

MICIP Portfolio Report

Rockford Public Schools

Goals Included

Active

- Elementary M-Step Improvement
- Improve ELA proficiency across all grade levels. ...
- Improve Secondary Mathematics State Assessment

Buildings Included

Open-Active

- Belmont Elementary
- Cannonsburg Elementary
- Crestwood Elementary
- East Rockford Middle School
- Lakes Elementary
- Meadow Ridge
- North Rockford Middle School
- Parkside
- River Valley Academy
- Rockford Freshman Center
- Rockford High School
- Roguewood
- Roguewood Spanish Immersion
- Valley View Elementary

Plan Components Included

Goal Summary

Data

Data Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

Monitoring & Adjusting

Activity Status

Monitoring Notes by Strategy

Note Text

Evidence
Impact Notes
Interim Target Measures
Adjustment Notes
Evaluation Status
End Target Measures
Impact Questions & Responses
Responses
Evidence

MICIP Portfolio Report

Rockford Public Schools

Improve ELA proficiency across all grade levels. ...

Status: ACTIVE

Statement: By the end of the 2023/24 school year, the average 3-7 MSTEP district proficiency should exceed 72% (2022/23 proficiency increase from 66% to 69%). The PSAT/SAT proficiency will increase by 5% from the previous year.

Created Date: 10/24/2023

Target Completion Date: 09/01/2024

Data Set Name: Increasing Reading Proficiency in K-12 Students

Name	Data Source
Fall 2023 Data Summit (Reading)	District Determined

Data Story Name: Increasing Reading Proficiency in K-12 Students

Initial Data Analysis: The data set above shows MSTEP, PSAT, SAT and NWEA data for grades in K-11. At this time, reading proficiency in the district has rebounded from the pandemic and showing increasing trends in grades K-6. Similarly, the data suggests that grades 7-12 have rebounded from the pandemic, however, there are more frequent instances of grade level student achievement staying stagnant or even decreasing.

Initial Initiative Inventory and Analysis: In 2018, the district adopted MAISA ELA units in grades K-5 as a consistent curriculum practice across the district. During the same time, the district was aligning a literacy template of instruction so work could move toward a guaranteed and viable curriculum.

In 2019, a district literacy director was hired and the district began a small team of literacy instructional coaches. The coaches were hired to assist with identifying grade level priority standards and support literacy instructional practices within assigned buildings.

In 2020, the district navigated the pandemic by using a combination of remote and in person learning modalities.

In 2021, the instructional coaching team was expanded, a phonics (Science of Reading) curriculum was implemented in the spring and a study was done on ways to improve our Response to Intervention process in the area of ELA through 6th grade. A curriculum review and adoption occurred in 6th grade.

In 2022, significant efforts were made to improve literacy instruction and increase student learning. The district coaching team lead efforts around redefining and unpacking grade level priority standards, aligning learning targets to common formative assessments and implementing a flex time within the weekly schedule K-8 to respond to students that were not meeting proficiency on the grade level common formative assessments. Additionally, the Response to Intervention process was strengthened by using a consistent data reflection and tier 1 action planning process. At the middle school level a 7th and 8th

grade curriculum review process was conducted and adoption of a guaranteed and viable curriculum for all teachers was board approved.

In 2023, the district continues to rely on the strength of instructional coaching as a primary vehicle for supporting literacy initiatives. The science of reading continues to be a focus alongside of content standard unpacking and aligning formative assessments. Response to Intervention practices have extended through 8th grade. Additionally, the 9th grade English department has adopted PreAP 9 as a common curriculum and the 10th grade has adopted AP Seminar as their curriculum Scope and Sequence. All 9-12 classrooms also received classroom libraries to support instruction and promote student reading.

Gap Analysis: Our desired state is described by the following: When measured by benchmark and state assessments, cohort groups of students show increases in proficiency with each year they are in our system. Likewise, our overall proficiency as a district continues to increase. Finally, we are measuring our system effectiveness by assessing how much our students are learning, we are evaluating how Rockford Public Schools students are achieving when compared to schools that have similar student populations.

Gap Analysis: When reviewing the attached data for this focus area, the following characteristics stand out:

At the elementary level, we continue to have inconsistent student achievement when all buildings are compared. The reality is that some of our eight buildings outperform others and we also have some specific grade levels that need focused attention. This looks like some of our buildings performing as high as any in the state, one of our buildings outperforming similar demographic peer and a couple that are struggling through content and/or population lower than district average achievement levels. Similarly, 2nd grade NWEA scores across our district routinely present low achievement levels and therefore, we have a disproportional number of students flagging for tier 3 when compared to other grades.

At the middle school level, our 6th grade students showed growth higher than historical data suggests, yet our 7th and 8th grade students do not show achievement at increasing levels or consistent with our district targets.

At the high school level Evidence Based Reading and Writing PSAT and SAT scores exceed math proficiency, but when compared to similar schools or when looking at overall proficiency levels when compared to the number of students that attend a college/university after graduation, we have opportunity to inspect and increase student achievement.

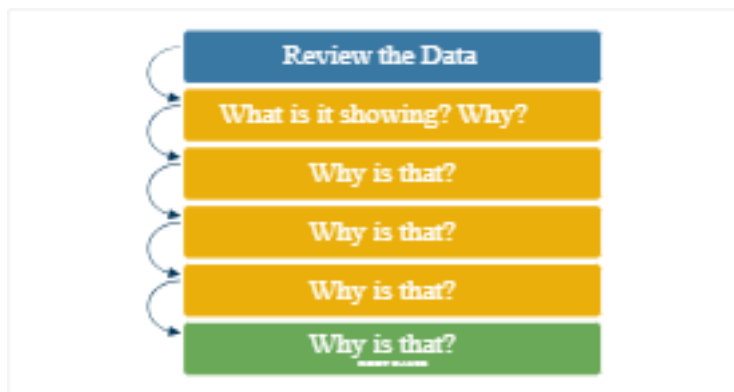
District Data Story Summary: Our district is embedded in a change process. Prior to the pandemic, urgency and a vision were set for improving student learning across our district by implementing the Professional Learning Communities Model and Practices. When looking at our system, we did not have focus, understanding or structure to ensure high levels of learning for every student. The district did not have a common curriculum that was used in all buildings/grade levels and the elementary Response to Intervention needed a refresh and direct alignment to consistent priority standards. Student achievement was eroding and we were losing ground to our neighbors.

Our district continues to be engaged in continuous change and with each step forward, we discover there is more to learn. Our focus around agreed upon content standards and

consistent curriculum for same courses and grade levels is understood practice. We have built a teacher leadership and instructional coaching team and their capacity so they may identify, communicate and support. We have made targeted curriculum adoptions and continue to review areas of need. Finally, we continue to strengthen our collaborative culture so that we agree upon what every student should be taught, know if they learned it, and respond with they know it or don't. There is more work to do, but the system is tightening.

Analysis:

Root Cause



Five Whys

- Why: The reality is that our district is embedded in a mindset, content and structural change process. There is great urgency to align our ELA teachers and they are eager. Our focus has been much more clear on understanding the content standards and aligning curriculum than it has been in the past.
- Why: We are strengthening our professional collaboration around the Four PLC Questions and teachers have just begun last year to productively collaborate around student learning.
- Why: We have yet to implement a truly viable curriculum across all grades in our district.
- Why: Our Response to Intervention system is gaining strength and effectiveness, but the mindset of teachers across the district continues to move toward common formative assessment and response to learning practices instead of high skill levels of this practice. However, we are on our way.
- Why: We are also looking into better understanding how to support high quality instructional practices across our district. We believe that we may still be having some inconsistencies in effectiveness and hope to provide some targeted professional learning experiences.
- Why: In the end, we have young systems and beliefs in place that we need to continue to support and use to discover our next steps. Already we are poised to respond to student learning needs more effectively, but this is not system wide. Particularly, we need to emphasize secondary ELA proficiency as areas to understand and adjust.

Challenge Statement: The district needs to ensure that a guaranteed and viable English Language Arts curriculum is being used across all grade levels and we respond to student learning needs by building depth in our Professional Learning Communities collaborative practices and Response to Intervention Model.

Strategies:

(1/7): Competency: Curriculum - Guaranteed and Viable Curriculum

Owner: Sharon Wells

Start Date: 10/24/2023

Due Date: 09/01/2024

Summary: Develop and operationalize a coherent plan for achieving defined learning outcomes as outlined in student standards.

Buildings: All Active Buildings

Total Budget: \$1,400,000.00

- Other Federal Funds (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Parent Newsletter

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
A Curriculum Review Process will be conducted by Mike Ramm and the instructional team and a decision to choose and implement a new curriculum resource will be decided and supported through professional learning.	Sharon Wells	10/24/2023	09/01/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Belmont Elementary • Cannonsburg Elementary • Crestwood Elementary • East Rockford Middle School • Lakes Elementary • Meadow Ridge • North Rockford Middle School 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Parkside • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				
Instructional coaches will support teacher teams' implementation of the four PLC questions within their collaborative work.	Mike Ramm	10/24/2023	06/09/2024	ONTARGET
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Belmont Elementary • Cannonsburg Elementary • Crestwood Elementary • East Rockford Middle School • Lakes Elementary • Meadow Ridge • North Rockford Middle School • Parkside • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				

(2/7): Essential Coaching Practices for Elementary Literacy

Owner: Sharon Wells

Start Date: 10/24/2023

Due Date: 09/01/2024

Summary: Increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported literacy coaching practices that should be a focus of professional development across the state...through improving teacher expertise and the quality of core instruction, student achievement increases. Seven essentials are important to literacy coaching that results in increased student literacy 1)Coaches have specialized literacy knowledge and skills beyond initial teacher preparation 2)Effective literacy coaches apply adult learning principles. 3) effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships 4) Literacy coaching is most effective when it is done within a multi-year school-wide initiative focused on student learning and is supported by administrators. 5) Spend most of their time working with teachers to enhance teacher practice and improve student learning by using multi-faceted approaches to learning. 6) When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels 7) Effective literacy coaches are integral members of literacy district and building leadership teams.

Buildings

- Belmont Elementary
- Cannonsburg Elementary
- Crestwood Elementary
- East Rockford Middle School
- Lakes Elementary
- Meadow Ridge
- North Rockford Middle School
- Parkside
- Roguewood
- Roguewood Spanish Immersion
- Valley View Elementary

Total Budget: \$450,000.00

- Other Federal Funds (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method	Audience
• MI School Data	• Educators
• Presentations	• Staff
• District Website Update	• School Board
	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
We will fund three instructional coaches on our district team will be lead by Sharon Wells. The team of coaches will support teacher team's implementation of a Guaranteed and Viable Curriculum.	Sharon Wells	08/06/2024	09/01/2024	UPCOMING
Activity Buildings: <ul style="list-style-type: none"> • Belmont Elementary • Cannonsburg Elementary • Crestwood Elementary • Lakes Elementary • Meadow Ridge • Parkside • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				
Instructional Coaches, lead by Sharon Wells, will support the work of teacher collaborative teams' work within the Four PLC Questions.	Sharon Wells	10/24/2023	09/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Instructional coaches lead by Sharon Wells will develop and implement an instructional playbook of researched based strategies for staff to use in order to increase student achievement.	Sharon Wells	10/24/2023	09/01/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Belmont Elementary • Cannonsburg Elementary • Crestwood Elementary • Lakes Elementary • Meadow Ridge 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Parkside • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				

(3/7): Formative Assessment Process

Owner: Mike Ramm

Start Date: 10/24/2023

Due Date: 06/09/2024

Summary: Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. In partnership with MDE the Michigan Assessment Consortium has created various tools, resources and professional learning opportunities to support the implementation of a formative assessment process. These are provided as resources in this entry. For additional resources visit the Michigan Assessment Consortium website (www.michiganassessmentconsortium.org) and the FAME Program website (<https://famemichigan.org/>).

Buildings

- Belmont Elementary
- Cannonsburg Elementary
- Crestwood Elementary
- East Rockford Middle School
- Lakes Elementary
- Meadow Ridge
- North Rockford Middle School
- Parkside
- Roguewood
- Roguewood Spanish Immersion
- Valley View Elementary

Total Budget: \$100.00

- General Fund (Other)

Communication:

Method

- Presentations

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teacher collaborative teams will use common formative assessments to inform instructional shifts during tier 1 and tier 2 instruction.	Mike Ramm	10/24/2023	06/09/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/7): MTSS - Literacy (Reading)

Owner: Sharon Wells

Start Date: 10/24/2023

Due Date: 09/01/2024

Summary: The reading components of a Multi-Tiered System of Supports includes systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

Buildings

- Belmont Elementary
- Cannonsburg Elementary
- Crestwood Elementary
- East Rockford Middle School
- Lakes Elementary
- Meadow Ridge
- North Rockford Middle School
- Parkside
- Roguewood
- Roguewood Spanish Immersion
- Valley View Elementary

Total Budget: \$900,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

- | | |
|---|---|
| Method <ul style="list-style-type: none"> • Other • Presentations • District Website Update | Audience <ul style="list-style-type: none"> • Educators • Staff • School Board • Parents |
|---|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The district will employ interventionists and teachers to support the tier 2 and tier 3 needs of students that have been identified as needing assistance through our RtI	Mike Ramm	10/24/2023	06/09/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
process.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Use the district RtI Task Force led by Sharon Wells to collaborate and determine best practices and current research to best implement Rockford's MTTS process	Sharon Wells	10/24/2023	09/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(5/7): Professional Learning Communities

Owner: Mike Ramm

Start Date: 10/24/2023

Due Date: 09/01/2024

Summary: A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. — adapted from Learning by Doing

3 Big ideas of a PLC Focus on Learning

The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

- 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
- 2) How will we know if they have learned? are we monitoring each student's learning on a timely basis?
- 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
- 4) What will we do if they already know it?

Build a CollaBorative Culture

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.

Focus on Results

- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.

Buildings: All Active Buildings

Total Budget: \$50,000.00

- Other Federal Funds (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Mike Ramm will ensure that the district will participate in arranging adult collaboration around the four questions of the Professional Learning Communities Model by ensuring appropriate staffing and professional learning,	Mike Ramm	10/24/2023	09/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Continue to Provide Solution Tree PLC Workshops to Onboard Staff	Mike Ramm	10/24/2023	09/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(6/7): 23g Tutoring

Owner: Sharon Wells

Start Date: 10/26/2023

Due Date: 09/01/2024

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student's immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

Buildings

- Belmont Elementary
- Cannonsburg Elementary
- Crestwood Elementary
- Lakes Elementary
- Meadow Ridge
- Parkside
- Roguewood
- Roguewood Spanish Immersion
- Valley View Elementary

Total Budget: \$50,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- Presentations
- District Website Update
- Brochure
- Parent Newsletter
- Social Media

Audience

- Community-at-Large
- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer 2024 High Impact Intensive Tutoring: Sharon Wells will lead a process to Targeted Groups will be Assembled by Benchmark and State Assessment Results	Sharon Wells	10/26/2023	09/01/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(7/7): 23g Expanded Learning Time

Owner: Sharon Wells

Start Date: 11/06/2023

Due Date: 09/01/2024

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings

- Belmont Elementary
- Cannonsburg Elementary
- Crestwood Elementary
- East Rockford Middle School
- Lakes Elementary
- Meadow Ridge
- North Rockford Middle School
- Parkside
- Roguewood
- Roguewood Spanish Immersion
- Valley View Elementary

Total Budget: \$250,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

- | Method | Audience |
|---------------------------|----------------------|
| • Email Campaign | • Community-at-Large |
| • District Website Update | • Educators |
| • Brochure | • Staff |
| • Parent Newsletter | • Parents |
| • Social Media | |

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer 2024 High Impact Intensive Tutoring: Sharon Wells will lead a process to Targeted Groups will be	Sharon Wells	06/01/2024	09/01/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
Assembled by Benchmark and State Assessment Results				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The district representative, Sharon Wells will provide a targeted summer learning program for students in DK-8th grade. The program will be held at chosen buildings across the district and will last approximately five weeks.	Sharon Wells	06/01/2024	08/11/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The district transportation director, Matt Puett, will provide transportation and meals for students participating in summer learning programs.	Sharon Wells	06/01/2024	08/01/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The District Literacy Director, Sharon Wells, will purchase intensive intervention resources materials for students that are participating in summer learning..	Sharon Wells	03/01/2024	06/01/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The district hiring team, lead by Sharon Wells, will recruit highly effective and certified teachers to teach students during the small group summer learning programs.	Sharon Wells	06/01/2024	08/10/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The district maintenance director, Shawn Hayward,	Mike Ramm	06/01/2024	08/01/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
will provide air conditioning costs to keep the selected district buildings cool during our summer learning programs.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Overall grade level proficiency increases over 2023 Fall NWEA Assessment results. for Fall 2023 Data Summit (Reading)		06/08/2024	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Competency: Curriculum - Guaranteed and Viable Curriculum Activities

Activity	Owner	Start Date	Due Date	Status
A Curriculum Review Process will be conducted by Mike Ramm and the instructional team and a decision to choose and implement a new curriculum resource will be decided and supported through professional learning.	Sharon Wells	10/24/2023	09/01/2024	ONTARGET
Instructional coaches will support teacher teams' implementation of the four PLC questions within their collaborative work.	Mike Ramm	10/24/2023	06/09/2024	ONTARGET

Essential Coaching Practices for Elementary Literacy Activities

Activity	Owner	Start Date	Due Date	Status
We will fund three instructional coaches on our district team will be lead by Sharon Wells. The team of coaches will support teacher team's implementation of a Guaranteed and Viable Curriculum.	Sharon Wells	08/06/2024	09/01/2024	UPCOMING
Instructional Coaches, lead by Sharon Wells, will support the work of teacher collaborative teams' work within the Four PLC Questions.	Sharon Wells	10/24/2023	09/01/2024	ONTARGET
Instructional coaches lead by Sharon Wells will develop and implement an instructional playbook of researched based strategies for staff to use in order to increase student achievement.	Sharon Wells	10/24/2023	09/01/2024	ONTARGET

Formative Assessment Process Activities

Activity	Owner	Start Date	Due Date	Status
Teacher collaborative teams will use common formative assessments to inform instructional shifts during tier 1 and tier 2 instruction.	Mike Ramm	10/24/2023	06/09/2024	ONTARGET

MTSS - Literacy (Reading) Activities

Activity	Owner	Start Date	Due Date	Status
The district will employ interventionists and teachers to support the tier 2 and tier 3 needs of students that have been identified as needing assistance through our Rtl	Mike Ramm	10/24/2023	06/09/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
process.				
Use the district RtI Task Force led by Sharon Wells to collaborate and determine best practices and current research to best implement Rockford's MTTS process	Sharon Wells	10/24/2023	09/01/2024	ONTARGET

Professional Learning Communities Activities

Activity	Owner	Start Date	Due Date	Status
Mike Ramm will ensure that the district will participate in arranging adult collaboration around the four questions of the Professional Learning Communities Model by ensuring appropriate staffing and professional learning,	Mike Ramm	10/24/2023	09/01/2024	ONTARGET
Continue to Provide Solution Tree PLC Workshops to Onboard Staff	Mike Ramm	10/24/2023	09/01/2024	ONTARGET

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
Summer 2024 High Impact Intensive Tutoring: Sharon Wells will lead a process to Targeted Groups will be Assembled by Benchmark and State Assessment Results	Sharon Wells	10/26/2023	09/01/2024	ONTARGET

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
Summer 2024 High Impact Intensive Tutoring: Sharon Wells will lead a process to	Sharon Wells	06/01/2024	09/01/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
Targeted Groups will be Assembled by Benchmark and State Assessment Results				
The district representative, Sharon Wells will provide a targeted summer learning program for students in DK-8th grade. The program will be held at chosen buildings across the district and will last approximately five weeks.	Sharon Wells	06/01/2024	08/11/2024	UPCOMING
The district transportation director, Matt Puett, will provide transportation and meals for students participating in summer learning programs.	Sharon Wells	06/01/2024	08/01/2024	UPCOMING
The District Literacy Director, Sharon Wells, will purchase intensive intervention resources materials for students that are participating in summer learning..	Sharon Wells	03/01/2024	06/01/2024	UPCOMING
The district hiring team, lead by Sharon Wells, will recruit highly effective and certified teachers to teach students during the small group summer learning programs.	Sharon Wells	06/01/2024	08/10/2024	UPCOMING
The district maintenance director, Shawn Hayward, will provide air conditioning costs to keep the selected district buildings cool during our summer learning programs.	Mike Ramm	06/01/2024	08/01/2024	UPCOMING

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: 23g Tutoring

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Competency: Curriculum - Guaranteed and Viable Curriculum

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Essential Coaching Practices for Elementary Literacy

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Formative Assessment Process

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: MTSS - Literacy (Reading)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Professional Learning Communities

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
5% Increase on PSAT/SAT form 2023 for Fall 2023 Data Summit (Reading)	09/01/2024	ONTARGET
Decrease by 3% for Fall 2023 Data Summit (Reading)	09/01/2024	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Elementary M-Step Improvement

Status: ACTIVE

Statement: Our goal is to promote math instructional shifts that increase the 2024 M-Step district proficiency summary from 69% to 72%.

Created Date: 10/30/2023

Target Completion Date: 09/01/2024

Data Set Name: Elementary Mathematics Benchmark Copy

Name	Data Source
Curriculum Implementation	District Determined
2023 State Assessment and Benchmark Student Achievement	District Determined

Data Story Name: Elementary Mathematics Benchmark Copy

Initial Data Analysis: The data set above shows MSTEP, PSAT, SAT and NWEA data for grades in K-11. At this time, math proficiency in the district has rebounded from the pandemic and showing increasing trends in grades K-6. Similarly, the data suggests that grades 7-12 have rebounded from the pandemic, however, there are more frequent instances of grade level student achievement staying stagnant or even decreasing.

Initial Initiative Inventory and Analysis: Essentially, math instruction has been consistent around a specific resource for many previous years. Given that each of our DK-5 teachers has the resource, our curriculum has been tight. With that said, we noticed inconsistent learning levels by building and teacher and that told us that our implementation needs tightening. At the secondary level we have implemented a new curriculum and have aligned professional learning. During the 2022 and now 2023 school year, we have implemented a math fluency and numeracy targeted professional learning focus for DK-5 teachers. At this time we have grade level teams that have formed math CFA's and are intervening on math priority standards during flex time. Our focus for the year is to shape math instruction to be differentiated for all learners in the classroom.

Gap Analysis: Our desired state is described by the following: When measured by benchmark and state assessments, cohort groups of students show increases in proficiency with each year they are in our system. Likewise, our overall proficiency as a district continues to increase. Finally, we are measuring our system effectiveness by assessing how much our students are learning, we are evaluating how Rockford Public Schools students are achieving when compared to schools that have similar student populations.

Gap Analysis: When reviewing the attached data for this focus area, the following characteristics stand out:

At the elementary level, we continue to have inconsistent student achievement when all buildings are compared. The reality is that some of our eight buildings outperform others

and we also have some specific grade levels that need focused attention. This looks like some of our buildings performing as high as any in the state, one of our buildings outperforming similar demographic peer and a couple that are struggling through content and/or population lower than district average achievement levels.

At the middle school level, our 6th grade students showed growth higher than historical data suggests, yet our 7th and 8th grade student do not show achievement at increasing levels or consistent with our district targets.

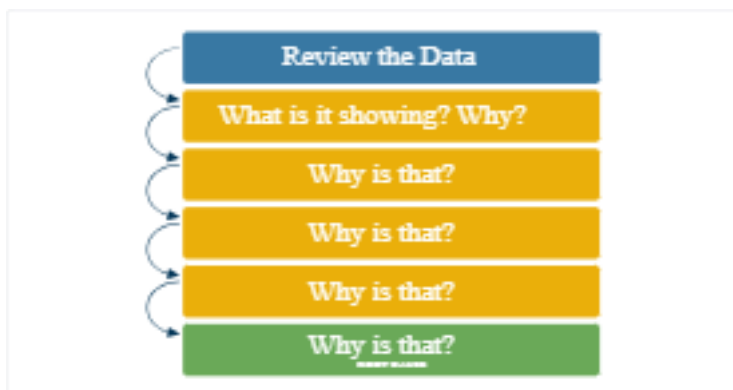
District Data Story Summary: Our district is embedded in a change process. Prior to the pandemic, urgency and a vision were set for improving student learning across our district by implementing the Professional Learning Communities Model and Practices. When looking at our system, we did not have focus, understanding or structure to ensure high levels of learning for every student. The district did not have a common curriculum that was used in all buildings/grade levels and the elementary Response to Intervention needed a refresh and direct alignment to consistent priority standards. Student achievement was eradic and we were losing ground to our neighbors.

Our district continues to be engaged in continuous change and with each step forward, we discover there is more to learn. Our focus around agreed upon content standards and consistent curriculum for same courses and grade levels is understood practice. We have built a teacher leadership and instructional coaching team and their capacity so they may identify, communicate and support. We have made targeted curriculum adoptions and continue to review areas of need.

Finally, we continue to strengthen our collaborative culture so that we agree upon what every student should be taught, know if they learned it, and respond with they know it or don't. There is more work to do, but the system is tightening and student learning is becoming more predictable.

Analysis:

Root Cause



Five Whys

- Why: At this time, we do have a common resource to use for elementary math, but we do not have a common instructional model. Additionally, we have been implementing a PLC process and focusing on literacy as the core content emphasis area.
- Why: The pandemic impacted instruction and having a core resource at least allowed

us to maintain consistent student learning trends.

- Why: Our PLC Process is tightening and teachers are applying concepts like GVC, CFA's and Flex time to their instruction. In the end, we are determining that teachers will benefit from knowing how students learn math and how they can tailor instruction to the learning needs of all students.

Challenge Statement: Rockford Public Schools needs to strengthen a tier 1 math instruction approach across our district in order to promote higher levels of learning for all students.

Strategies:

(1/5): Guaranteed and Viable Curriculum

Owner: Mike Ramm

Start Date: 10/30/2023

Due Date: 09/01/2024

Summary: A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

Buildings: All Active Buildings

Total Budget: \$50,000.00

- Other Federal Funds (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method	Audience
• MI School Data	• Educators
• Other	• Staff
• Presentations	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Establish grade level collaborative team unit planning for content standard aligned math instruction.	Mike Ramm	10/30/2023	09/01/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Belmont Elementary • Cannonsburg Elementary • Crestwood Elementary • Lakes Elementary 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Meadow Ridge • Parkside • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				

(2/5): Professional Learning Communities

Owner: Mike Ramm

Start Date: 10/30/2023

Due Date: 09/01/2024

Summary: A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. — adapted from Learning by Doing

3 Big ideas of a PLC Focus on Learning

The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

- 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
- 2) How will we know if they have learned? are we monitoring each student's learning on a timely basis?
- 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
- 4) What will we do if they already know it?

Build a CollaBorative Culture

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.

Focus on Results

- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.

Buildings

- Belmont Elementary
- Cannonsburg Elementary
- Crestwood Elementary
- Lakes Elementary
- Meadow Ridge
- Parkside
- River Valley Academy
- Roguewood
- Roguewood Spanish Immersion
- Valley View Elementary

Total Budget: \$50,000.00

- Title II Part A (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- MI School Data
- Presentations
- District Website Update

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Elementary math teachers will participate in collaborative work within the Four PLC Questions to promote learning for all students. An emphasis will be place on Q#3 and Q#4 (intervention and enrichment).	Mike Ramm	10/30/2023	09/01/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/5): 23g Tutoring

Owner: Mike Ramm

Start Date: 10/30/2023

Due Date: 09/01/2024

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student's immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

Buildings

- Belmont Elementary
- Cannonsburg Elementary
- Crestwood Elementary
- Lakes Elementary
- Meadow Ridge
- Parkside
- Roguewood
- Roguewood Spanish Immersion
- Valley View Elementary

Total Budget: \$50,000.00

- Other Federal Funds (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Presentations

Audience

- Educators
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Offer high impact tutoring (individual/small group) to identified students by standard, unit, course as an out of school offering or during the day and during the summer.	Mike Ramm	10/30/2023	09/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/5): Instructional Coaching/Consulting for Mathematics

Owner: Mike Ramm

Start Date: 10/30/2023

Due Date: 09/01/2024

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students' mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings

- Belmont Elementary
- Cannonsburg Elementary
- Crestwood Elementary
- Lakes Elementary
- Meadow Ridge
- North Rockford Middle School
- Parkside
- Roguewood
- Roguewood Spanish Immersion
- Valley View Elementary

Total Budget: \$15,000.00

- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Presentations

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide targeted professional learning, data analysis, push and pull out interventions to targeted students and schools by use a math an elementary mathematics coach	Mike Ramm	10/30/2023	09/01/2024	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Belmont Elementary 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Cannonsburg Elementary • Crestwood Elementary • Lakes Elementary • Meadow Ridge • Parkside • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				

(5/5): 23g Expanded Learning Time

Owner: Mike Ramm

Start Date: 11/06/2023

Due Date: 09/01/2024

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings: All Active Buildings

Total Budget: \$200,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- Email Campaign
- District Website Update
- Brochure
- Parent Newsletter
- Social Media

Audience

- Community-at-Large
- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The district will offer a high impact tutoring (individual/small group) program lead by Maggie Thelen to increase proficiency of identified students. The programming will occur after school and during the summer.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
Activity Buildings: <ul style="list-style-type: none"> • Belmont Elementary • Cannonsburg Elementary • Crestwood Elementary • Lakes Elementary 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Meadow Ridge • Parkside • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				
The district hiring team, lead by summer school coordinator Sharon Wells and math specialist Maggie Thelen, will recruit highly effective and certified teachers to teach students during the small group summer learning and tutoring programs.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
Activity Buildings: <ul style="list-style-type: none"> • Belmont Elementary • Cannonsburg Elementary • Crestwood Elementary • Lakes Elementary • Meadow Ridge • Parkside • River Valley Academy • Rockford Freshman Center • Rockford High School • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				
The district mathematics Director, Maggie Thelen, will purchase intensive intervention resources materials for students that are participating in after school tutoring and summer learning.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
Activity Buildings: <ul style="list-style-type: none"> • Belmont Elementary • Cannonsburg Elementary • Crestwood Elementary • Lakes Elementary • Meadow Ridge 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Parkside • River Valley Academy • Rockford Freshman Center • Rockford High School • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				
The district representative, Sharon Wells and assigned summer school leads (to be hired as part of our staffing activity) will provide a targeted summer learning program for students in DK-8th grade. The program will be held at chosen buildings across the district and will last approximately five weeks.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Belmont Elementary • Cannonsburg Elementary • Crestwood Elementary • Lakes Elementary • Meadow Ridge • Parkside • River Valley Academy • Rockford Freshman Center • Rockford High School • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				
The district transportation director, Matt Puett, will provide transportation and meals for students participating in summer learning programs.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Belmont Elementary • Cannonsburg Elementary • Crestwood Elementary 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Lakes Elementary • Meadow Ridge • Parkside • River Valley Academy • Rockford Freshman Center • Rockford High School • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				
The district maintenance director, Shawn Hayward, will provide air conditioning costs to keep the selected district buildings cool during our summer learning programs.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> • Belmont Elementary • Cannonsburg Elementary • Crestwood Elementary • Lakes Elementary • Meadow Ridge • Parkside • River Valley Academy • Rockford Freshman Center • Rockford High School • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 3% for District Benchmark Assessment for ES Math - Trend Data		06/08/2024	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Guaranteed and Viable Curriculum Activities

Activity	Owner	Start Date	Due Date	Status
Establish grade level collaborative team unit planning for content standard aligned math instruction.	Mike Ramm	10/30/2023	09/01/2024	ONTARGET

Professional Learning Communities Activities

Activity	Owner	Start Date	Due Date	Status
Elementary math teachers will participate in collaborative work within the Four PLC Questions to promote learning for all students. An emphasis will be place on Q#3 and Q#4 (intervention and enrichment).	Mike Ramm	10/30/2023	09/01/2024	ONTARGET

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
Offer high impact tutoring (individual/small group) to identified students by standard, unit, course as an out of school offering or during the day and during the summmer.	Mike Ramm	10/30/2023	09/01/2024	ONTARGET

Instructional Coaching/Consulting for Mathematics Activities

Activity	Owner	Start Date	Due Date	Status
Provide targeted professional learning, data analysis, push and pull out interventions to targeted students and schools by use a math an elementary mathematics coach	Mike Ramm	10/30/2023	09/01/2024	ONTARGET

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
The district will offer a high impact tutoring (individual/small group) program lead by Maggie Thelen to increase proficiency of identified students. The programming will occur after school and during the summer.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
The district hiring team, lead by summer school coordinator Sharon Wells and math specialist Maggie Thelen, will recruit highly effective and certified teachers to teach students during the small group summer learning and tutoring programs.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
The district mathematics Director, Maggie Thelen, will purchase intensive intervention resources materials for students that are participating in after school tutoring and summer learning.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
The district representative, Sharon Wells and assigned summer school leads (to be hired as part of our staffing activity) will provide a targeted summer learning program for students in DK-8th grade. The program will be held at chosen buildings across the district and will last approximately five weeks.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
The district transportation director, Matt Puett, will provide transportation and	Mike Ramm	11/06/2023	09/01/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
meals for students participating in summer learning programs.				
The district maintenance director, Shawn Hayward, will provide air conditioning costs to keep the selected district buildings cool during our summer learning programs.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: 23g Tutoring

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Guaranteed and Viable Curriculum

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Instructional Coaching/Consulting for Mathematics

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Professional Learning Communities

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 3% for 2023 State Assessment and Benchmark Student Achievement	09/01/2024	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Improve Secondary Mathematics State Assessment

Status: ACTIVE

Statement: Our goal is to increase math grade level proficiency by 5% as measured by 2024 M-Step and PSAT/SAT.

Created Date: 10/30/2023

Target Completion Date: 09/01/2024

Data Set Name: High School Math Benchmark Copy

Name	Data Source
2023 State Assessment and Benchmark Student Achievement	District Determined

Data Story Name: High School Math Benchmark Copy

Initial Data Analysis: The data set above shows MSTEP, PSAT, SAT and NWEA data for grades in K-11. At this time, reading proficiency in the district has rebounded from the pandemic and showing increasing trends in grades K-6. Similarly, the data suggests that grades 7-12 have rebounded from the pandemic, however, there are more frequent instances of grade level student achievement staying stagnant or even decreasing.

Initial Initiative Inventory and Analysis: Essentially, math instruction has been consistent around a specific resource for many previous years. Given that each of our 6-12 teachers has a resource, our curriculum has been generally tight. With that said, we noticed inconsistent learning levels by building and teacher and that told us that our implementation needs tightening. During the 2022/2023 school year, we implemented a new curriculum and have aligned professional learning. At this time we have grade level teams that have formed math CFA's and are beginning to intervening on math priority standards during middle school flex. Our focus for the year is to shape math instruction to be differentiated for all learners in the classroom.

Gap Analysis: Our desired state is described by the following: When measured by benchmark and state assessments, cohort groups of students show increases in proficiency with each year they are in our system. Likewise, our overall proficiency as a district continues to increase. Finally, we are measuring our system effectiveness by assessing how much our students are learning, we are evaluating how Rockford Public Schools students are achieving when compared to schools that have similar student populations.

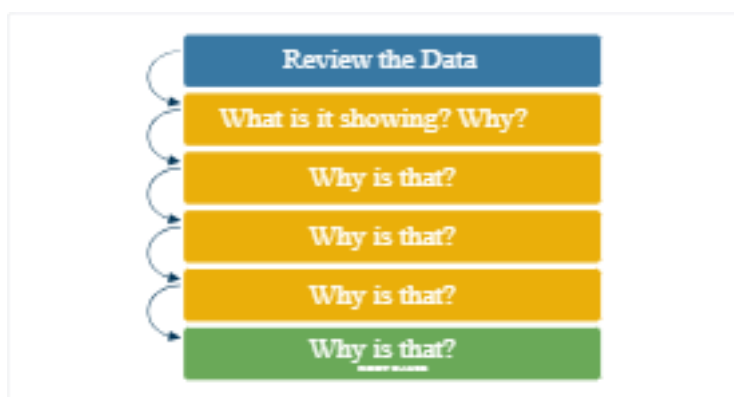
District Data Story Summary: Our district is embedded in a change process. Prior to the pandemic, urgency and a vision were set for improving student learning across our district by implementing the Professional Learning Communities Model and Practices. When looking at our system, we did not have focus, understanding or structure to ensure high levels fo learning for every student. The district did not have a common curriculum that was used in all buidlings/grade levels and the elementary Response to Intervention needed a refresh and direct alignment to consistent priority standards. Student achievement was eradict and we were losing ground to our neighbors.

Our district continues to be engaged in continuous change and with each step forward, we discover there is more to learn. Our focus around agreed upon content standards and consistent curriculum for same courses and grade levels is understood practice. We have built a teacher leadership and instructional coaching team and their capacity so they may identify, communicate and support. We have made targeted curriculum adoptions and continue to review areas of need.

Finally, we continue to strengthen our collaborative culture so that we agree upon what every student should be taught, know if they learned it, and respond with they know it or don't. There is more work to do, but the system is tightening and student learning is becoming more predictable.

Analysis:

Root Cause



Five Whys

- Why: Our current student achievement at the secondary level is inconsistent and lower than what we expect for our students and system.
- Why: Essentially, we are in year two of a curriculum implementation and we are discovering a need for professional learning around math differentiated instructional practices.
- Why: The reality is that we have had the same texts for so long that we were only teaching the book and not the content standards.

Challenge Statement: Rockford Public Schools will continue to understand and improve math student achievement at the secondary level by aligning curriculum to student proficiency level as determined by content standards.

Strategies:

(1/5): 23g Tutoring

Owner: Mike Ramm

Start Date: 10/30/2023

Due Date: 09/01/2024

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student's immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

Buildings

- East Rockford Middle School
- North Rockford Middle School
- Rockford Freshman Center
- Rockford High School

Total Budget: \$10,000.00

- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- MI School Data
- Email Campaign
- Presentations
- Parent Newsletter

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Offer high impact tutoring (individual/small group) to identified students by standard, unit, course as an out of school offering or during the day and during the summer.	Mike Ramm	10/30/2023	09/01/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/5): Instructional Coaching/Consulting for Mathematics

Owner: Mike Ramm

Start Date: 10/30/2023

Due Date: 09/01/2024

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students' mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings

- East Rockford Middle School
- North Rockford Middle School
- Rockford Freshman Center

Total Budget: \$15,000.00

- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method	Audience
<ul style="list-style-type: none"> • MI School Data • Presentations • Parent Newsletter • Social Media 	<ul style="list-style-type: none"> • Educators • Staff • Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide teacher professional learning on targeted standards and instructional strategies pertaining to most needed areas of mathematics, push in and pull out students for intervention, data analysis on summative, interim, formative assessments to drive instructional decisions through use of a secondary mathematics coach	Mike Ramm	10/30/2023	09/01/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/5): Guaranteed and Viable Curriculum

Owner: Mike Ramm

Start Date: 10/30/2023

Due Date: 09/01/2024

Summary: A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

Buildings

- East Rockford Middle School
- North Rockford Middle School
- Rockford Freshman Center
- Rockford High School

Total Budget: \$15,000.00

- Title II Part A (Federal Funds)

Communication:

Method	Audience
<ul style="list-style-type: none"> • MI School Data • Other • Presentations 	<ul style="list-style-type: none"> • Educators • Staff • Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The district will support professional learning practices that promote teacher teams to develop common instruction for each unit that is being taught.	Mike Ramm	10/30/2023	09/01/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(4/5): Professional Learning Communities

Owner: Mike Ramm

Start Date: 10/30/2023

Due Date: 09/01/2024

Summary: A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. — adapted from Learning by Doing

3 Big ideas of a PLC Focus on Learning

The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

- 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
- 2) How will we know if they have learned? are we monitoring each student's learning on a timely basis?
- 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
- 4) What will we do if they already know it?

Build a CollaBorative Culture

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.

Focus on Results

- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.

Buildings

- East Rockford Middle School
- North Rockford Middle School
- Rockford Freshman Center
- Rockford High School
- Roguewood
- Roguewood Spanish Immersion
- Valley View Elementary

Total Budget: \$50,000.00

- Title II Part A (Federal Funds)

- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- MI School Data
- Presentations
- District Website Update

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Secondary math course collaborative teams will participate in aligning instruction to each of the four PLC Questions, providing emphasis on Q#3 and Q#4 (intervention and extension).	Mike Ramm	10/30/2023	09/01/2024	ONTARGET
<h4>Activity Buildings:</h4> <ul style="list-style-type: none"> • East Rockford Middle School • North Rockford Middle School • Rockford Freshman Center • Rockford High School 				

(5/5): 23g Expanded Learning Time

Owner: Mike Ramm

Start Date: 11/06/2023

Due Date: 09/01/2024

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings

- East Rockford Middle School
- North Rockford Middle School
- River Valley Academy
- Rockford Freshman Center
- Rockford High School

Total Budget: \$75,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method	Audience
• Email Campaign	• Educators
• District Website Update	• Staff
• Brochure	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The district transportation director, Matt Puett, will provide transportation and meals for students participating in summer learning programs.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Summer school will be organized by Larinda Fase and the high school counselors for students	Mike Ramm	11/06/2023	09/01/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
that have shown a need due to failure or low proficiency on state assessments. The program will last approximately five weeks.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The district will offer a high impact tutoring (individual/small group) program lead by Maggie Thelen to increase proficiency of identified students. The programming will occur after school and during the summer.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The district maintenance director, Shawn Hayward, will provide air conditioning costs to keep the high school cool during our summer learning programs.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Rockford High School 				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 3% for District Current Year Benchmark Assessment for HS Math		08/31/2024	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
----------	-------	------------	----------	--------

Activity	Owner	Start Date	Due Date	Status
Offer high impact tutoring (individual/small group) to identified students by standard, unit, course as an out of school offering or during the day and during the summer.	Mike Ramm	10/30/2023	09/01/2024	ONTARGET

Instructional Coaching/Consulting for Mathematics Activities

Activity	Owner	Start Date	Due Date	Status
Provide teacher professional learning on targeted standards and instructional strategies pertaining to most needed areas of mathematics, push in and pull out students for intervention, data analysis on summative, interim, formative assessments to drive instructional decisions through use of a secondary mathematics coach	Mike Ramm	10/30/2023	09/01/2024	ONTARGET

Guaranteed and Viable Curriculum Activities

Activity	Owner	Start Date	Due Date	Status
The district will support professional learning practices that promote teacher teams to develop common instruction for each unit that is being taught.	Mike Ramm	10/30/2023	09/01/2024	ONTARGET

Professional Learning Communities Activities

Activity	Owner	Start Date	Due Date	Status
Secondary math course collaborative teams will participate in aligning instruction to each of the four PLC Questions, providing emphasis on Q#3	Mike Ramm	10/30/2023	09/01/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
and Q#4 (intervention and extension).				

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
The district transportation director, Matt Puett, will provide transportation and meals for students participating in summer learning programs.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
Summer school will be organized by Larinda Fase and the high school counselors for students that have shown a need due to failure or low proficiency on state assessments. The program will last approximately five weeks.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
The district will offer a high impact tutoring (individual/small group) program lead by Maggie Thelen to increase proficiency of identified students. The programming will occur after school and during the summer.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING
The district maintenance director, Shawn Hayward, will provide air conditioning costs to keep the high school cool during our summer learning programs.	Mike Ramm	11/06/2023	09/01/2024	UPCOMING

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations?
What is the evidence?:*

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: 23g Tutoring

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations?
What is the evidence?:*

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Guaranteed and Viable Curriculum

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations?
What is the evidence?:*

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Instructional Coaching/Consulting for Mathematics

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations?
What is the evidence?:*

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Professional Learning Communities

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 5% for 2023 State Assessment and Benchmark Student Achievement	09/01/2024	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available