



# **School Improvement Plan**

Rockford H.S. Freshman Center

Rockford Public Schools

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Improvement Plan Assurance**

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

## Improvement Plan Assurance

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See goals and plans in ASSIST	

# **Improvement Plan Assurance**

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.



## Improvement Plan Assurance

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See School Improvement for Portfolios	

# **Final 2019/20 SIP**

## Overview

### Plan Name

Final 2019/20 SIP

### 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 at the Rockford Freshman Center will be proficient in Reading.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0
2	All students at Rockford Freshman Center will be proficient in Math.	Objectives: 2 Strategies: 3 Activities: 9	Academic	\$0
3	All students at Rockford Freshman Center will be proficient in Science.	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$0
4	All secondary students will be able to construct a written response in the following styles: argumentative, persuasive, informative, and narrative.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$0
5	All students at Rockford Freshman Center will be proficient in Social Studies.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$0
6	Staff will continue to organize a systematic agenda of activities to increase positive feeling, tone, and character education for students and staff	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

## Goal 1: All students at the Rockford Freshman Center will be proficient in Reading.

### Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency across all content areas in English Language Arts by 07/17/2020 as measured by State Assessment.

### 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.

This strategy is relevant and meaningful in ALL content areas.

Category: Other - All Content Areas

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

Tier: Tier 1

Activity - Getting Ready	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>- All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement.</li> <li>- The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning.</li> <li>- The district will support the professional growth of classroom learning labs and GRR module facilitation team.</li> </ul>	Professional Learning, Direct Instruction	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	General Fund	All staff
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>- Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth.</p> <p>- The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts.</p> <p>- The district will offer instructional technology training and support opportunities throughout the school year.</p> <p>- The district will organize yearlong book studies for all certified staff around the following four books:</p> <ol style="list-style-type: none"> <li>1. "Choice Words: How Our Language Affects Children's Learning" – Peter Johnston</li> <li>2. "Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings" - Jeff Zweiers</li> <li>3. "Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop" – Maria Nichols</li> <li>4. "Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding" – Nancy Frey and Doug Fisher</li> </ol> <p>- The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.</p>	Professional Learning, Direct Instruction	Tier 1	Implement	08/01/2019	06/12/2020	\$0	General Fund	All Staff
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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>- Staff will be surveyed after each professional development session.</p> <p>- Building principals will monitor the application of GRR implementation by using the teacher evaluation process</p>	Professional Learning	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	General Fund	All Staff

### Strategy 2:

Data Review and Intervention - All district GRR teams will review data and input to make preparations to promote best instructional practices in preparation for the 2019/20 school year.

Category: English/Language Arts

Tier: Tier 1

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- The district will develop a data protocol for common assessment and state data.</li> <li>- The district will identify district-provided professional development time for data protocol training and implementation.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Departments will collaborate during designated DPPD to review common assessment and state data.</li> <li>- Student trend and subgroup data will be identified (ED, SWD, B30).</li> <li>- Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success.</li> <li>- The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs.</li> <li>- The district will arrange training for certified staff regarding any trends in Tier two data.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Evidence of district data protocol</li> <li>- Evidence of designated district-provided professional development time for district data protocol training</li> <li>- Building SAT team and department minutes</li> </ul>	Teacher Collaboration	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	General Fund	All staff
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### Strategy 3:

Secondary Reading Strategy - All content area teachers will integrate the district collaborative secondary reading strategy in order to increase reading comprehension across all content areas with emphasis on the GAN M-STEP claim of Research & Inquiry

Category: English/Language Arts

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 2016, 2017 and 2018 M-STEP results by grade level and English department members will recommend instructional strategies to target areas of need.</li> <li>- **Math teachers will develop a strategy specific to identifying important information when solving word problems.</li> </ul>	Professional Learning	Tier 1	Getting Ready	08/01/2019	06/12/2020	\$0	General Fund	All Staff

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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 the M-STEP, NWEA Maps, PSAT and SAT</li></ul>	Direct Instruction	Tier 1	Implement	08/01/2019	06/12/2020	\$0	General Fund	All Staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 Area of Need Claims on M-STEP, NWEA Maps, PSAT and SAT</li></ul>	Teacher Collaboration	Tier 1		08/01/2019	06/12/2020	\$0	General Fund	All staff

## Goal 2: All students at Rockford Freshman Center will be proficient in Math.

### Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in the implementation of project-based learning activities in Mathematics by 06/30/2022 as measured by State Assessment.

### Strategy 1:

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

Category: Mathematics

Research Cited: Curriculum and departmental research.

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 problem-based activities.</li><li>- When released, 2019 M-STEP results will be reviewed to identify summative GAN content standards to address by grade level.</li></ul>	Curriculum Development	Tier 1	Getting Ready	08/01/2019	06/12/2020	\$0	General Fund	Administration and teaching staff.



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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>- Department leaders will ensure that math performance tasks are routinely embedded into instruction.</li> <li>- Math teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, NWEA Maps, PSAT and SAT.</li> </ul>	Direct Instruction	Tier 1	Implement	08/01/2019	06/12/2020	\$0	General Fund	Teachers and administrators.

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>- Student achievement data on State Assessment 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 district teacher evaluation process.</li> </ul>	Teacher Collaboration	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	No Funding Required	Teachers and administrators

### Measurable Objective 2:

85% of Students with Disabilities students will demonstrate a proficiency in the implementation of project-based learning activities in Mathematics by 06/01/2022 as measured by State and Local Assessments.

### Strategy 1:

SWD Strategy - Differentiated Instruction: The team teaching, academic support and resource room instruction will be enhanced to target the identified needs of SWD that have not performed at adequate levels on the building common assessment and state standardized testing.

Category: Learning Support Systems

Research Cited: Curricular and department research

Tier: Tier 2

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized tests.	Professional Learning	Tier 2	Getting Ready	08/01/2019	06/12/2020	\$0	General Fund	Teachers and administrators

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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- Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Professional Learning, Direct Instruction	Tier 2	Implement	08/01/2019	06/12/2020	\$0	No Funding Required	Teachers and administrators
<b>Activity - Monitoring</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>
- 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 GAN Strands.	Teacher Collaboration	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	No Funding Required	Teachers and administrators

### Strategy 2:

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

Category: Learning Support Systems

Research Cited: Fisher and Frey

Tier: Tier 2

<b>Activity - Getting Ready</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 will develop district data protocol for common assessment and state data. - The district will identify district-provided PD time for data protocol training and implementation.	Teacher Collaboration	Tier 2		08/01/2019	06/12/2020	\$0	No Funding Required	Administrators

<b>Activity - Implementation</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>
- Departments will collaborate during designated DPPD to review common assessment and state data. - Student trends 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 2 data.	Teacher Collaboration, Direct Instruction	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	No Funding Required	Teachers and administrators

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Evidence of district data protocol - Evidence of designated district-provided professional development time for district data protocol training - Building SAT team and department minutes	Teacher Collaboration	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	No Funding Required	Teachers and administrators

### Goal 3: All students at Rockford Freshman Center will be proficient in Science.

#### Measurable Objective 1:

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

#### Strategy 1:

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

Category: Science

Research Cited: Curriculum and department research.

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science district team will review NGSS standards, course scope and sequence, inquiry-based instructional practices, and current student achievement data with a focus on the M-STEP GAN Claims.	Curriculum Development	Tier 1	Getting Ready	08/01/2019	06/12/2020	\$0	General Fund	Administration and teaching staff.

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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- The district science team will follow through with the recommendation of piloting curriculum aligned to NGSS at identified grade levels. - Science teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, NWEA Maps, PSAT and SAT - Teachers will further implement inquiry-based instruction aligned to NGSS content standards - The district will continue to offer choice professional development workshops targeted toward science instruction during district professional development days.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/01/2019	06/12/2020	\$0	No Funding Required	Teachers and administrators
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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- District team recommendations will be made for future programming, including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified GAN Claims.	Teacher Collaboration	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	No Funding Required	Teachers and administrators

### 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, following the activities as outlined in the district plan.

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

Category: Science

Research Cited: Fisher, D. and N. Frey

Tier: Tier 1

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will plan for teachers and administrators to engage in professional development around the GRR model, as identified in the district plan.	Direct Instruction	Tier 1	Implement	08/01/2019	06/12/2020	\$0	General Fund	Teachers and administrators

### Measurable Objective 2:

85% of Ninth grade Students with Disabilities students will demonstrate a proficiency in problem-based learning activities in Science by 06/01/2022 as measured by State and local assessments.

### Strategy 1:

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

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Category: Science

Research Cited: Curriculum and departmental research.

Tier: Tier 2

Activity - Training and Support	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 develop a district protocol for common assessment and state data.</li> <li>- The district will identify district-provided PD time for data protocol training and implementation.</li> </ul>	Professional Learning, Direct Instruction	Tier 2	Getting Ready	08/01/2019	06/12/2020	\$0	General Fund	Teachers and administrators
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>- Departments will collaborate during DPPD to review common assessments and state data.</li> <li>- Student trend and subgroup data will be identified (ED, SWD, B30).</li> <li>- Teachers will implement level one classroom interventions for students not experiencing success.</li> <li>- Building Student Assistance Team will direct level 1 and 2 Pyramid of Intervention procedures and develop new intervention strategies based on identified needs.</li> <li>- The district will arrange training for certified staff regarding any trends in Tier 2 data.</li> </ul>	Teacher Collaboration, Direct Instruction	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	No Funding Required	Teachers and administrators
Activity - Evidence review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>- Evidence of district data protocol.</li> <li>- Evidence of designated DPPD time for district data protocol training.</li> <li>- Building SAT and department minutes</li> </ul>	Teacher Collaboration	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	No Funding Required	Teachers and administrators

### 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 building common assessments and/or state assessments.

Category: Science

Research Cited: Curricular and department research.

Tier: Tier 2

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Activity - Maintain	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 establish a differentiated instruction professional development calendar, targeted at grade level need areas identified by standardized testing.</li> <li>- Special education and team teachers will participate in the DPPD and implement the identified differentiated instructional practices.</li> <li>- 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 GAN Strands.</li> </ul>	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 2		08/01/2019	06/12/2020	\$0	General Fund	Teachers and administrators

### Goal 4: All secondary students will be able to construct a written response in the following styles: argumentative, persuasive, informative, and narrative.

#### Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing across all content areas in English Language Arts by 06/01/2022 as measured by State and local assessments.

#### Strategy 1:

Planning & Instruction - Departments will study standardized testing results and discuss growth areas to implement with regards to various writing strategies.

Category: English/Language Arts

Research Cited: Curriculum and departmental research.

Tier: Tier 1

Activity - Getting ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>- ELA teachers in each building will collaborate to review the M-STEP/PSAT/SAT 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/PSAT/SAT writing requirements and scope/sequence of instruction.</li> </ul>	Teacher Collaboration	Tier 1	Getting Ready	08/01/2019	06/12/2020	\$0	General Fund	Administration and teaching staff.

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All content area teachers will emphasize and support the M-STEP writing rubric components when students are required to write in each course.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/01/2019	06/12/2020	\$0	General Fund	Teachers and administrators
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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- M-STEP/PSAT/SAT writing, written response, and performance task scores - All content area written response assignment expectations and grading rubrics - English teacher pacing guides and department feedback	Other	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	General Fund	All staff

### Strategy 2:

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

Category: English/Language Arts

Research Cited: Fisher, D. and N. Frey

Tier: Tier 1

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district plans for staff training and classroom implementation surrounding the GRR model will be followed.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/01/2019	06/12/2020	\$0	General Fund	All staff

### (shared) Strategy 3:

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

Category: English/Language Arts

Research Cited: curricular

Tier: Tier 2

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- The district will develop a data protocol for common assessment and state data.</li> <li>- The district will identify district-provided professional development time for data protocol training and implementation.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Departments will collaborate during designated DPPD to review common assessment and state data.</li> <li>- Student trend and subgroup data will be identified (ED, SWD, B30).</li> <li>- Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success.</li> <li>- The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs.</li> <li>- The district will arrange training for certified staff regarding any trends in Tier two data.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Evidence of district data protocol</li> <li>- Evidence of designated district-provided professional development time for district data protocol training</li> <li>- Building SAT team and department minutes</li> </ul>	Teacher Collaboration	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	General Fund	All staff
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### Measurable Objective 2:

85% of Students with Disabilities students will demonstrate student proficiency (pass rate) on building common assessments and state standardized tests. in Writing by 06/03/2022 as measured by data from common assessments and state standardized tests.

### (shared) Strategy 1:

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

Category: English/Language Arts

Research Cited: curricular

Tier: Tier 2

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- The district will develop a data protocol for common assessment and state data.</li> <li>- The district will identify district-provided professional development time for data protocol training and implementation.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Departments will collaborate during designated DPPD to review common assessment and state data.</li> <li>- Student trend and subgroup data will be identified (ED, SWD, B30).</li> <li>- Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success.</li> <li>- The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs.</li> <li>- The district will arrange training for certified staff regarding any trends in Tier two data.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Evidence of district data protocol</li> <li>- Evidence of designated district-provided professional development time for district data protocol training</li> <li>- Building SAT team and department minutes</li> </ul>	Teacher Collaboration	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	General Fund	All staff
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### 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 building common assessment and state standardized tests.

Category: English/Language Arts

Research Cited: Department research

Tier: Tier 2

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Activity 1: Getting Ready - The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.</p> <p>Activity 2: Implementation - Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.</p> <p>Activity 3: Monitoring - Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.</p>	Professional Learning	Tier 2	Getting Ready	08/01/2019	06/12/2020	\$0	No Funding Required	Teachers and administrators
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## Goal 5: All students at Rockford Freshman Center will be proficient in Social Studies.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in problem-based learning activities in Social Studies by 06/01/2022 as measured by State and local assessments.

### Strategy 1:

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

Category: Social Studies

Research Cited: Curriculum and departmental research.

Tier: Tier 1

Activity - Getting ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prior to the school year, 2016, 2017 and 2018 M-STEP, PSAT and SAT achievement data will be evaluated to further identify greatest areas of need.	Teacher Collaboration	Tier 1	Getting Ready	08/01/2019	06/12/2020	\$0	General Fund	Administration and teaching staff.
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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- Teachers will further implement district reading and writing strategies. - District team members will teach the new curriculum and collaborate to identify curriculum priority areas and action plans to address them. - Social Studies teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, NWEA Maps, PSAT and SAT. - The district will continue to offer choice professional development workshops targeted toward science instruction during district professional development days.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/01/2019	06/12/2020	\$0	No Funding Required	Teachers and administrators
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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP, PSAT and SAT.	Teacher Collaboration	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	No Funding Required	Teachers and administrators

### 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.

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

Category: Social Studies

Research Cited: Fisher, D. and N. Frey

Tier: Tier 1

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district model for training and implementation of GRR model will be applied in Social Studies.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	General Fund	Teachers and administrators

### Measurable Objective 2:

85% of Ninth grade Students with Disabilities students will demonstrate a proficiency problem-based learning activities in Social Studies by 06/01/2022 as measured by State and local assessments.

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### Strategy 1:

Differentiated Instruction - 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 State and local assessments

Category: Social Studies

Research Cited: Curriculum and departmental research.

Tier: Tier 2

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity 1: Getting Ready - The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.</p> <p>Activity 2: Implementation - Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.</p> <p>Activity 3: Monitoring - Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.</p>	Direct Instruction	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	General Fund	Admin and teaching staff.

### Strategy 2:

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

Category:

Research Cited: curricular

Tier: Tier 2

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Activity 1: Getting Ready                      - The district will develop a data protocol for common assessment and state data.                      - The district will identify district provided professional development time for data protocol training and implementation.</p> <p>Activity 2: Implementation                      - Departments will collaborate during designated DPPD to review common assessment and state data.                      - Student trend and subgroup data will be identified (ED, SWD, B30).                      - Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success.                      - The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs.                      - The district will arrange training for certified staff regarding any trends in Tier two data.</p> <p>Activity 3: Monitoring                      - Evidence of district data protocol                      - Evidence of designated district provided professional development time for district data protocol training                      - Building SAT team and department minutes</p>	Teacher Collaboration	Tier 2	Monitor	08/01/2018	06/07/2019	\$0	General Fund	All staff
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**Goal 6: Staff will continue to organize a systematic agenda of activities to increase positive feeling, tone, and character education for students and staff**

**Measurable Objective 1:**

collaborate to organize a systematic agenda of activities to increase positive feeling, tone, and to provide character education that will improve the climate for students and staff. by 06/03/2022 as measured by review of behavior referral data and feedback on stakeholder surveys.

**Strategy 1:**

Culture - Staff will continue to organize a systematic agenda of activities to boost positive feeling tone and character education for students and staff.

Category: School Culture

Research Cited: staff research

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<ul style="list-style-type: none"> <li>• Each building will establish or continue committee work with the purpose of auditing current CKH, PBIS, and Renaissance implementation and effectiveness.</li> <li>• CKH and Renaissance data review will include identifying practices that are universal as well as feedback from staff about practices that could further benefit the classrooms and overall building culture.</li> <li>• Middle school PBIS will expand districtwide and a data review will include an audit of current implementation compared to the amount of office referrals from previous years.</li> </ul>	Teacher Collaboration	Tier 1		08/01/2019	06/12/2020	\$0	No Funding Required	Teachers and administrators
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>• Building teams will review the data from the CKH, PBIS, and Renaissance audits and establish action plans to further escalate positive student behavior and overall increased positive culture. Benchmarks of implementation and progress will be established.</li> <li>• Building teams will collaborate to build increased consistency and effectiveness among all buildings.</li> </ul>	Teacher Collaboration, Other - Establish action plans and benchmarks for success	Tier 1	Implement	08/01/2019	06/12/2020	\$0	No Funding Required	Teachers and administrators

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>• Identified benchmarks will be reviewed by building teams throughout the school year and shared with staff at building meetings.</li> <li>• Building teams will collaborate to share building data, practices, and ideas for increased strategy effectiveness.</li> <li>• Staff will be surveyed for implementation, fidelity, and input.</li> </ul>	Teacher Collaboration	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	No Funding Required	Teachers and administrators

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation	- Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Professional Learning, Direct Instruction	Tier 2	Implement	08/01/2019	06/12/2020	\$0	Teachers and administrators
Getting Ready	- The district will develop district data protocol for common assessment and state data. - The district will identify district-provided PD time for data protocol training and implementation.	Teacher Collaboration	Tier 2		08/01/2019	06/12/2020	\$0	Administrators
Maintain	Activity 1: Getting Ready - The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.  Activity 2: Implementation - Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.  Activity 3: Monitoring - Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Professional Learning	Tier 2	Getting Ready	08/01/2019	06/12/2020	\$0	Teachers and administrators
Monitoring	<ul style="list-style-type: none"> <li>Identified benchmarks will be reviewed by building teams throughout the school year and shared with staff at building meetings.</li> <li>Building teams will collaborate to share building data, practices, and ideas for increased strategy effectiveness.</li> <li>Staff will be surveyed for implementation, fidelity, and input.</li> </ul>	Teacher Collaboration	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	Teachers and administrators

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Monitoring	<ul style="list-style-type: none"> <li>- Student achievement data on State Assessment 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 district teacher evaluation process.</li> </ul>	Teacher Collaboration	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	Teachers and administrators
Implementation	<ul style="list-style-type: none"> <li>- The district science team will follow through with the recommendation of piloting curriculum aligned to NGSS at identified grade levels.</li> <li>- Science teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, NWEA Maps, PSAT and SAT</li> <li>- Teachers will further implement inquiry-based instruction aligned to NGSS content standards</li> <li>- The district will continue to offer choice professional development workshops targeted toward science instruction during district professional development days.</li> </ul>	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/01/2019	06/12/2020	\$0	Teachers and administrators
Evidence review	<ul style="list-style-type: none"> <li>- Evidence of district data protocol.</li> <li>- Evidence of designated DPPD time for district data protocol training.</li> <li>- Building SAT and department minutes</li> </ul>	Teacher Collaboration	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	Teachers and administrators
Monitoring	<ul style="list-style-type: none"> <li>- Evidence of district data protocol</li> <li>- Evidence of designated district-provided professional development time for district data protocol training</li> <li>- Building SAT team and department minutes</li> </ul>	Teacher Collaboration	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	Teachers and administrators
Monitoring	<ul style="list-style-type: none"> <li>- District team recommendations will be made for future programming, including a NGSS transition plan.</li> <li>- Student achievement data will be reviewed in overall proficiency and the identified GAN Claims.</li> </ul>	Teacher Collaboration	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	Teachers and administrators



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Implementation	<ul style="list-style-type: none"> <li>- Teachers will further implement district reading and writing strategies.</li> <li>- District team members will teach the new curriculum and collaborate to identify curriculum priority areas and action plans to address them.</li> <li>- Social Studies teachers will participate in building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, NWEA Maps, PSAT and SAT.</li> <li>- The district will continue to offer choice professional development workshops targeted toward science instruction during district professional development days.</li> </ul>	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/01/2019	06/12/2020	\$0	Teachers and administrators
Getting Ready	<ul style="list-style-type: none"> <li>• Each building will establish or continue committee work with the purpose of auditing current CKH, PBIS, and Renaissance implementation and effectiveness.</li> <li>• CKH and Renaissance data review will include identifying practices that are universal as well as feedback from staff about practices that could further benefit the classrooms and overall building culture.</li> <li>• Middle school PBIS will expand districtwide and a data review will include an audit of current implementation compared to the amount of office referrals from previous years.</li> </ul>	Teacher Collaboration	Tier 1		08/01/2019	06/12/2020	\$0	Teachers and administrators
Implementation	<ul style="list-style-type: none"> <li>- Departments will collaborate during designated DPPD to review common assessment and state data.</li> <li>- Student trends and subgroup data will be identified (ED, SWD, B30).</li> <li>- Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success.</li> <li>- The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs.</li> <li>- The district will arrange training for certified staff regarding any trends in Tier 2 data.</li> </ul>	Teacher Collaboration, Direct Instruction	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	Teachers and administrators
Monitoring	<ul style="list-style-type: none"> <li>- District team recommendations will be made for future programming.</li> <li>- Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP, PSAT and SAT.</li> </ul>	Teacher Collaboration	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	Teachers and administrators
Monitoring	<ul style="list-style-type: none"> <li>- Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process.</li> <li>- Student achievement data will be reviewed in the identified GAN Strands.</li> </ul>	Teacher Collaboration	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	Teachers and administrators

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Implementation	<ul style="list-style-type: none"> <li>- Departments will collaborate during DPPD to review common assessments and state data.</li> <li>- Student trend and subgroup data will be identified (ED, SWD, B30).</li> <li>- Teachers will implement level one classroom interventions for students not experiencing success.</li> <li>- Building Student Assistance Team will direct level 1 and 2 Pyramid of Intervention procedures and develop new intervention strategies based on identified needs.</li> <li>- The district will arrange training for certified staff regarding any trends in Tier 2 data.</li> </ul>	Teacher Collaboration, Direct Instruction	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	Teachers and administrators
Implementation	<ul style="list-style-type: none"> <li>• Building teams will review the data from the CKH, PBIS, and Renaissance audits and establish action plans to further escalate positive student behavior and overall increased positive culture. Benchmarks of implementation and progress will be established.</li> <li>• Building teams will collaborate to build increased consistency and effectiveness among all buildings.</li> </ul>	Teacher Collaboration, Other - Establish action plans and benchmarks for success	Tier 1	Implement	08/01/2019	06/12/2020	\$0	Teachers and administrators

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring	<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 Area of Need Claims on M-STEP, NWEA Maps, PSAT and SAT</li> </ul>	Teacher Collaboration	Tier 1		08/01/2019	06/12/2020	\$0	All staff
Getting Ready	<ul style="list-style-type: none"> <li>- The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized tests.</li> </ul>	Professional Learning	Tier 2	Getting Ready	08/01/2019	06/12/2020	\$0	Teachers and administrators
Implementation	<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>	Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/01/2019	06/12/2020	\$0	Teachers and administrators

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Implementation	<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 the M-STEP, NWEA Maps, PSAT and SAT</li> </ul>	Direct Instruction	Tier 1	Implement	08/01/2019	06/12/2020	\$0	All Staff
Getting Ready	<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 problem-based activities.</li> <li>- When released, 2019 M-STEP results will be reviewed to identify summative GAN content standards to address by grade level.</li> </ul>	Curriculum Development	Tier 1	Getting Ready	08/01/2019	06/12/2020	\$0	Administration and teaching staff.
Maintain	The district model for training and implementation of GRR model will be applied in Social Studies.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	Teachers and administrators
Getting ready	<ul style="list-style-type: none"> <li>- ELA teachers in each building will collaborate to review the M-STEP/PSAT/SAT 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/PSAT/SAT writing requirements and scope/sequence of instruction.</li> </ul>	Teacher Collaboration	Tier 1	Getting Ready	08/01/2019	06/12/2020	\$0	Administration and teaching staff.

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Maintain	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- The district will develop a data protocol for common assessment and state data.</li> <li>- The district will identify district-provided professional development time for data protocol training and implementation.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Departments will collaborate during designated DPPD to review common assessment and state data.</li> <li>- Student trend and subgroup data will be identified (ED, SWD, B30).</li> <li>- Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success.</li> <li>- The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs.</li> <li>- The district will arrange training for certified staff regarding any trends in Tier two data.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Evidence of district data protocol</li> <li>- Evidence of designated district-provided professional development time for district data protocol training</li> <li>- Building SAT team and department minutes</li> </ul>	Teacher Collaboration	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	All staff
Maintain	The district will plan for teachers and administrators to engage in professional development around the GRR model, as identified in the district plan.	Direct Instruction	Tier 1	Implement	08/01/2019	06/12/2020	\$0	Teachers and administrators
Implementation	<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 building level curriculum decision making regarding grade level content standard needs as identified by M-STEP, NWEA Maps, PSAT and SAT.</li> </ul>	Direct Instruction	Tier 1	Implement	08/01/2019	06/12/2020	\$0	Teachers and administrators.

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Getting Ready	<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>- All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement.</li> <li>- The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning.</li> <li>- The district will support the professional growth of classroom learning labs and GRR module facilitation team.</li> </ul>	Professional Learning, Direct Instruction	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	All staff
Training and Support	<ul style="list-style-type: none"> <li>- The district will develop a district protocol for common assessment and state data.</li> <li>- The district will identify district-provided PD time for data protocol training and implementation.</li> </ul>	Professional Learning, Direct Instruction	Tier 2	Getting Ready	08/01/2019	06/12/2020	\$0	Teachers and administrators
Maintain	<p><b>Activity 1: Getting Ready</b></p> <ul style="list-style-type: none"> <li>- The district will develop a data protocol for common assessment and state data.</li> <li>- The district will identify district-provided professional development time for data protocol training and implementation.</li> </ul> <p><b>Activity 2: Implementation</b></p> <ul style="list-style-type: none"> <li>- Departments will collaborate during designated DPPD to review common assessment and state data.</li> <li>- Student trend and subgroup data will be identified (ED, SWD, B30).</li> <li>- Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success.</li> <li>- The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs.</li> <li>- The district will arrange training for certified staff regarding any trends in Tier two data.</li> </ul> <p><b>Activity 3: Monitoring</b></p> <ul style="list-style-type: none"> <li>- Evidence of district data protocol</li> <li>- Evidence of designated district-provided professional development time for district data protocol training</li> <li>- Building SAT team and department minutes</li> </ul>	Teacher Collaboration	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	All staff

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Getting ready	Prior to the school year, 2016, 2017 and 2018 M-STEP, PSAT and SAT achievement data will be evaluated to further identify greatest areas of need.	Teacher Collaboration	Tier 1	Getting Ready	08/01/2019	06/12/2020	\$0	Administration and teaching staff.
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 GRR implementation by using the teacher evaluation process</li> </ul>	Professional Learning	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	All Staff
Maintain	The district plans for staff training and classroom implementation surrounding the GRR model will be followed.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/01/2019	06/12/2020	\$0	All staff
Maintain	<ul style="list-style-type: none"> <li>- The district will establish a differentiated instruction professional development calendar, targeted at grade level need areas identified by standardized testing.</li> <li>- Special education and team teachers will participate in the DPPD and implement the identified differentiated instructional practices.</li> <li>- 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 GAN Strands.</li> </ul>	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 2		08/01/2019	06/12/2020	\$0	Teachers and administrators

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Maintain	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- The district will develop a data protocol for common assessment and state data.</li> <li>- The district will identify district provided professional development time for data protocol training and implementation.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Departments will collaborate during designated DPPD to review common assessment and state data.</li> <li>- Student trend and subgroup data will be identified (ED, SWD, B30).</li> <li>- Teachers will implement level one classroom interventions (Pyramid of Interventions) for students not experiencing success.</li> <li>- The building Student Assistance Team will direct level one and two POI procedures and develop new intervention strategies based on identified needs.</li> <li>- The district will arrange training for certified staff regarding any trends in Tier two data.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Evidence of district data protocol</li> <li>- Evidence of designated district provided professional development time for district data protocol training</li> <li>- Building SAT team and department minutes</li> </ul>	Teacher Collaboration	Tier 2	Monitor	08/01/2018	06/07/2019	\$0	All staff
Getting Ready	<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 2016, 2017 and 2018 M-STEP results by grade level and English department members will recommend instructional strategies to target areas of need.</li> <li>- **Math teachers will develop a strategy specific to identifying important information when solving word problems.</li> </ul>	Professional Learning	Tier 1	Getting Ready	08/01/2019	06/12/2020	\$0	All Staff
Getting Ready	The science district team will review NGSS standards, course scope and sequence, inquiry-based instructional practices, and current student achievement data with a focus on the M-STEP GAN Claims.	Curriculum Development	Tier 1	Getting Ready	08/01/2019	06/12/2020	\$0	Administration and teaching staff.

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Rockford H.S. Freshman Center

Maintain	<p>Activity 1: Getting Ready</p> <ul style="list-style-type: none"> <li>- The district will establish a differentiated instruction professional development calendar targeted at grade level need areas as identified by standardized testing.</li> </ul> <p>Activity 2: Implementation</p> <ul style="list-style-type: none"> <li>- Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.</li> </ul> <p>Activity 3: Monitoring</p> <ul style="list-style-type: none"> <li>- Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process.</li> <li>- Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.</li> </ul>	Direct Instruction	Tier 2	Monitor	08/01/2019	06/12/2020	\$0	Admin and teaching staff.
Implementation	<ul style="list-style-type: none"> <li>- Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth.</li> <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 support opportunities throughout the school year.</li> <li>- The district will organize yearlong book studies for all certified staff around the following four books:               <ol style="list-style-type: none"> <li>1. "Choice Words: How Our Language Affects Children's Learning" – Peter Johnston</li> <li>2. "Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings" - Jeff Zweiers</li> <li>3. "Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop" – Maria Nichols</li> <li>4. "Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding" – Nancy Frey and Doug Fisher</li> </ol> </li> <li>- The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels.</li> </ul>	Professional Learning, Direct Instruction	Tier 1	Implement	08/01/2019	06/12/2020	\$0	All Staff
Monitoring	<ul style="list-style-type: none"> <li>- M-STEP/PSAT/SAT 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>	Other	Tier 1	Monitor	08/01/2019	06/12/2020	\$0	All staff