08/26/2019	06/05/2020	\$0	General Fund	District RTI Committee Building Principals and Classroom Teachers

### Strategy 4:

MAISA ELA Common Core Units - K-5 Teachers will implement the MAISA ELA Common Core aligned units into their literacy block instruction.

Category: English/Language Arts

Research Cited: Oakland Schools Literacy: <http://www.oaklandschoolsliteracy.org/>

Tier: Tier 1

Activity - Unpacking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders and grade level teachers will collaborate to unpack the MAISA units throughout the school year. Teachers will unpack numerous times throughout the school year. Sometimes, district provided professional development time will be used, teachers will work during the day and subs will be required, and teachers will work outside of the day and stipends will be payed.  Schools: All Schools	Professional Learning	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$0	Title II Part A	District Reading Committee District Literacy Coaches K-5 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.

## District Improvement Plan

Rockford Public Schools

### (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
<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"><li>- Secondary principals will share the collaborative secondary reading strategy with their English department members.</li><li>- Identified staff members will teach the strategy to their colleagues at a beginning of the year staff meeting.</li><li>- During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes.</li><li>- Trends will be identified in the 2018 and 2019 M-STEP and NWEA results by grade level and English department members will recommend instructional strategies to target areas of need.</li></ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"><li>- 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.</li><li>- 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.</li></ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"><li>- The district team will review implementation fidelity as well as staff input to determine future planning.</li><li>- Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on M-STEP, NWEA Maps and SAT.</li></ul> <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$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.

## District Improvement Plan

Rockford Public Schools

Tier: Tier 1

Activity - Instructional Transformation	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"> <li>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2019/20 GRR focus areas.</li> <li>- 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.</li> <li>-The district will utilize classroom learning labs to support teacher development in identified focus areas.</li> </ul> <p>Schools: All Schools</p>	Getting Ready	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$0	No Funding Required	Assistant Superintendent of Instruction District Leadership Committee

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts.</li> <li>- The district will offer instructional technology training and other support opportunities throughout the school year.</li> </ul> <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$1000	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
<p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Staff will be surveyed after each professional development session.</li> <li>- Building principals will monitor the application of Gradual Release of Responsibility implementation by using the 5D+ teacher evaluation process.</li> <li>- 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.</li> </ul> <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee

## District Improvement Plan

Rockford Public Schools

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 and MAISA Unit implementation across all subjects.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/26/2019	06/05/2020	\$7500	Title II Part A	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>	Professional Learning, Implementation, Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$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

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

Rockford Public Schools

<p>Activity 1: Getting Ready- The district will develop a data protocol for common assessment and state data. The district will 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>	Implementa tion	Tier 2	Implement	08/26/2019	06/05/2020	\$0	General Fund	District Data Committee Building and District Student Assistance Teams
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### 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"> <li>- Secondary principals will share the collaborative secondary reading strategy with their English department members.</li> <li>- Identified staff members will teach the strategy to their colleagues at a beginning of the year staff meeting.</li> <li>- During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes.</li> <li>- Trends will be identified in the 2018 and 2019 M-STEP and NWEA results by grade level and English department members will recommend instructional strategies to target areas of need.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- The district team will review implementation fidelity as well as staff input to determine future planning.</li> <li>- Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on M-STEP, NWEA Maps and SAT.</li> </ul> <p>Schools: All Schools</p>	Implementa tion	Tier 1	Implement	08/26/2019	06/05/2020	\$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"> <li>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2019/20 GRR focus areas.</li> <li>- 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.</li> <li>-The district will utilize classroom learning labs to support teacher development in identified focus areas.</li> </ul> <p>Schools: All Schools</p>	Getting Ready	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$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"> <li>- The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts.</li> <li>- The district will offer instructional technology training and other support opportunities throughout the school year.</li> </ul> <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$1000	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
<p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Staff will be surveyed after each professional development session.</li> <li>- Building principals will monitor the application of Gradual Release of Responsibility implementation by using the 5D+ teacher evaluation process.</li> <li>- 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.</li> </ul> <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee

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

Rockford Public Schools

Elementary and Secondary: The district will utilize classroom learning labs to support Gradual Release and MAISA Unit implementation across all subjects.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/26/2019	06/05/2020	\$7500	Title II Part A	District Curriculum Office Classroom Learning Lab Facilitators and Supervisor
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Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to support one-to-one instructional transformation by providing teacher training, hardware purchases, software upgrades, and continued planning for the future.  Schools: All Schools	Professional Learning, Implementation, Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$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.

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	08/26/2019	06/05/2020	\$0	General Fund	Director of Special Services, Building Principals and Special Education Team Teachers

## District Improvement Plan

Rockford Public Schools

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	08/26/2019	06/05/2020	\$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
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	Implementation	Tier 2		08/26/2019	06/05/2020	\$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

Activity - Literacy Coaches Network	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

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	Professional Learning	Tier 2	Implement	08/26/2019	06/05/2020	\$250	General Fund	District Reading Committee Director
<b>Activity - Title 1 Literacy Books and Resources</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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, Valley View Elementary School, Meadow Ridge Elementary School	Implementation	Tier 2	Implement	08/26/2019	06/05/2020	\$2687	Title I Part A	District Title 1 Coordinator
<b>Activity - Community Engagement/Summer Tutoring</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
With the intent to increase engagement and provide summer tutoring for Title 1 students, Rockford Public Schools will organize and host community/parent activities in order to engage the community and parent populations in the interactions of the school and lives of students. Carryover funds will be added in December and we expect the amount to be \$15,000.  Schools: Roguewood Elementary School, Parkside Elementary School, Valley View Elementary School, Meadow Ridge Elementary School	Community Engagement	Tier 2	Implement	08/27/2018	06/07/2019	\$4096	Title I Part A	District Title 1 Coordinator Building Principals
<b>Activity - Homeless Student Support</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The district employs a homeless liaison in an effort to support district students in non Title buildings.  Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 3	Implement	08/26/2019	06/05/2020	\$2248	Title I Part A	District Special Services Director District Homeless Liaison

## District Improvement Plan

Rockford Public Schools

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: Valley View Elementary School, Meadow Ridge Elementary School	Academic Support Program, Community Engagement	Tier 2	Implement	08/27/2018	06/07/2019	\$2643	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
Teachers will attend the MRA annual conference.  Schools: All Schools	Professional Learning, Teacher Collaboration	Tier 1	Implement	03/06/2020	03/08/2020	\$300	General Fund	Building Principals and Reading Specialists
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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$112713	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..

**District Improvement Plan**

Rockford Public Schools

**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

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity 1: Getting Ready                      - The district writing team will review previous implementation with a focus on writing in all content areas. Emphasis areas include: Lucy Calkins Units of Study, accurate scope and sequence in curriculum maps with corresponding assessments, and revised report card language.</p> <p>Activity 2: Implementation                      - Continue the use of L. Calkins Units of Study Kits as resource for instruction.                      - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data.                      - Learning Lab opportunities for staff members to strengthen and further target implementation.                      - Continued professional development time, possibly during district 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> <p>Activity 3: Monitoring:                      - The team will survey staff for continued questions, concerns and comments.                      - Pre and Post “On Demand” writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers’ grade books and report cards.</p> <p>Schools: All Schools</p>	Implementation	Tier 1		08/26/2019	06/05/2020	\$0	General Fund	District Writing Committee and Designated Elementary Principals and Teachers

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### 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
<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"><li>- English teachers in each building will collaborate to review the M-STEP writing rubrics.</li><li>- English teachers will identify a consistent scope and sequence by grade level for instructing students about the identified writing styles.</li><li>- All content area teachers will be made aware of the M-STEP writing requirements and scope and sequence of instruction.</li></ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"><li>- All content area teachers will emphasize and support the M-STEP writing rubric components when students are required to write in each course.</li></ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"><li>- M-STEP writing, written response, and performance task scores.</li><li>- All content area written response assignment expectations and grading rubrics.</li><li>- English teacher pacing guides and department feedback.</li></ul> <p>Schools: Rockford H.S. Freshman Center, East Rockford Middle School, North Rockford Middle School, Rockford High School</p>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	General Fund	Secondary Principals and Teachers

### 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

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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

### 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	08/26/2019	06/05/2020	\$0	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



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

Tier: Tier 2

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education and team teachers will participate in implementing identified differentiated instructional practices in order to assist individual IEP goals, as well as population trends.  Schools: All Schools	Implementation	Tier 2		08/26/2019	06/05/2020	\$0	General Fund	Director of Special Services, Building Principals and Secondary Teachers

**Measurable Objective 3:**

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

**Strategy 1:**

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

Category: English/Language Arts

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

Tier: Tier 2

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/26/2019	06/05/2020	\$0	Title I Part A	K-5 Teachers

**Goal 4: All students will be proficient in social studies.**

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### 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.

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"><li>- Existing reading and writing strategies will remain ongoing.</li><li>- 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.</li></ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"><li>- Teachers will further implement district reading and writing strategies.</li><li>- District team members will collaborate to identify curriculum priority areas and action plans to address them.</li><li>- 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.</li></ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"><li>- District team recommendations will be made for future programming and curriculum alignment.</li><li>- Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.</li></ul> <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$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

SY 2018-2019

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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
The Gradual Release of Responsibility common instructional model is a shared strategy across all content areas and district classrooms. The activity descriptions can be found under the reading and math goal areas.  Schools: All Schools	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	General Fund	Assistant Superintendent of Curriculum District Leadership Committee All Certified Staff

**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	Implementation	Tier 2		08/26/2019	06/05/2020	\$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

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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

Activity - Title 1 Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.  Schools: Roguewood Elementary School, Parkside Elementary School, Valley View Elementary School, Meadow Ridge Elementary School	Implementation	Tier 2		08/26/2019	06/05/2020	\$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
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<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	08/26/2019	06/05/2020	\$0	General Fund	Assistant Superintendent of Curriculum District Leadership Team All RPS Certified Staff
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### 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.

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
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<p><b>Activity 1: Getting Ready</b>                      - 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> <p><b>Activity 2: Implementation</b>                      - 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> <p><b>Activity 3: Monitoring</b>                      - 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> <p>Schools: Rockford H.S. Freshman Center, East Rockford Middle School, North Rockford Middle School, Rockford High School</p>	Professional Learning, Implementation, Teacher Collaboration, Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$2000	General Fund	Assistant Superintendent of Curriculum District Science Committee Elementary Teachers
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### Measurable Objective 2:

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

### Strategy 1:

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

Category: Science

Tier: Tier 2

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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.  Schools: All Schools	Implementa tion	Tier 2	Implement	08/26/2019	06/05/2020	\$0	General Fund	Special Services Director, 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 grade level GAN strands in Science by 06/01/2022 as measured by MEAP and District Common Assessments..

### Strategy 1:

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

Category: Science

Tier: Tier 2

Activity - Title 1 Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With an emphasis on improving the students' ability to comprehend informational text in the area of science, the Title 1 services for this goal area are a shared strategy with the district reading goal. Therefore, the supplemental services activities described in the district reading goal can be applied to increasing students' proficiency in the area of science, specifically focusing on comprehending informational text.  Schools: Roguewood Elementary School, Parkside Elementary School, Valley View Elementary School, Meadow Ridge Elementary School	Implementa tion	Tier 2	Implement	08/26/2019	06/05/2020	\$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..

### Strategy 1:

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

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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%3fsfvrn%3d0&p=DevEx,5065.1](http://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%3fsfvrn%3d0&p=DevEx,5065.1)

Tier: Tier 1

Activity - ASCD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two administrators will attend the ASCD conference November 7-10 to strengthen their leadership of content and colleagues.  Schools: East Rockford Middle School, North Rockford Middle School	Professional Learning	Tier 1	Implement	11/01/2019	11/10/2019	\$3552	Title IV Part A	Technology Director
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 Principals will attend a Professional Learning Communities Conference in Detroit in order prepare for a full district implementation in 2020/21.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/06/2019	08/08/2019	\$22528	Title II Part A	Assistant Superintendent of Instruction
Activity - National Conference on Measurement Education Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One RPS Technology Teacher Leader will attend the NCME conference in order to learn additional effectiveness to enhancing instruction with technology.  Schools: All Schools	Professional Learning	Tier 1	Implement	09/18/2019	09/19/2019	\$2225	Title IV Part A	Director of Instructional Technology
Activity - MACUL Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four teachers will attend the MACUL conference in Grand Rapids in order to enhance their knowledge about instructional technology and the use of it to improve classroom instruction.  Schools: All Schools	Professional Learning	Tier 1	Implement	03/11/2020	03/13/2020	\$1720	Title IV Part A	Director of Instructional Technology



## 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 - 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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$0	General Fund	Developing Healthy Kids Committee

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Activity - Counselors and Behavioral Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	Academic Support Program, Behavioral Support Program, Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	General Fund	District Special Services Director

## Goal 8: Building Culture and Climate

### Measurable Objective 1:

collaborate to ensure a positive school culture and climate by 06/05/2020 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	08/26/2019	06/05/2020	\$0	General Fund	Building Principals District PBIS Committee

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Activity - Middle School Programming - Growth Mindset	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$0	No Funding Required	Rockford High School Principals Renaissance Committee RHS Students and Staff

## Goal 9: Career Readiness

### Measurable Objective 1:

achieve college and career readiness by embedding student exposure of Michigan's six career zones by 06/05/2020 as measured by at least one time per trimester with a developmentally appropriate activity..

### Strategy 1:

Introduce Students and Parents to Michigan's Six Career Zones - The district will develop and elementary, middle school, and high school specific publication and communicate with students and families.

Category: Career and College Ready

Tier: Tier 1

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Activity - Career Zone Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Elementary: Each school will organize an event specific to their building that highlights career options and assists students in thinking about their future.</p> <p>Middle and High School: Each students will participate in career path exposure activities, interest assessment, and building a personal portfolio in the College and Career Software Program Naviance. A naviance license has been purchased for each student.</p> <p>Schools: All Schools</p>	Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/05/2020	\$20000	General Fund	Building administrators, counselors, and committee members
Activity - College and Career Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Rockford High School will host the thrid annual Rockford College and Career Night. This event brings in local businesses and colleges from around the state to communicate information to students and families in a workshop style format.</p> <p>Schools: All Schools</p>	Community Engagement	Tier 1		01/15/2020	01/15/2020	\$5000	General Fund	College and Career Night Committee

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	K-12 Principals will attend a Professional Learning Communities Conference in Detroit in order prepare for a full district implementation in 2020/21.	Professional Learning	Tier 1	Implement	08/06/2019	08/08/2019	\$22528	Assistant Superintendent of Instruction
Classroom Learning Labs	Elementary and Secondary: The district will utilize classroom learning labs to support Gradual Release and MAISA Unit implementation across all subjects.	Professional Learning	Tier 1	Implement	08/26/2019	06/05/2020	\$7500	District Curriculum Office Classroom Learning Lab Facilitators and Supervisor
District Instructional Coach	enhance district instructional practices and support for students	Academic Support Program	Tier 2	Implement	08/26/2019	06/05/2020	\$112713	Jamie Bakita
Unpacking	Teacher leaders and grade level teachers will collaborate to unpack the MAISA units throughout the school year. Teachers will unpack numerous times throughout the school year. Sometimes, district provided professional development time will be used, teachers will work during the day and subs will be required, and teachers will work outside of the day and stipends will be payed.	Professional Learning	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$0	District Reading Committee District Literacy Coaches K-5 Teachers

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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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	08/26/2019	06/05/2020	\$0	Rockford High School Principals Renaissance Committee RHS Students and 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	08/26/2019	06/05/2020	\$0	Building Principals
Instructional Transformation	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2019/20 GRR focus areas.</li> <li>- 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.</li> <li>-The district will utilize classroom learning labs to support teacher development in identified focus areas.</li> </ul>	Getting Ready	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$0	Assistant Superintendent of Instruction District Leadership Committee

**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 2018 and 2019 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>08/26/2019</p>	<p>06/05/2020</p>	<p>\$0</p>	<p>Building Principals and All Secondary Teachers</p>
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## District Improvement Plan

Rockford Public Schools

Implementation	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- New elementary teachers will be provided Comprehension Toolkit materials and training.</li> <li>- All classroom teachers will have a leveled literacy classroom library.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Teachers will continue to implement the Comprehension Toolkit strategies across all content areas.</li> <li>- The district will increase the utilization of classroom learning labs to support best reading instruction practices across all content areas.</li> <li>- Teachers will participate in half-days of PD choice workshops targeted at the content area GAN of research and inquiry.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process.</li> <li>- NWEA and M-STEP student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry."</li> </ul>	Implementa tion	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Elementary and Middle School Principals and Teachers
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### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/26/2019	06/05/2020	\$156259	Assistant Superintendent of Curriculum
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	\$4096	District Title 1 Coordinator Building Principals



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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		08/26/2019	06/05/2020	\$44240	Classroom teachers will identify the students which could benefit from the services and literacy interventionists will provide supplemental reading instruction
After school tutoring	work with Title I students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$1685	Interventionists
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	08/26/2019	06/05/2020	\$5030	Building Principals
Reflex	work with Title I students	Academic Support Program, Curriculum Development	Tier 2	Implement	08/26/2019	06/05/2020	\$2642	Interventionists
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	08/26/2019	06/05/2020	\$0	K-5 Teachers
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	08/26/2019	06/05/2020	\$860	District Title Coordinator Building Principals Classroom Teachers
Title 1 Literacy Books and Resources	Rockford Public Schools will provide Title 1 supplemental resources to differentiate instruction for identified K-5 students that have not yet met the state standards in reading. Technology resources will include "Read Naturally Live" and will be implemented for intervention purposes.	Implementation	Tier 2	Implement	08/26/2019	06/05/2020	\$2687	District Title 1 Coordinator

## District Improvement Plan

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Title 1 Services	With an emphasis on improving the students' ability to comprehend informational text in the area of science, the Title 1 services for this goal area are a shared strategy with the district reading goal. Therefore, the supplemental services activities described in the district reading goal can be applied to increasing students' proficiency in the area of science, specifically focusing on comprehending informational text.	Implementation	Tier 2	Implement	08/26/2019	06/05/2020	\$0	District Title 1 Director, Elementary Building Principals, Elementary 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		08/26/2019	06/05/2020	\$0	Elementary Principals, Elementary Teachers and Identified Title 1 Specialists.
Homeless Student Support	The district employs a homeless liaison in an effort to support district students in non Title buildings.	Academic Support Program, Behavioral Support Program	Tier 3	Implement	08/26/2019	06/05/2020	\$2248	District Special Services Director District Homeless Liaison
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.	Academic Support Program, Community Engagement	Tier 2	Implement	08/27/2018	06/07/2019	\$2643	Summer Tutoring Program Coordinators
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	08/26/2019	06/05/2020	\$12960	District Title 1 Coordinator Building Principals Title 1 math interventionists

### Other

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

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.	Professional Learning, Implementation, Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Assistant Superintendent for Curriculum District Instructional Technology Coordinator Certified Staff
Instructional Technology Integration	The district will support a one-to-one instructional technology initiative (K-12) to include teacher and administrator training, equipment upgrades, and software implementation.	Professional Learning, Implementation, Materials, Teacher Collaboration, Direct Instruction, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Assistant Superintendent of Curriculum District Instructional Technology Coordinator District Certified Staff
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	08/26/2019	06/05/2020	\$4000	Building Principals Middle School Teachers Middle School Students

### Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MACUL Conference	Four teachers will attend the MACUL conference in Grand Rapids in order to enhance their knowledge about instructional technology and the use of it to improve classroom instruction.	Professional Learning	Tier 1	Implement	03/11/2020	03/13/2020	\$1720	Director of Instructional Technology
ASCD	Two administrators will attend the ASCD conference November 7-10 to strengthen their leadership of content and colleagues.	Professional Learning	Tier 1	Implement	11/01/2019	11/10/2019	\$3552	Technology Director

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National Conference on Measurement Education Attendance	One RPS Technology Teacher Leader will attend the NCME conference in order to learn additional effectiveness to enhancing instruction with technology.	Professional Learning	Tier 1	Implement	09/18/2019	09/19/2019	\$2225	Director of Instructional Technology
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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"> <li>- The district will establish a professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model.</li> </ul> <p>Implementation:</p> <ul style="list-style-type: none"> <li>-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.</li> </ul> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>- Student achievement data will be reviewed according to the district-scheduled RTI calendar and 2018/19 NWEA Maps and M-STEP results.</li> <li>- Staff will be surveyed after each professional development session.</li> </ul>	Implementation	Tier 2	Implement	08/26/2019	06/05/2020	\$0	Special Services Director Building Principals

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation	<p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts.</li> <li>- The district will offer instructional technology training and other support opportunities throughout the school year.</li> </ul>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$1000	Superintendent of Instruction District Leadership Team

## District Improvement Plan

Rockford Public Schools

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.	Academic Support Program, Behavioral Support Program, Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	District Special Services Director
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		08/26/2019	06/05/2020	\$0	Director of Special Services and Secondary Special Education 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	08/26/2019	06/05/2020	\$0	Developing Healthy Kids Committee
Assess and Plan	Activity 3: Monitoring <ul style="list-style-type: none"> <li>- Staff will be surveyed after each professional development session.</li> <li>- Building principals will monitor the application of Gradual Release of Responsibility implementation by using the 5D+ teacher evaluation process.</li> <li>- 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.</li> </ul>	Monitor	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	Assistant Superintendent of Instruction District Leadership 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		08/26/2019	06/05/2020	\$0	Director of Special Services, Building Principals, Secondary Teachers
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		08/26/2019	06/05/2020	\$0	District RTI Committee Building Principals and Classroom Teachers

## District Improvement Plan

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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	08/26/2019	06/05/2020	\$2000	District Instructional Technology Director Building Principals Classroom Teachers
IQWST Curriculum Framework	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- IQWST Curriculum Framework was adopted for 2018/19 in grades 6-8.</li> <li>- Grades 9-12 continue to emphasize inquiry-based instruction with an emphasis on modelling.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Middle Schools will determine which grade levels will teach which IQWST science units and teachers will implement.</li> <li>- 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</li> <li>- Teachers will further implement inquiry-based instruction aligned to NGSS content standards.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.</li> <li>- Teacher surveys will be administered to identify areas of need to support the curriculum transition.</li> </ul>	Professional Learning, Implementation, Teacher Collaboration, Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$2000	Assistant Superintendent of Curriculum District Science Committee Elementary 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	08/26/2019	06/05/2020	\$0	Special Services Director, Building Principals and Secondary Teachers

**District Improvement Plan**

Rockford Public Schools

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		08/26/2019	06/05/2020	\$0	Director of Special Services, Building Principals and Secondary Teachers
Career Zone Awareness	<p>Elementary: Each school will organize an event specific to their building that highlights career options and assists students in thinking about their future.</p> <p>Middle and High School: Each students will participate in career path exposure activities, interest assessment, and building a personal portfolio in the College and Career Software Program Naviance. A naviance license has been purchased for each student.</p>	Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/05/2020	\$20000	Building administrators, counselors, and committee members
Instruction - Maintain	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- English teachers in each building will collaborate to review the M-STEP writing rubrics.</li> <li>- English teachers will identify a consistent scope and sequence by grade level for instructing students about the identified writing styles.</li> <li>- All content area teachers will be made aware of the M-STEP writing requirements and scope and sequence of instruction.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- All content area teachers will emphasize and support the M-STEP writing rubric components when students are required to write in each course.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- M-STEP writing, written response, and performance task scores.</li> <li>- All content area written response assignment expectations and grading rubrics.</li> <li>- English teacher pacing guides and department feedback.</li> </ul>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Secondary Principals and Teachers

**District Improvement Plan**

Rockford Public Schools

Implementation	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- Existing reading and writing strategies will remain ongoing.</li> <li>- 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.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Teachers will further implement district reading and writing strategies.</li> <li>- District team members will collaborate to identify curriculum priority areas and action plans to address them.</li> <li>- 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.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- District team recommendations will be made for future programming and curriculum alignment.</li> <li>- Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.</li> </ul>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$5000	Elementary Principals and Teachers District Elementary Social Studies Committee
Instruction	Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementation		Implement	08/26/2019	06/05/2020	\$0	Director of Special Services, Building Principals and Special Education Team Teachers



## District Improvement Plan

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Implementation	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>-Establish a district team to further review current curriculum maps, PBL and the EDM4 program implementation.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- The district team will review implementation fidelity as well as staff input to determine future planning.</li> <li>- Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on NWEA MAPS and M-STEP.</li> </ul>	Implementa tion	Tier 1		08/26/2019	06/05/2020	\$0	District Math Committee Elementary Math Teachers
College and Career Night	Rockford High School will host the thrid annual Rockford College and Career Night. This event brings in local businesses and colleges from around the state to communicate information to students and families in a workshop style format.	Community Engagem ent	Tier 1		01/15/2020	01/15/2020	\$5000	College and Career Night Committee
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 Superinten dent 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.	Implementa tion	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Assistant Superinten dent of Curriculum District Leadership Committee All Certified Staff

## District Improvement Plan

Rockford Public Schools

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		08/26/2019	06/05/2020	\$0	District RTI Committee Building Principals Grade Level Teachers
Implementation	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Continue the use of L. Calkins Units of Study Kits as resource for instruction.</li> <li>- Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data.</li> <li>- Learning Lab opportunities for staff members to strengthen and further target implementation.</li> <li>- 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.</li> </ul> <p>Activity 3: Monitoring:</p> <ul style="list-style-type: none"> <li>- The team will survey staff for continued questions, concerns and comments.</li> <li>- 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.</li> </ul>	Implementation	Tier 1		08/26/2019	06/05/2020	\$0	District Writing Committee and Designated Elementary Principals and Teachers
Monitoring	<ul style="list-style-type: none"> <li>- Staff will be surveyed after each professional development session.</li> <li>- Building principals will monitor the application of Gradual Release of Responsibility implementation by using the 5D+ teacher evaluation framework.</li> <li>- 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.</li> </ul>	Monitor	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	Assistant Superintendent of Curriculum District Professional Development Committee

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Implementation	- The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.	Implementation	Tier 1		08/26/2019	06/05/2020	\$15000	Assistant Superintendent of Instruction, District Leadership Committee
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	08/26/2019	06/05/2020	\$0	District Response to Intervention Committee
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	08/26/2019	06/05/2020	\$0	Director of Special Services, Building Principals and Special Education Teachers
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	08/26/2019	06/05/2020	\$0	Assistant Superintendent of Curriculum District Leadership Team All RPS Certified Staff
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	08/26/2019	06/05/2020	\$250	District Reading Committee Director

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Instructional Transformation	<ul style="list-style-type: none"> <li>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2019/20 GRR focus areas.</li> <li>- The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on the identified district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning.</li> <li>-The district will use 2018/19 5D+ Teacher evaluation summary data to identify additional instructional need areas to target with professional development.</li> <li>- The district will support the professional growth of classroom learning labs and GRR module facilitation team.</li> </ul>	Getting Ready	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$0	Assistant Superintendent of Instruction District Committee Members
Implementation	<p>Activity 1: Getting Ready-</p> <p>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 -</p> <p>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 -</p> <p>Evidence of district data protocol. Evidence of designated district provided professional development time for district data protocol training. Building SAT team and department minutes.</p>	Implementation	Tier 2	Implement	08/26/2019	06/05/2020	\$0	District Data Committee Building and District Student Assistance Teams

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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	08/26/2019	06/05/2020	\$0	Assistant Superintendent of Curriculum District Elementary Writing Committee
Michigan Reading Association	Teachers will attend the MRA annual conference.	Professional Learning, Teacher Collaboration	Tier 1	Implement	03/06/2020	03/08/2020	\$300	Building Principals and Reading Specialists
Data Review and Instruction	<p>Activity: Getting Ready</p> <ul style="list-style-type: none"> <li>- Math department leaders will inventory and, with their building colleagues, draw improvement conclusions from the previous year's instruction and assessment data.</li> <li>- 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.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Department leaders will ensure that math performance tasks are routinely embedded into instruction.</li> <li>- 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.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Student achievement data on M-STEP and NWEA MAPS will be reviewed to determine GAN and overall achievement.</li> <li>- Curriculum maps will reflect an implementation schedule of performance tasks into routine instruction.</li> <li>- The district team will review implementation fidelity as well as staff input to determine future planning.</li> <li>- Teachers will show student work as evidence during department meetings and the 5D+ teacher evaluation process.</li> </ul>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Building Principals and District Math Teachers

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Implementation	In addition to small group and one on one instruction, all 6th through 8th grade students will participate in instruction in addition to normal class time to increase achievement in targetted areas as measured by NWEA MAP RIT Score.	Implementa tion	Tier 2		08/26/2019	06/05/2020	\$0	Building Principals Middle School Math Teachers
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	08/26/2019	06/05/2020	\$0	Building Principals District PBIS Committee
Instruction	Teachers provide tier 1 and targeted instructional practices for every student including economically disadvantaged, homeless, and ELL.	Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Classroom Teachers

## 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"> <li>- Math department leaders will inventory and, with their building colleagues, draw improvement conclusions from the previous year's instruction and assessment data.</li> <li>- 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.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Department leaders will ensure that math performance tasks are routinely embedded into instruction.</li> <li>- 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.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Student achievement data on M-STEP and NWEA MAPS will be reviewed to determine GAN and overall achievement.</li> <li>- Curriculum maps will reflect an implementation schedule of performance tasks into routine instruction.</li> <li>- The district team will review implementation fidelity as well as staff input to determine future planning.</li> <li>- Teachers will show student work as evidence during department meetings and the 5D+ teacher evaluation process.</li> </ul>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Building Principals and District Math Teachers

**District Improvement Plan**

Rockford Public Schools

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		08/26/2019	06/05/2020	\$0	Director of Special Services and Secondary Special Education Teachers
Implementation	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- New elementary teachers will be provided Comprehension Toolkit materials and training.</li> <li>- All classroom teachers will have a leveled literacy classroom library.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Teachers will continue to implement the Comprehension Toolkit strategies across all content areas.</li> <li>- The district will increase the utilization of classroom learning labs to support best reading instruction practices across all content areas.</li> <li>- Teachers will participate in half-days of PD choice workshops targeted at the content area GAN of research and inquiry.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process.</li> <li>- NWEA and M-STEP student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry."</li> </ul>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Elementary and Middle School Principals and Teachers



## District Improvement Plan

Rockford Public Schools

Collaborative Comprehension	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- Secondary principals will share the collaborative secondary reading strategy with their English department members.</li> <li>- Identified staff members will teach the strategy to their colleagues at a beginning of the year staff meeting.</li> <li>- During the pre-school year professional development, building principals will connect the importance of active reading strategies to best practices and state testing changes.</li> <li>- Trends will be identified in the 2018 and 2019 M-STEP and NWEA results by grade level and English department members will recommend instructional strategies to target areas of need.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- The district team will review implementation fidelity as well as staff input to determine future planning.</li> <li>- Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on M-STEP, NWEA Maps and SAT.</li> </ul>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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"> <li>- 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.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Continue the use of L. Calkins Units of Study Kits as resource for instruction.</li> <li>- Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data.</li> <li>- Learning Lab opportunities for staff members to strengthen and further target implementation.</li> <li>- 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.</li> </ul> <p>Activity 3: Monitoring:</p> <ul style="list-style-type: none"> <li>- The team will survey staff for continued questions, concerns and comments.</li> <li>- 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.</li> </ul>	Implementa tion	Tier 1		08/26/2019	06/05/2020	\$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.	Implementa tion	Tier 2		08/26/2019	06/05/2020	\$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"> <li>- Existing reading and writing strategies will remain ongoing.</li> <li>- 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.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Teachers will further implement district reading and writing strategies.</li> <li>- District team members will collaborate to identify curriculum priority areas and action plans to address them.</li> <li>- 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.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- District team recommendations will be made for future programming and curriculum alignment.</li> <li>- Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.</li> </ul>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$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		08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$0	Special Services Director, Building Principals and Secondary Teachers

## District Improvement Plan

Rockford Public Schools

Instructional Transformation	<ul style="list-style-type: none"> <li>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2019/20 GRR focus areas.</li> <li>- The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on the identified district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning.</li> <li>-The district will use 2018/19 5D+ Teacher evaluation summary data to identify additional instructional need areas to target with professional development.</li> <li>- The district will support the professional growth of classroom learning labs and GRR module facilitation team.</li> </ul>	Getting Ready	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$0	Assistant Superintendent of Instruction District Committee Members
Implementation	<ul style="list-style-type: none"> <li>- The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.</li> </ul>	Implementation	Tier 1		08/26/2019	06/05/2020	\$15000	Assistant Superintendent of Instruction, District Leadership Committee
Monitoring	<ul style="list-style-type: none"> <li>- Staff will be surveyed after each professional development session.</li> <li>- Building principals will monitor the application of Gradual Release of Responsibility implementation by using the 5D+ teacher evaluation framework.</li> <li>- 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.</li> </ul>	Monitor	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	Assistant Superintendent of Curriculum District Professional Development Committee
Instructional Transformation	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2019/20 GRR focus areas.</li> <li>- 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.</li> <li>-The district will utilize classroom learning labs to support teacher development in identified focus areas.</li> </ul>	Getting Ready	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$0	Assistant Superintendent of Instruction District Leadership Committee

## District Improvement Plan

Rockford Public Schools

Implementation	<p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts.</li> <li>- The district will offer instructional technology training and other support opportunities throughout the school year.</li> </ul>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$1000	Superintendent of Instruction District Leadership Team
Assess and Plan	<p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Staff will be surveyed after each professional development session.</li> <li>- Building principals will monitor the application of Gradual Release of Responsibility implementation by using the 5D+ teacher evaluation process.</li> <li>- 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.</li> </ul>	Monitor	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	Assistant Superintendent of Instruction District Leadership Committee
Implementation	<p>Activity 1: Getting Ready-</p> <p>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 -</p> <p>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 -</p> <p>Evidence of district data protocol. Evidence of designated district provided professional development time for district data protocol training. Building SAT team and department minutes.</p>	Implementation	Tier 2	Implement	08/26/2019	06/05/2020	\$0	District Data Committee Building and District Student Assistance Teams

## District Improvement Plan

Rockford Public Schools

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	08/26/2019	06/05/2020	\$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.	Professional Learning	Tier 2		08/26/2019	06/05/2020	\$0	District RTI Committee Building Principals Grade Level Teachers
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		08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$0	Assistant Superintendent of Curriculum District Leadership Committee All Certified Staff

## District Improvement Plan

Rockford Public Schools

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	08/26/2019	06/05/2020	\$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"> <li>- Establish a district team to further review current curriculum maps, PBL and the EDM4 program implementation.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- The district team will review implementation fidelity as well as staff input to determine future planning.</li> <li>- Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on NWEA MAPS and M-STEP.</li> </ul>	Implementation	Tier 1		08/26/2019	06/05/2020	\$0	District Math Committee Elementary Math Teachers
Classroom Learning Labs	Elementary and Secondary: The district will utilize classroom learning labs to support Gradual Release and MAISA Unit implementation across all subjects.	Professional Learning	Tier 1	Implement	08/26/2019	06/05/2020	\$7500	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"> <li>- The district will establish a professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model.</li> </ul> <p>Implementation:</p> <ul style="list-style-type: none"> <li>-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.</li> </ul> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>- Student achievement data will be reviewed according to the district-scheduled RTI calendar and 2018/19 NWEA Maps and M-STEP results.</li> <li>- Staff will be surveyed after each professional development session.</li> </ul>	Implementation	Tier 2	Implement	08/26/2019	06/05/2020	\$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.	Academic Support Program, Behavioral Support Program	Tier 3	Implement	08/26/2019	06/05/2020	\$2248	District Special Services Director District Homeless Liaison
Instructional Technology Integration	The district will support a one-to-one instructional technology initiative (K-12) to include teacher and administrator training, equipment upgrades, and software implementation.	Professional Learning, Implementation, Materials, Teacher Collaboration, Direct Instruction, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$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.	Professional Learning, Implementation, Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Assistant Superintendent for Curriculum District Instructional Technology Coordinator Certified Staff
Michigan Reading Association	Teachers will attend the MRA annual conference.	Professional Learning, Teacher Collaboration	Tier 1	Implement	03/06/2020	03/08/2020	\$300	Building Principals and Reading Specialists
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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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.	Academic Support Program, Behavioral Support Program, Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	District Special Services Director

## District Improvement Plan

Rockford Public Schools

Unpacking	Teacher leaders and grade level teachers will collaborate to unpack the MAISA units throughout the school year. Teachers will unpack numerous times throughout the school year. Sometimes, district provided professional development time will be used, teachers will work during the day and subs will be required, and teachers will work outside of the day and stipends will be payed.	Professional Learning	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$0	District Reading Committee District Literacy Coaches K-5 Teachers
Instruction	Teachers provide tier 1 and targeted instructional practices for every student including economically disadvantaged, homeless, and ELL.	Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Classroom Teachers
Professional Learning Communities	K-12 Principals will attend a Professional Learning Communities Conference in Detroit in order prepare for a full district implementation in 2020/21.	Professional Learning	Tier 1	Implement	08/06/2019	08/08/2019	\$22528	Assistant Superintendent of Instruction
National Conference on Measurement Education Attendance	One RPS Technology Teacher Leader will attend the NCME conference in order to learn additional effectiveness to enhancing instruction with technology.	Professional Learning	Tier 1	Implement	09/18/2019	09/19/2019	\$2225	Director of Instructional Technology
MACUL Conference	Four teachers will attend the MACUL conference in Grand Rapids in order to enhance their knowledge about instructional technology and the use of it to improve classroom instruction.	Professional Learning	Tier 1	Implement	03/11/2020	03/13/2020	\$1720	Director of Instructional Technology
Career Zone Awareness	Elementary: Each school will organize an event specific to their building that highlights career options and assists students in thinking about their future.  Middle and High School: Each students will participate in career path exposure activities, interest assessment, and building a personal portfolio in the College and Career Software Program Naviance. A naviance license has been purchased for each student.	Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/05/2020	\$20000	Building administrators, counselors, and committee members
College and Career Night	Rockford High School will host the thrid annual Rockford College and Career Night. This event brings in local businesses and colleges from around the state to communicate information to students and families in a workshop style format.	Community Engagement	Tier 1		01/15/2020	01/15/2020	\$5000	College and Career Night Committee

### 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	08/26/2019	06/05/2020	\$250	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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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		08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.
Community Engagement/Summer Tutoring	With the intent to increase engagement and provide summer tutoring for Title 1 students, Rockford Public Schools will organize and host community/parent activities in order to engage the community and parent populations in the interactions of the school and lives of students. Carryover funds will be added in December and we expect the amount to be \$15,000.	Community Engagement	Tier 2	Implement	08/27/2018	06/07/2019	\$4096	District Title 1 Coordinator Building Principals
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.	Academic Support Program, Community Engagement	Tier 2	Implement	08/27/2018	06/07/2019	\$2643	Summer Tutoring Program Coordinators

## 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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$0	Assistant Superintendent of Curriculum District Elementary Writing Committee
Reflex	work with Title I students	Academic Support Program, Curriculum Development	Tier 2	Implement	08/26/2019	06/05/2020	\$2642	Interventionists
After school tutoring	work with Title I students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$1685	Interventionists
District Instructional Coach	enhance district instructional practices and support for students	Academic Support Program	Tier 2	Implement	08/26/2019	06/05/2020	\$112713	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	08/26/2019	06/05/2020	\$250	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	08/26/2019	06/05/2020	\$2687	District Title 1 Coordinator

## District Improvement Plan

Rockford Public Schools

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	08/26/2019	06/05/2020	\$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		08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$12960	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	\$4096	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	08/26/2019	06/05/2020	\$860	District Title Coordinator Building Principals Classroom Teachers
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	08/26/2019	06/05/2020	\$5030	Building Principals

## 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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$0	Assistant Superintendent of Curriculum District Elementary Writing Committee
Reflex	work with Title I students	Academic Support Program, Curriculum Development	Tier 2	Implement	08/26/2019	06/05/2020	\$2642	Interventionists
After school tutoring	work with Title I students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$1685	Interventionists
District Instructional Coach	enhance district instructional practices and support for students	Academic Support Program	Tier 2	Implement	08/26/2019	06/05/2020	\$112713	Jamie Bakita

## Rockford High 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

Instruction - Maintain	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- English teachers in each building will collaborate to review the M-STEP writing rubrics.</li> <li>- English teachers will identify a consistent scope and sequence by grade level for instructing students about the identified writing styles.</li> <li>- All content area teachers will be made aware of the M-STEP writing requirements and scope and sequence of instruction.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- All content area teachers will emphasize and support the M-STEP writing rubric components when students are required to write in each course.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- M-STEP writing, written response, and performance task scores.</li> <li>- All content area written response assignment expectations and grading rubrics.</li> <li>- English teacher pacing guides and department feedback.</li> </ul>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Secondary Principals and Teachers
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## District Improvement Plan

Rockford Public Schools

IQWST Curriculum Framework	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- IQWST Curriculum Framework was adopted for 2018/19 in grades 6-8.</li> <li>- Grades 9-12 continue to emphasize inquiry-based instruction with an emphasis on modelling.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Middle Schools will determine which grade levels will teach which IQWST science units and teachers will implement.</li> <li>- 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</li> <li>- Teachers will further implement inquiry-based instruction aligned to NGSS content standards.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.</li> <li>- Teacher surveys will be administered to identify areas of need to support the curriculum transition.</li> </ul>	Professional Learning, Implementation, Teacher Collaboration, Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$2000	Assistant Superintendent of Curriculum District Science Committee Elementary Teachers
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	08/26/2019	06/05/2020	\$0	Rockford High School Principals Renaissance Committee RHS Students and Staff

### Rockford H.S. Freshman Center

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>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/05/2020</p>	<p>\$0</p>	<p>Secondary Principals and Teachers</p>
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## District Improvement Plan

Rockford Public Schools

IQWST Curriculum Framework	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- IQWST Curriculum Framework was adopted for 2018/19 in grades 6-8.</li> <li>- Grades 9-12 continue to emphasize inquiry-based instruction with an emphasis on modelling.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Middle Schools will determine which grade levels will teach which IQWST science units and teachers will implement.</li> <li>- 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</li> <li>- Teachers will further implement inquiry-based instruction aligned to NGSS content standards.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.</li> <li>- Teacher surveys will be administered to identify areas of need to support the curriculum transition.</li> </ul>	Professional Learning, Implementation, Teacher Collaboration, Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$2000	Assistant Superintendent of Curriculum District Science Committee Elementary Teachers
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	08/26/2019	06/05/2020	\$0	Rockford High School Principals Renaissance Committee RHS Students and Staff

### Parkside Elementary School

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

Rockford Public Schools

K-5 Title 1 Literacy Interventionist	Rockford Public Schools will employ Title 1 interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet mastering state standards in reading.	Implementation	Tier 2		08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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		08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.

## District Improvement Plan

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	08/26/2019	06/05/2020	\$12960	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	\$4096	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	08/26/2019	06/05/2020	\$860	District Title Coordinator Building Principals Classroom Teachers
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	08/26/2019	06/05/2020	\$5030	Building Principals
Interventionists	The district will employ reading interventionists to assist with Tier 2 intervention. The total employment is 2.4 FTEs.	Other	Tier 2	Implement	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$0	Assistant Superintendent of Curriculum District Elementary Writing Committee
Reflex	work with Title I students	Academic Support Program, Curriculum Development	Tier 2	Implement	08/26/2019	06/05/2020	\$2642	Interventionists

## District Improvement Plan

Rockford Public Schools

After school tutoring	work with Title I students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$1685	Interventionists
District Instructional Coach	enhance district instructional practices and support for students	Academic Support Program	Tier 2	Implement	08/26/2019	06/05/2020	\$112713	Jamie Bakita

### North 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"> <li>- English teachers in each building will collaborate to review the M-STEP writing rubrics.</li> <li>- English teachers will identify a consistent scope and sequence by grade level for instructing students about the identified writing styles.</li> <li>- All content area teachers will be made aware of the M-STEP writing requirements and scope and sequence of instruction.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- All content area teachers will emphasize and support the M-STEP writing rubric components when students are required to write in each course.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- M-STEP writing, written response, and performance task scores.</li> <li>- All content area written response assignment expectations and grading rubrics.</li> <li>- English teacher pacing guides and department feedback.</li> </ul>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Secondary Principals and Teachers
Implementation	In addition to small group and one on one instruction, all 6th through 8th grade students will participate in instruction in addition to normal class time to increase achievement in targetted areas as measured by NWEA MAP RIT Score.	Implementation	Tier 2		08/26/2019	06/05/2020	\$0	Building Principals Middle School Math Teachers

## District Improvement Plan

Rockford Public Schools

IQWST Curriculum Framework	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- IQWST Curriculum Framework was adopted for 2018/19 in grades 6-8.</li> <li>- Grades 9-12 continue to emphasize inquiry-based instruction with an emphasis on modelling.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Middle Schools will determine which grade levels will teach which IQWST science units and teachers will implement.</li> <li>- 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</li> <li>- Teachers will further implement inquiry-based instruction aligned to NGSS content standards.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.</li> <li>- Teacher surveys will be administered to identify areas of need to support the curriculum transition.</li> </ul>	Professional Learning, Implementation, Teacher Collaboration, Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$2000	Assistant Superintendent of Curriculum District Science Committee Elementary Teachers
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	08/26/2019	06/05/2020	\$4000	Building Principals Middle School Teachers Middle School Students
ASCD	Two administrators will attend the ASCD conference November 7-10 to strengthen their leadership of content and colleagues.	Professional Learning	Tier 1	Implement	11/01/2019	11/10/2019	\$3552	Technology Director

### Meadow Ridge Elementary School

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

Rockford Public Schools

K-5 Title 1 Literacy Interventionist	Rockford Public Schools will employ Title 1 interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet mastering state standards in reading.	Implementation	Tier 2		08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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		08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.

## District Improvement Plan

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	08/26/2019	06/05/2020	\$12960	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	\$4096	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	08/26/2019	06/05/2020	\$860	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.	Academic Support Program, Community Engagement	Tier 2	Implement	08/27/2018	06/07/2019	\$2643	Summer Tutoring Program Coordinators
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	08/26/2019	06/05/2020	\$5030	Building Principals
Interventionists	The district will employ reading interventionists to assist with Tier 2 intervention. The total employment is 2.4 FTEs.	Other	Tier 2	Implement	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$0	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	08/26/2019	06/05/2020	\$2642	Intervention ists
After school tutoring	work with Title I students	Academic Support Program	Tier 2	Implement	08/27/2018	06/07/2019	\$1685	Intervention ists
District Instructional Coach	enhance district instructional practices and support for students	Academic Support Program	Tier 2	Implement	08/26/2019	06/05/2020	\$112713	Jamie Bakita

### Lakes Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/26/2019	06/05/2020	\$860	District Title Coordinator Building Principals Classroom Teachers
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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$0	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	08/26/2019	06/05/2020	\$112713	Jamie Bakita

### East Rockford Middle School

## 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"> <li>- English teachers in each building will collaborate to review the M-STEP writing rubrics.</li> <li>- English teachers will identify a consistent scope and sequence by grade level for instructing students about the identified writing styles.</li> <li>- All content area teachers will be made aware of the M-STEP writing requirements and scope and sequence of instruction.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- All content area teachers will emphasize and support the M-STEP writing rubric components when students are required to write in each course.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- M-STEP writing, written response, and performance task scores.</li> <li>- All content area written response assignment expectations and grading rubrics.</li> <li>- English teacher pacing guides and department feedback.</li> </ul>	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Secondary Principals and Teachers
Implementation	In addition to small group and one on one instruction, all 6th through 8th grade students will participate in instruction in addition to normal class time to increase achievement in targetted areas as measured by NWEA MAP RIT Score.	Implementation	Tier 2		08/26/2019	06/05/2020	\$0	Building Principals Middle School Math Teachers

## District Improvement Plan

Rockford Public Schools

IQWST Curriculum Framework	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- IQWST Curriculum Framework was adopted for 2018/19 in grades 6-8.</li> <li>- Grades 9-12 continue to emphasize inquiry-based instruction with an emphasis on modelling.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Middle Schools will determine which grade levels will teach which IQWST science units and teachers will implement.</li> <li>- 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</li> <li>- Teachers will further implement inquiry-based instruction aligned to NGSS content standards.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.</li> <li>- Teacher surveys will be administered to identify areas of need to support the curriculum transition.</li> </ul>	Professional Learning, Implementation, Teacher Collaboration, Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$2000	Assistant Superintendent of Curriculum District Science Committee Elementary Teachers
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	08/26/2019	06/05/2020	\$4000	Building Principals Middle School Teachers Middle School Students
ASCD	Two administrators will attend the ASCD conference November 7-10 to strengthen their leadership of content and colleagues.	Professional Learning	Tier 1	Implement	11/01/2019	11/10/2019	\$3552	Technology Director

### Crestwood 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

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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$0	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	08/26/2019	06/05/2020	\$112713	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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$0	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	08/26/2019	06/05/2020	\$112713	Jamie Bakita

### Belmont 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

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	08/26/2019	06/05/2020	\$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	08/26/2019	06/05/2020	\$0	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	08/26/2019	06/05/2020	\$112713	Jamie Bakita