

# **2014-15 Final Plan**

## **Rockford Public Schools**

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## Overview

### Plan Name

2014-15 Final Plan

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in writing.	Objectives: 3 Strategies: 5 Activities: 11	Academic	\$7020
2	All students will be proficient in math.	Objectives: 5 Strategies: 10 Activities: 23	Academic	\$43076
3	All students will be proficient in social studies.	Objectives: 3 Strategies: 7 Activities: 9	Academic	\$0
4	All students will be proficient in science.	Objectives: 3 Strategies: 7 Activities: 9	Academic	\$0
5	All students will be proficient in reading.	Objectives: 5 Strategies: 8 Activities: 23	Academic	\$343721

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

### Measurable Objective 1:

66% of Fourth, Seventh and Eleventh grade students will demonstrate a proficiency with emphasis on the writing process strand in English Language Arts by 06/01/2015 as measured by MEAP, MME and District Common Assessments..

### Strategy 1:

Lucy Calkins Writing - All teachers will continue to implement Lucy Calkins writing workshop in order to increase writing proficiency across all content areas.

Research Cited: Pathways to the Common Core: Accelerating Achievement

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

Tier: Tier 1

Activity - Preparation Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Established a district committee with a focus on informational writing in all content areas.                      Researched and purchased Lucy Calkins Units of Study Kits for each K-5th grade teacher, Resource Room, and Reading Interventionist.                      Created Curriculum Maps outlining a scope and sequence of suggested timelines of instruction.                      Offered Professional Development 2 times in 2013-14 (4.5 hours)                      Completed survey of all DK-5 teachers about questions, concerns, celebrations in using the kits</p> <p>Schools: All Schools</p>	Getting Ready	Tier 1		06/02/2014	09/05/2014	\$0	General Fund	District Writing Committee and Designated Elementary Principals and Teachers
Activity - Strategy Enhancement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Use and validate the L. Calkins Units of Study Kits as resource for instruction Adjust and Align Curriculum Maps Schedule three hours of professional development over the course of 2014-15 to strengthen and further target implementation.	Implementa tion	Tier 1		08/01/2014	12/01/2014	\$7020	Title II Part A, General Fund	District Writing Committee, Designated Elementary Principals and Teachers
Schools: All Schools								

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The committee will survey staff for continued questions, concerns, comments. Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Informational Writing scores will be collected to drive school improvement goals.	Monitor	Tier 1		09/01/2014	06/05/2015	\$0	General Fund	Elementary Building Principals and Teachers
Schools: All Schools								

**Strategy 2:**

Evidence-Based/Argumentative Paragraph Writing - All teachers will participate in the enhancement of the use of the Common Core-aligned argumentative/evidence-based writing rubric in order to increase writing proficiency across all content areas.

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

Tier: Tier 1

Activity - Instruction - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As this is the third year of implementation regarding the use of the consistent CCSS writing rubric implementation, teachers will continue to emphasize the argumentative and evidence-based concepts identified when assigning and assessing student writing. It is encouraged that teachers use the rubric as a foundation for creating their own department/course rubrics tailored to their curriculum.	Implementa tion	Tier 1	Implement	09/02/2014	06/05/2015	\$0	General Fund	Secondary Principals and Teachers
Schools: All Schools								

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use a department/course individualized version of the CCSS argumentative/evidence-based writing rubric to assess students' written responses at least one time per semester/trimester. Additionally, teachers will show student work as evidence during the district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 1		09/01/2014	06/01/2015	\$0	General Fund	Building Principals and Secondary Teachers
Schools: All Schools								

**Strategy 3:**

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

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

Tier: Tier 1

Activity - Building the Knowledge Base	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibility
Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year. The district will identify a strategy for identifying staff members that can be trained to be future "instructional coaches" with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level. The district will purchase Fisher, D. and N. Frey, "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility" 2nd edition, and organize a book study for identified staff. - The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.	Getting Ready	Tier 1		05/01/2014	09/02/2014	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee
Schools: All Schools								

Activity - Starting Small, Reaching All	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibility
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<p>The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training.                  The district will provide release time and professional development in partnership with KISD in order to train “instructional coaches” at the elementary and secondary level.                  Secondary: The district will provide training to all staff on the first two late start professional development days.                  Secondary: During second semester, buildings will pilot a volunteer classroom learning lab professional development options with a focus on Gradual Release.</p> <p>Schools: All Schools</p>	Implementa tion	Tier 1		09/02/2014	06/05/2015	\$0	General Fund	Assistant Superinten dent of Curriculum District Leadership Committee
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Activity - Assess and Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
<p>Staff will be surveyed after each professional development session.                  Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process.                  Preparations will be made to grow the strategy during the 2015/16 school year.</p> <p>Schools: All Schools</p>	Monitor	Tier 1		01/05/2015	06/05/2015	\$0	General Fund	Assistant Superinten dent of Curriculum District Leadership Team

**Measurable Objective 2:**

25% of Students with Disabilities students will demonstrate a proficiency with emphasis on the writing process strand in English Language Arts by 06/01/2015 as measured by MEAP, MME and District Common Assessments .

**Strategy 1:**

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

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

Tier:

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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Special education and team teachers will participate in implementing identified differentiated instructional practices in order to assist individual IEP goals, as well as population trends.  Schools: All Schools	Implementa tion	Tier 2		08/18/2014	06/05/2015	\$0	General Fund	Director of Special Services, Building Principals and Secondary Teachers
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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.  Schools: All Schools	Monitor	Tier 2		09/05/2014	06/01/2015	\$0	General Fund	Director of Special Education, Building Principals, and Secondary Teachers

**Measurable Objective 3:**

49% of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency with emphasis on the writing process strand in English Language Arts by 06/05/2015 as measured by MEAP and District Common Assessments .

**Strategy 1:**

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

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

Tier: Tier 2

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RPS teachers will provides differentiated instruction to K-5 students identified as not yet meeting the state standards in writing. This service overlaps with the service provided by Title 1 Literacy specialists and the resources assigned are noted in the district reading goal.  Schools: Roguewood Elementary School, Parkside Elementary School, Lakes Elementary School, Meadow Ridge Elementary School	Implementa tion	Tier 2		09/01/2014	06/05/2015	\$0	Title I Part A	K-5 Teachers

## Goal 2: All students will be proficient in math.

### Measurable Objective 1:

73% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency with emphasis on the Numbers and Operations (3- Addition and Subtraction, 4- Multiplication and Division, 5- Whole Number Multiplication) strand in Mathematics by 06/01/2015 as measured by MEAP, Discovery Education and Common Assessments..

### Strategy 1:

Math Manipulatives - All elementary teachers will participate in the enhancement of the implementation of using math manipulatives in order to increase proficiency in the area of math.

Research Cited: Post, T. (1981). The Role of Manipulative Materials in the Learning of Mathematical Concepts. In Selected Issues in Mathematics Education (pp. 109-131). Berkeley, CA: National Society for the Study of Education and National Council of Teachers of Mathematics, McCutchan Publishing Corporation.

Tier: Tier 1

Activity - Manipulatives Enhancement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers need to inventory manipulatives and set professional development dates and content.  Schools: All Schools	Getting Ready	Tier 1	Getting Ready	09/02/2014	10/03/2014	\$0	General Fund	Elementary Building Principals and Teachers

Activity - Math Manipulatives PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the district-provided 1/2 day professional development and then further implement the math manipulatives during instruction.  Schools: All Schools	Implementation	Tier 1	Implement	10/01/2014	11/03/2014	\$7000	General Fund	Elementary Principals and Teachers, Elementary Math Committee Chair

Activity - Manipulatives Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists and teacher evaluations. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 1	Monitor	09/02/2014	06/04/2015	\$0	General Fund	Elementary Principals and Teachers
Schools: All Schools								

**Strategy 2:**

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

Research Cited: Everyday Math. McGraw Hill Education

Tier: Tier 1

Activity - Classroom Pilots	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Representative math teachers will be identified to pilot the new EM4 curriculum. - Grade level trainers will be in-serviced by EM trainers and provide EM4 as grade level materials become available.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$0	General Fund	Elementary Math Chair and Committee
Schools: All Schools								

Activity - Implementation Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation. Trainers use and validate the EM4 as a resource for instruction. Begin to revise Curriculum Maps outlining a scope and sequence of EM4. - Teachers will participate in district provided professional development in the spring of 2015. - Fall 2015 district provided in-service to begin 2015-16 school year	Getting Ready	Tier 1	Getting Ready	02/02/2015	06/05/2015	\$7000	General Fund	Math Department Chair and Committee District Math Trainers
Schools: Roguewood Elementary School, Parkside Elementary School, Crestwood Elementary School, Cannonsburg Elementary School, Lakes Elementary School, Valley View Elementary School, Meadow Ridge Elementary School, Belmont Elementary School								

Activity - Staff Input	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The committee will survey staff during spring in-service to gather questions, concerns, and comments to be addressed in the training during the 2015-2016 fall professional development.  Schools: All Schools	Getting Ready	Tier 1	Getting Ready	04/01/2015	05/29/2015	\$0	General Fund	Math Department Chair and Committee
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**(shared) Strategy 3:**

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

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

Tier: Tier 1

Activity - Building the Knowledge Base	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year. The district will identify a strategy for identifying staff members that can be trained to be future "instructional coaches" with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level. The district will purchase Fisher, D. and N. Frey. "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility", 2nd edition, and organize a book study for identified staff. The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.  Schools: All Schools	Getting Ready	Tier 1		05/01/2014	09/05/2014	\$0	General Fund	Assistant Superintendent of Instruction District Committee Members

Activity - Starting Small, Reaching All	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training.                  The district will provide release time and professional development in partnership with KISD in order to train “instructional coaches” at the elementary and secondary level.                  Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics.                  Secondary: The district will provide training to all staff on the first two late start professional development days.                  Secondary: During second semester, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.</p> <p>Schools: All Schools</p>	Implementa tion	Tier 1		06/09/2014	06/05/2015	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee
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Activity - Assess and Plan	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.                  Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process.                  Preparations will be made to grow the strategy during the 2015/16 school year.</p> <p>Schools: All Schools</p>	Monitor	Tier 1		03/02/2015	06/05/2015	\$0	General Fund	Assistant Superintendent of Curriculum

**(shared) Strategy 4:**

Professional Learning - Economically Disadvantaged - A district committee will participate in a county training on understanding the learning needs of economically disadvantaged students. After the workshop, the district committee will make recommendations about the suggested implementation of practices to benefit identified students.

Research Cited: Researched based on: Gorski, P. C. Reaching and Teaching Student in Poverty: Strategies for Erasing the Opportunity Gap. 2013.

Tier: Tier 2

Activity - District Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Establish a district committee, comprised of staff and administration, who will attend a conference at the KISD about students in poverty.	Getting Ready	Tier 2	Getting Ready	06/02/2014	08/15/2014	\$0	General Fund	District ED Committee
Schools: All Schools								

Activity - Bringing Back to Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A.) The committee will attend the Reaching and Teaching Students in Poverty (Strategies for Erasing the Opportunity Gap) seminar offered by the Kent Intermediate School District on Friday, August 15th from 8:30-11:30 am. B.) Staff will present to their buildings information and suggested strategies for working with students who are in poverty. C.) An optional book study will be conducted throughout buildings in the district: Gorski, Paul C. Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap. 2013.	Implementation	Tier 2		10/01/2014	03/06/2015	\$1000	General Fund	Assistant Superintendent of Instruction District ED Committee
Schools: All Schools								

Activity - Assessment and Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of the the PD course and staff meeting agendas.	Monitor	Tier 2		04/01/2015	06/01/2015	\$0	General Fund	District ED Committee
Schools: All Schools								

**Measurable Objective 2:**

61% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency with emphasis on the Numbers and Operations strand and GAN at each grade level (Decimal, Fraction Operation and Whole Number Division - 6th, Rational Number Operations - 7th, Functions and Linear Equations - 8th) in Mathematics by 06/01/2015 as measured by MEAP, Discovery Education and Common Assessments..

**(shared) Strategy 1:**

Problem-Based Learning - All math teachers will participate in the implementation of problem-based learning activities to increase the application of math concepts to real world situations.

Research Cited: Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning

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

Tier: Tier 1

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Activity - Maintaining	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The state of Michigan has delayed the implementation of the SBAC and much of the rationale for the implementation of this strategy revolved around preparing students for the performance tasks. At this time, teachers will maintain their current emphasis of at least one PBL activity per course, per semester/trimester until further state assessment decisions are made.	Monitor			09/02/2014	06/05/2015	\$0	General Fund	Building Principals and District Math Teachers
Schools: All Schools								

### Strategy 2:

Academic Vocabulary - All 6th through 8th grade teachers will implement Marzano's Academic Vocabulary instructional practices in order to increase proficiency in the areas of math/science/social studies.

Research Cited: Building Academic Vocabulary: Teacher's Manual by Robert J. Marzano (Paperback - January 1, 2005)

Tier: Tier 1

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will collaborate to review 2013/14 word lists and instructional practices and review best practices when teaching the grade level/class identified words. Departments will update and incorporate the word lists and department/grade instructional techniques.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/05/2015	\$0	General Fund	Middle School Principals and Teachers
Schools: All Schools								

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will access vocabulary knowledge through existing assessments and standardized testing results. Teachers will also show implementation evidence by displaying student evidence during the teacher evaluation process.	Monitor	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	General Fund	Middle School Principals and Teachers
Schools: All Schools								

### (shared) Strategy 3:

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

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

Tier: Tier 1

Activity - Building the Knowledge Base	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year.</p> <p>The district will identify a strategy for identifying staff members that can be trained to be future "instructional coaches" with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level.</p> <p>The district will purchase Fisher, D. and N. Frey. "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility", 2nd edition, and organize a book study for identified staff.</p> <p>The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.</p> <p>Schools: All Schools</p>	Getting Ready	Tier 1		05/01/2014	09/05/2014	\$0	General Fund	Assistant Superintendent of Instruction District Committee Members
Activity - Starting Small, Reaching All	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training.</p> <p>The district will provide release time and professional development in partnership with KISD in order to train "instructional coaches" at the elementary and secondary level.</p> <p>Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics.</p> <p>Secondary: The district will provide training to all staff on the first two late start professional development days.</p> <p>Secondary: During second semester, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.</p> <p>Schools: All Schools</p>	Implementation	Tier 1		06/09/2014	06/05/2015	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee
Activity - Assess and Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will be surveyed after each professional development session. Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. Preparations will be made to grow the strategy during the 2015/16 school year.	Monitor	Tier 1		03/02/2015	06/05/2015	\$0	General Fund	Assistant Superintendent of Curriculum
Schools: All Schools								

**(shared) Strategy 4:**

Professional Learning - Economically Disadvantaged - A district committee will participate in a county training on understanding the learning needs of economically disadvantaged students. After the workshop, the district committee will make recommendations about the suggested implementation of practices to benefit identified students.

Research Cited: Researched based on: Gorski, P. C. Reaching and Teaching Student in Poverty: Strategies for Erasing the Opportunity Gap. 2013.

Tier: Tier 2

Activity - District Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a district committee, comprised of staff and administration, who will attend a conference at the KISD about students in poverty.	Getting Ready	Tier 2	Getting Ready	06/02/2014	08/15/2014	\$0	General Fund	District ED Committee
Schools: All Schools								

Activity - Bringing Back to Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A.) The committee will attend the Reaching and Teaching Students in Poverty (Strategies for Erasing the Opportunity Gap) seminar offered by the Kent Intermediate School District on Friday, August 15th from 8:30-11:30 am. B.) Staff will present to their buildings information and suggested strategies for working with students who are in poverty. C.) An optional book study will be conducted throughout buildings in the district: Gorski, Paul C. Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap. 2013.	Implementation	Tier 2		10/01/2014	03/06/2015	\$1000	General Fund	Assistant Superintendent of Instruction District ED Committee
Schools: All Schools								

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Activity - Assessment and Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of the the PD course and staff meeting agendas. Schools: All Schools	Monitor	Tier 2		04/01/2015	06/01/2015	\$0	General Fund	District ED Committee

**(shared) Strategy 5:**

Pyramid of Interventions - Secondary staff will implement the district-developed and supported "pyramid of interventions" when students struggle academically or socially.

Tier: Tier 2

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each secondary building's Student Assistance Team will refresh staff about POI purpose and procedures at the beginning and throughout the school year. Teachers will implement level one classroom interventions when students struggle. The building Student Assistance Team will direct level one and two procedures and develop new intervention strategies based on identified needs. Schools: All Schools	Implementation	Tier 2		09/02/2014	06/05/2015	\$0	General Fund	Building SAT Teams

**Measurable Objective 3:**

19% of Students with Disabilities students will demonstrate a proficiency with an emphasis on the identified GAN by grade level in Mathematics by 06/01/2015 as measured by MEAP, MME and District Common Assessments .

**Strategy 1:**

Elementary Book Study - All elementary resource room teachers will participate in a book study to increase their understanding and proficiency in the area of teaching students that struggle or qualify for special education in the area of basic computation and math reasoning.

Research Cited: Teaching Learners who Struggle with Mathematics by Sherman, Richardson, and Yard.

Tier: Tier 2

Activity - Reading the Book	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will read the book, Teaching Learners who Struggle with Mathematics by Sherman, Richardson, and Yard over the summer in preparation for the book club beginning in the fall of the 2013/2014 school year.	Getting Ready			07/01/2013	09/04/2013	\$500	General Fund	Director of Special Services
Schools: All Schools								

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the district-provided professional development/book club monthly which will focus on two chapters each month and provide lesson integration ideas for the resource room setting.	Implementation			09/03/2013	05/30/2014	\$0	General Fund	Director of Special Services
Schools: All Schools								

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists and the teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			10/01/2013	05/30/2014	\$0	General Fund	Director of Special Services and Building Principals
Schools: All Schools								

**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 MEAP, MME, or ACT.

Research Cited: Differentiating Instruction for Students with Special Needs

by Dr. David J. Chard.

Tier: Tier 2

Activity - SWD - Differentiated Instruction - Ten Marks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices including Ten Marks online math support and Team Teaching arrangements.  Schools: All Schools	Implementa tion	Tier 2		09/02/2014	06/05/2015	\$2500	General Fund	Director of Special Services and Secondary Special Education Teachers
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### Measurable Objective 4:

46% of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency with emphasis on the grade level identified GAN in Mathematics by 06/01/2015 as measured by MEAP, Discovery Education and District Common Assessments.

### Strategy 1:

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

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

Tier: Tier 2

Activity - Elementary Math Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rockford Public Schools will employ Title 1 math interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet meeting the state standards in math.  Schools: Roguewood Elementary School, Lakes Elementary School, Meadow Ridge Elementary School	Direct Instruction	Tier 2		09/02/2014	06/05/2015	\$23248	Title I Part A	District Title 1 Coordinator Building Principals Title 1 math interventionists

Activity - Dreambox	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary teachers will utilize Dreambox software to enhance math intervention instruction. Prior to implementing the software, staff will also participate in a webinar training.  Schools: Meadow Ridge Elementary School	Direct Instruction	Tier 2		09/02/2014	06/05/2015	\$1400	Title I Part A	District Title Coordinator Building Principals Classroom Teachers

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

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Before school Title 1 students will receive snacks and incentives to assist with motivation.  Schools: All Schools	Materials	Tier 2	Implement	09/05/2014	06/05/2015	\$428	Title I Part A	Building Principals and Title 1 Coordinator
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**Measurable Objective 5:**

57% of Eleventh grade students will demonstrate a proficiency with emphasis on the grade level GAN strands in Mathematics by 06/01/2015 as measured by MME..

**(shared) Strategy 1:**

Problem-Based Learning - All math teachers will participate in the implementation of problem-based learning activities to increase the application of math concepts to real world situations.

Research Cited: Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning

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

Tier: Tier 1

Activity - Maintaining	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The state of Michigan has delayed the implementation of the SBAC and much of the rationale for the implementation of this strategy revolved around preparing students for the performance tasks. At this time, teachers will maintain their current emphasis of at least one PBL activity per course, per semester/trimester until further state assessment decisions are made.  Schools: All Schools	Monitor			09/02/2014	06/05/2015	\$0	General Fund	Building Principals and District Math Teachers

**(shared) Strategy 2:**

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

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

Tier: Tier 1

Activity - Building the Knowledge Base	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year.                  The district will identify a strategy for identifying staff members that can be trained to be future “instructional coaches” with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level.                  The district will purchase Fisher, D. and N. Frey. “Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility”, 2nd edition, and organize a book study for identified staff.                  The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.</p> <p>Schools: All Schools</p>	Getting Ready	Tier 1		05/01/2014	09/05/2014	\$0	General Fund	Assistant Superintendent of Instruction District Committee Members
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Activity - Starting Small, Reaching All	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training.                  The district will provide release time and professional development in partnership with KISD in order to train “instructional coaches” at the elementary and secondary level.                  Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics.                  Secondary: The district will provide training to all staff on the first two late start professional development days.                  Secondary: During second semester, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.</p> <p>Schools: All Schools</p>	Implementation	Tier 1		06/09/2014	06/05/2015	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee

Activity - Assess and Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will be surveyed after each professional development session. Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. Preparations will be made to grow the strategy during the 2015/16 school year.	Monitor	Tier 1		03/02/2015	06/05/2015	\$0	General Fund	Assistant Superintendent of Curriculum
Schools: All Schools								

**(shared) Strategy 3:**

Professional Learning - Economically Disadvantaged - A district committee will participate in a county training on understanding the learning needs of economically disadvantaged students. After the workshop, the district committee will make recommendations about the suggested implementation of practices to benefit identified students.

Research Cited: Researched based on: Gorski, P. C. Reaching and Teaching Student in Poverty: Strategies for Erasing the Opportunity Gap. 2013.

Tier: Tier 2

Activity - District Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a district committee, comprised of staff and administration, who will attend a conference at the KISD about students in poverty.	Getting Ready	Tier 2	Getting Ready	06/02/2014	08/15/2014	\$0	General Fund	District ED Committee
Schools: All Schools								

Activity - Bringing Back to Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A.) The committee will attend the Reaching and Teaching Students in Poverty (Strategies for Erasing the Opportunity Gap) seminar offered by the Kent Intermediate School District on Friday, August 15th from 8:30-11:30 am. B.) Staff will present to their buildings information and suggested strategies for working with students who are in poverty. C.) An optional book study will be conducted throughout buildings in the district: Gorski, Paul C. Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap. 2013.	Implementation	Tier 2		10/01/2014	03/06/2015	\$1000	General Fund	Assistant Superintendent of Instruction District ED Committee
Schools: All Schools								

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Activity - Assessment and Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of the the PD course and staff meeting agendas. Schools: All Schools	Monitor	Tier 2		04/01/2015	06/01/2015	\$0	General Fund	District ED Committee

**(shared) Strategy 4:**

Pyramid of Interventions - Secondary staff will implement the district-developed and supported "pyramid of interventions" when students struggle academically or socially.

Tier: Tier 2

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each secondary building's Student Assistance Team will refresh staff about POI purpose and procedures at the beginning and throughout the school year. Teachers will implement level one classroom interventions when students struggle. The building Student Assistance Team will direct level one and two procedures and develop new intervention strategies based on identified needs. Schools: All Schools	Implementation	Tier 2		09/02/2014	06/05/2015	\$0	General Fund	Building SAT Teams

**Goal 3: All students will be proficient in social studies.****Measurable Objective 1:**

56% of Sixth, Ninth and Eleventh grade students will demonstrate a proficiency (6th-40%, 9th-49%, 11th-58%) with emphasis on the historical perspective strand in Social Studies by 06/01/2015 as measured by MEAP, MME and District Common Assessments. .

**Strategy 1:**

Comprehension Toolkits - Sixth grade English/Social Studies teachers will implement Comprehension Toolkits in order to increase proficiency in the area of social studies, specifically focusing on informational text.

Tier: Tier 1

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The implementation of Comprehension Toolkits in the area of social studies, as well as the corresponding training, is a shared strategy across all content areas. Therefore, the activities noted in reading apply to social studies as well.  Schools: All Schools	Implementa tion	Tier 1		09/05/2014	06/01/2015	\$0	General Fund	Elementary Principals and Teachers
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**Strategy 2:**

Lucy Calkins Writing - All teachers will participate in the implementation of Lucy Calkins Common Core writing in order to increase writing proficiency in social studies

Tier: Tier 1

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Lucy Caulkins writing strategy is a shared goal across all content areas. The activity descriptions from the writing goal can be applied to writing in social studies as well.  Schools: Rockford Spanish Immersion, Roguewood Elementary School, Crestwood Elementary School, Cannonsburg Elementary School, Lakes Elementary School, Valley View Elementary School, Meadow Ridge Elementary School, Belmont Elementary School	Implementa tion	Tier 1		09/02/2014	06/01/2015	\$0	General Fund	Elementary Principals and Teachers

**Strategy 3:**

Kelly Gallagher PMR Informational Reading - All content area teachers will participate in the implementation of the PMR informational text reading strategies in order to increase reading proficiency in social studies.

Research Cited: Noted in the Reading Goal

Tier: Tier 1

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PMR Informational reading strategy is a shared strategy among all content areas in the secondary schools. The enhancement of this strategy in the area of social studies will follow the activites described in the district reading goal.  Schools: All Schools	Implementa tion	Tier 1		09/01/2014	06/05/2015	\$0	General Fund	Secondary Principals and Teachers

**Strategy 4:**

Evidence-Based/Argumentative Paragraph Writing - All teachers will use the Common Core aligned argumentative/evidence-based writing rubric when assessing student writing in order to iincrease writing proficiency in social studies.

Research Cited: Stated in Writing Goal

Tier: Tier 1

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The use of a common writing rubric to emphasize evidence-based or argumentative writing principles is a shared strategy across all content areas. Therefore, the strategy will be applied to the social studies instruction and the corresponding activities are described in the district writing goal.</p> <p>Schools: Rockford H.S. Freshman Center, East Rockford Middle School, North Rockford Middle School, River Valley Academy, Rockford High School</p>	Implementation	Tier 1		09/01/2014	06/01/2015	\$0	General Fund	Secondary Building Principals and Teachers

**Strategy 5:**

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

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

Tier: Tier 1

Activity - Building the Knowledge Base	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year.</p> <p>The district will identify a strategy for identifying staff members that can be trained to be future "instructional coaches" with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level.</p> <p>The district will purchase Fisher, D. and N. Frey, "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility" and organize a book study for identified staff.</p> <p>The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.</p> <p>Schools: All Schools</p>	Implementation	Tier 1		05/01/2014	09/05/2014	\$0	General Fund	Assistant Superintendent of Curriculum District Leadership Committee

Activity - Starting Small, Reaching All	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training.                  The district will provide release time and professional development in partnership with KISD in order to train “instructional coaches” at the elementary and secondary level.                  Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics.                  Secondary: The district will provide training to all staff on the first two late start professional development days.                  Secondary: During second semester, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.</p> <p>Schools: All Schools</p>	Implementa tion	Tier 1		09/02/2014	06/01/2015	\$0	General Fund	Assistant Superinten dent of Curriculum District Leadership Committee
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Activity - Assess and Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
<p>Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process.                  Preparations will be made to grow the strategy during the 2015/16 school year.</p> <p>Schools: All Schools</p>	Monitor	Tier 1		01/05/2015	06/05/2015	\$0	General Fund	Assistant Superinten dent of Curriculum District Leadership Committee

**Measurable Objective 2:**

18% of Sixth, Ninth and Eleventh grade Students with Disabilities students will demonstrate a proficiency (6th-23%, 9th-24%, 11th-7%) with emphasis on the historical perspective strand in Social Studies by 06/05/2015 as measured by MEAP, MME and District Common Assessments.

**Strategy 1:**

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

Tier: Tier 2

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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The differentiated instruction is a shared strategy across secondary content areas. Therefore, the description of the activities for social studies will follow the same plan as identified in the areas of math, reading and writing. However, instruction will focus on closing the achievement gap between SWD and non-SWD in the area of social studies.  Schools: All Schools	Implementa tion	Tier 2		09/01/2014	06/05/2015	\$0	General Fund	Director of Special Services, Building Principals, Secondary Teachers
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### Measurable Objective 3:

31% of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency (6th grade- 31) in Social Studies by 06/01/2015 as measured by MEAP and District Common Assessments .

### Strategy 1:

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

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

Tier: Tier 2

Activity - Title 1 Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title 1 services that will be implemented in the area of social studies focus on improving students' abilities to comprehend informational text. Therefore, the activity descriptions listed in the reading goal are applied to reading across all content areas, including social studies.  Schools: Roguewood Elementary School, Parkside Elementary School, Lakes Elementary School, Meadow Ridge Elementary School	Implementa tion	Tier 2		08/26/2014	06/05/2015	\$0	Title I Part A	Elementary Principals, Elementary Teachers and Identified Title 1 Specialists.

## Goal 4: All students will be proficient in science.

### Measurable Objective 1:

42% of Fifth, Eighth and Eleventh grade students will demonstrate a proficiency with emphasis at grade level identified GAN in Science by 06/01/2015 as measured by MEAP, MME and District Common Assessments.

### Strategy 1:

Comprehension Toolkits - All teachers will participate in the enhancement of the implementation of Comprehension Toolkits in order to increase proficiency in the area of science.

Tier: Tier 1

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Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The strategy of implementing Comprehension Toolkits is shared among all content areas. The activity descriptions identified in the district reading goal will be applied to the use of the strategy in the area of strengthening students' ability to comprehend informational text in the area of science.  Schools: All Schools	Implementation	Tier 1		09/01/2014	06/01/2015	\$0	General Fund	Elementary Building Principals and Teachers

**Strategy 2:**

Lucy Calkins Writing - All teachers will participate in the implementation of Lucy Calkins Common Core writing workshop in order to increase writing proficiency in science.

Tier: Tier 1

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The implementation of the Lucy Calkins strategy is shared across all content areas. Therefore, the activity descriptions communicated in the district writing goal can be applied to the strategy implementation in the area of science.  Schools: All Schools	Implementation	Tier 1		09/01/2014	06/01/2015	\$0	General Fund	Elementary Principals and Teachers

**Strategy 3:**

Kelly Gallagher - PMR- Informational Reading Strategy - All content area teachers will participate in the enhancement of the implementation of the PMR informational text reading strategies in order to increase reading proficiency in the area of science.

Tier:

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of the PMR informational reading strategy is shared across all content areas. Therefore, the activity descriptions noted in the district reading goal can be applied to the area of science. The strategy will be implemented with a specific focus on increasing the students' comprehension levels of informational text.  Schools: All Schools	Implementation	Tier 1		08/01/2014	06/01/2015	\$0	General Fund	Secondary Building Principals and Teachers

**Strategy 4:**

Evidence-Based/Argumentative Paragraph Writing - All teachers will participate in the enhancement of the use of the Common Core aligned argumentative/evidence-based writing rubric in order to increase writing proficiency in the area of science.

Tier: Tier 1

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of the Common Core aligned, evidence-based/argumentative writing rubric is a shared strategy across all content areas. Therefore, the activity descriptions identified in the district writing goal will be applied to the implementation of the strategy with an emphasis on increasing students' proficiency in the area of science.  Schools: All Schools	Implementation	Tier 1		08/01/2014	06/01/2015	\$0	General Fund	Secondary Building Principals and Teachers

**Strategy 5:**

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

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

Tier: Tier 1

Activity - Building the Knowledge Base	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year. The district will identify a strategy for identifying staff members that can be trained to be future "instructional coaches" with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level. The district will purchase Fisher, D. and N. Frey, "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility" and organize a book study for identified staff. The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.  Schools: All Schools	Getting Ready	Tier 1		05/01/2014	09/05/2014	\$0	General Fund	Assistant Superintendent of Curriculum District Leadership Team

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Activity - Starting Small, Reaching All	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training.</p> <p>The district will provide release time and professional development in partnership with KISD in order to train “instructional coaches” at the elementary and secondary level.</p> <p>Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics.</p> <p>Secondary: The district will provide training to all staff on the first two late start professional development days.</p> <p>Secondary: During second semester, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.</p> <p>Schools: All Schools</p>	Implementation	Tier 1		05/01/2014	06/05/2015	\$0	General Fund	Assistant Superintendent of Curriculum District Leadership Team

Activity - Assess and Plan	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 using walk-through observations, monthly checklists, and the teacher evaluation process.</p> <p>Preparations will be made to grow the strategy during the 2015/16 school year.</p> <p>Schools: All Schools</p>	Monitor	Tier 1		01/05/2015	06/05/2015	\$0	General Fund	Assistant Superintendent of Curriculum District Leadership Team

**Measurable Objective 2:**

11% of Fifth, Eighth and Eleventh grade Students with Disabilities students will demonstrate a proficiency (5th-8%, 8th-11%, 11th-14%) in Science by 06/05/2015 as measured by MEAP, MME and District Common Assessments.

**Strategy 1:**

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

Tier: Tier 2

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The differentiated instruction is a shared strategy among all content areas. Therefore, the activities described in the district reading, math and writing goals will be followed in the area of science with the intent of closing the achievement gap between SWD and non-SWD students.  Schools: All Schools	Implementa tion	Tier 2		09/01/2014	06/01/2015	\$0	General Fund	Special Services Director, Building Principals and Secondary Teachers
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### Measurable Objective 3:

17% of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency with emphasis on grade level GAN strands in Science by 06/01/2015 as measured by MEAP and District Common Assessments..

### Strategy 1:

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

Tier: Tier 2

Activity - Title 1 Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With an emphasis on improving the students' ability to comprehend informational text in the area of science, the Title 1 services for this goal area is a shared strategy with the district reading goal. Therefore, the supplemental services activities described in the district reading goal can be applied to increasing students' proficiency in the area of science, specifically focusing on comprehending informational text.  Schools: Roguewood Elementary School, Parkside Elementary School, Lakes Elementary School, Meadow Ridge Elementary School	Implementa tion	Tier 2		09/01/2014	06/05/2015	\$0	Title I Part A	District Title 1 Director, Elementary Building Principals, Elementary Teachers.

## Goal 5: All students will be proficient in reading.

### Measurable Objective 1:

85% of Third, Fourth and Fifth grade students will demonstrate a proficiency with emphasis on the comprehension reading strand in English Language Arts by 06/01/2015 as measured by MEAP, Discovery Education and Common Assessments .

### (shared) Strategy 1:

Comprehension Toolkits - All teachers will participate in the enhancement of the implementation of Comprehension Toolkits in order to increase reading proficiency.

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

Tier: Tier 1

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers need to inventory Comprehension Toolkits and accompanying books and resources. New teachers will be provided materials and training. The instructional strategy will continue to be implemented and evaluated at the end of the year.  Schools: All Schools	Implementation	Tier 1		09/01/2014	06/01/2015	\$500	General Fund	Elementary and Middle School Principals and Teachers

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists, and teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.  Schools: All Schools	Monitor	Tier 1		03/01/2015	06/05/2015	\$0	General Fund	Building Principals, Classroom Teachers

**(shared) Strategy 2:**

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

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

Tier: Tier 1

Activity - Building the Knowledge Base	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year.                  The district will identify a strategy for identifying staff members that can be trained to be future “instructional coaches” with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level.                  The district will purchase Fisher, D. and N. Frey, “Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility”, 2nd edition, and organize a book study for identified staff.                  The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.</p> <p>Schools: All Schools</p>	Getting Ready	Tier 1		05/01/2014	09/12/2014	\$6580	Title II Part A, General Fund	Assistant Superintendent of Instruction District Leadership Committee
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Activity - Starting Small, Reaching All	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training.                  Train “instructional coaches” at the elementary and secondary level.                  Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics.                  Secondary: The district will provide training to all staff on the first two late start professional development days.                  Secondary: During second grading period, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.</p> <p>Schools: All Schools</p>	Implementation	Tier 1		09/05/2014	03/01/2015	\$20661	Title I Part A, General Fund	Superintendent of Instruction District Leadership Team

Activity - Assess and Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will be surveyed after each professional development session.                  Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process.                  Preparations will be made to grow the strategy during the 2015/16 school year.</p> <p>Schools: All Schools</p>	Monitor	Tier 1		09/05/2014	06/01/2015	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee

**(shared) Strategy 3:**

Professional learning - Economically Disadvantaged - A district committee will be established and they will participate in professional development around the learning needs of economically disadvantaged students. After, the committee will recommend targeted instructional practices to colleagues.

Research Cited: Gorski, P. C. Reaching and Teaching Student in Poverty: Strategies for Erasing the Opportunity Gap. 2013.

Tier: Tier 2

Activity - KISD Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a district committee, comprised of staff and administration, who will attend a conference at the KISD about students in poverty.  Schools: All Schools	Getting Ready	Tier 2		08/15/2014	08/18/2014	\$0	General Fund	District Economicaly Disadvantaged Committee

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A.) The committee will attend the Reaching and Teaching Students in Poverty (Strategies for Erasing the Opportunity Gap) seminar offered by the Kent Intermediate School District on Friday, August 15th from 8:30-11:30 am. B.) Staff will present to their buildings information and suggested strategies for working with students who are in poverty. C.) An optional book study will be conducted throughout buildings in the district: Gorski, Paul C. Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap. 2013  Schools: All Schools	Implementation	Tier 2		09/05/2014	06/01/2015	\$0	General Fund	District Economicaly Disadvantaged Committee

**Strategy 4:**

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

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

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

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

Tier: Tier 2

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Activity - Expansion of RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the input of staff, a district committee will review the effectiveness and efficiency of current RTI practices, as well as make plans for the expansion to 4th and 5th grade.  Schools: All Schools	Professional Learning	Tier 2	Getting Ready	06/02/2014	09/02/2014	\$0	General Fund	District Response to Intervention Committee

Activity - Implementation and Expansion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will support the existing RTI practices, as well as provide professional development with the vehicle of classroom learning labs for staff participating in the program for the first time, specifically at the 4th and 5th grade level.  Schools: All Schools	Professional Learning	Tier 2		09/02/2014	06/05/2015	\$0	General Fund	District RTI Committee Building Principals Grade Level Teachers

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The implementation and effectiveness of the strategy will be measured in the following ways: Number of staff members that participated in the professional development, number of students that received services as a result of the programming, teacher survey/input regarding suggestions for increased effectiveness, overall building student achievement data using common assessments, Discovery Education, RTI universal screening data, progress monitoring, and state testing measures.  Schools: All Schools	Monitor	Tier 2		12/01/2014	06/01/2015	\$0	General Fund	District RTI Committee Building Principals and Classroom Teachers

**Measurable Objective 2:**

85% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency with emphasis toward the GAN reading comprehension strand in English Language Arts by 06/01/2015 as measured by MEAP, Discovery Education and Common Assessments.

**(shared) Strategy 1:**

Comprehension Toolkits - All teachers will participate in the enhancement of the implementation of Comprehension Toolkits in order to increase reading proficiency.

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

Tier: Tier 1

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers need to inventory Comprehension Toolkits and accompanying books and resources. New teachers will be provided materials and training. The instructional strategy will continue to be implemented and evaluated at the end of the year.  Schools: All Schools	Implementa tion	Tier 1		09/01/2014	06/01/2015	\$500	General Fund	Elementary and Middle School Principals and Teachers
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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists, and teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.  Schools: All Schools	Monitor	Tier 1		03/01/2015	06/05/2015	\$0	General Fund	Building Principals, Classroom Teachers

**(shared) Strategy 2:**

Kelly Gallagher - PMR Reading Strategy - All content area teachers will participate in the enhancement of the implementation of the PMR informational text reading tool in order to increase reading proficiency across all content areas.

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

Tier: Tier 1

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the upcoming third year of this strategy, teachers will move away from conducting stand alone PMR reading activities, and rather support the PMR reading strategy concepts throughout routine instruction and across all content areas.  Schools: All Schools	Implementa tion	Tier 1		09/02/2014	06/05/2015	\$0	General Fund	Building Principals and All Secondary Teachers

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will implement the strategy at least one time per grading period and show student work as evidence during the district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			09/03/2013	06/01/2014	\$0	General Fund	Building Principals and Secondary Teachers
Schools: All Schools								

**(shared) Strategy 3:**

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

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

Tier: Tier 1

Activity - Building the Knowledge Base	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year. The district will identify a strategy for identifying staff members that can be trained to be future "instructional coaches" with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level. The district will purchase Fisher, D. and N. Frey, "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility", 2nd edition, and organize a book study for identified staff. The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.	Getting Ready	Tier 1		05/01/2014	09/12/2014	\$6580	Title II Part A, General Fund	Assistant Superintendent of Instruction District Leadership Committee
Schools: All Schools								

Activity - Starting Small, Reaching All	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training. Train "instructional coaches" at the elementary and secondary level. Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics. Secondary: The district will provide training to all staff on the first two late start professional development days. Secondary: During second grading period, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.</p> <p>Schools: All Schools</p>	<p>Implementa tion</p>	<p>Tier 1</p>		<p>09/05/2014</p>	<p>03/01/2015</p>	<p>\$20661</p>	<p>Title I Part A, General Fund</p>	<p>Superinten dent of Instruction District Leadership Team</p>
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Activity - Assess and Plan	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. Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. Preparations will be made to grow the strategy during the 2015/16 school year.</p> <p>Schools: All Schools</p>	<p>Monitor</p>	<p>Tier 1</p>		<p>09/05/2014</p>	<p>06/01/2015</p>	<p>\$0</p>	<p>General Fund</p>	<p>Assistant Superintendent of Instruction District Leadership Committee</p>

**(shared) Strategy 4:**

Professional learning - Economically Disadvantaged - A district committee will be established and they will participate in professional development around the learning needs of economically disadvantaged students. After, the committee will recommend targeted instructional practices to colleagues.

Research Cited: Gorski, P. C. Reaching and Teaching Student in Poverty: Strategies for Erasing the Opportunity Gap. 2013.

Tier: Tier 2

Activity - KISD Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Establish a district committee, comprised of staff and administration, who will attend a conference at the KISD about students in poverty.</p> <p>Schools: All Schools</p>	<p>Getting Ready</p>	<p>Tier 2</p>		<p>08/15/2014</p>	<p>08/18/2014</p>	<p>\$0</p>	<p>General Fund</p>	<p>District Economicaly Disadvantaged Committee</p>

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Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A.) The committee will attend the Reaching and Teaching Students in Poverty (Strategies for Erasing the Opportunity Gap) seminar offered by the Kent Intermediate School District on Friday, August 15th from 8:30-11:30 am.</p> <p>B.) Staff will present to their buildings information and suggested strategies for working with students who are in poverty.</p> <p>C.) An optional book study will be conducted throughout buildings in the district: Gorski, Paul C. Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap. 2013</p> <p>Schools: All Schools</p>	Implementation	Tier 2		09/05/2014	06/01/2015	\$0	General Fund	District Economically Disadvantaged Committee

**Strategy 5:**

Pyramid Of Interventions - Secondary staff will use a district developed and supported "pyramid of interventions" as a guide when intervening for students that struggle academically and socially.

Tier: Tier 2

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Each secondary building's Student Assistance Team will refresh staff about POI purpose and procedures at the beginning and throughout the school year. Teachers will implement level one classroom interventions when students struggle. The building Student Assistance Team will direct level one and two procedures and develop new intervention strategies based on identified needs.</p> <p>Schools: All Schools</p>	Implementation	Tier 2		09/02/2014	06/05/2015	\$0	General Fund	Building and District Student Assistance Teams

**Measurable Objective 3:**

77% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency with emphasis to the GAN reading comprehension strand in English Language Arts by 06/01/2015 as measured by MME and District Common Assessments .

**(shared) Strategy 1:**

Kelly Gallagher - PMR Reading Strategy - All content area teachers will participate in the enhancement of the implementation of the PMR informational text reading tool in order to increase reading proficiency across all content areas.

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

Tier: Tier 1

Activity - Maintain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the upcoming third year of this strategy, teachers will move away from conducting stand alone PMR reading activities, and rather support the PMR reading strategy concepts throughout routine instruction and across all content areas.  Schools: All Schools	Implementation	Tier 1		09/02/2014	06/05/2015	\$0	General Fund	Building Principals and All Secondary Teachers

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the strategy at least one time per grading period and show student work as evidence during the district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.  Schools: All Schools	Monitor			09/03/2013	06/01/2014	\$0	General Fund	Building Principals and Secondary Teachers

**(shared) Strategy 2:**

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

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

Tier: Tier 1

Activity - Building the Knowledge Base	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year.                  The district will identify a strategy for identifying staff members that can be trained to be future “instructional coaches” with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level.                  The district will purchase Fisher, D. and N. Frey, “Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility”, 2nd edition, and organize a book study for identified staff.                  The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.</p> <p>Schools: All Schools</p>	Getting Ready	Tier 1		05/01/2014	09/12/2014	\$6580	Title II Part A, General Fund	Assistant Superintendent of Instruction District Leadership Committee
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Activity - Starting Small, Reaching All	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training.                  Train “instructional coaches” at the elementary and secondary level.                  Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics.                  Secondary: The district will provide training to all staff on the first two late start professional development days.                  Secondary: During second grading period, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.</p> <p>Schools: All Schools</p>	Implementation	Tier 1		09/05/2014	03/01/2015	\$20661	General Fund, Title I Part A	Superintendent of Instruction District Leadership Team

Activity - Assess and Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will be surveyed after each professional development session.                  Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process.                  Preparations will be made to grow the strategy during the 2015/16 school year.</p> <p>Schools: All Schools</p>	Monitor	Tier 1		09/05/2014	06/01/2015	\$0	General Fund	Assistant Superintendent of Instruction District Leadership Committee

**(shared) Strategy 3:**

Professional learning - Economically Disadvantaged - A district committee will be established and they will participate in professional development around the learning needs of economically disadvantaged students. After, the committee will recommend targeted instructional practices to colleagues.

Research Cited: Gorski, P. C. Reaching and Teaching Student in Poverty: Strategies for Erasing the Opportunity Gap. 2013.

Tier: Tier 2

Activity - KISD Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a district committee, comprised of staff and administration, who will attend a conference at the KISD about students in poverty.  Schools: All Schools	Getting Ready	Tier 2		08/15/2014	08/18/2014	\$0	General Fund	District Economicaly Disadvantaged Committee

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A.) The committee will attend the Reaching and Teaching Students in Poverty (Strategies for Erasing the Opportunity Gap) seminar offered by the Kent Intermediate School District on Friday, August 15th from 8:30-11:30 am. B.) Staff will present to their buildings information and suggested strategies for working with students who are in poverty. C.) An optional book study will be conducted throughout buildings in the district: Gorski, Paul C. Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap. 2013  Schools: All Schools	Implementation	Tier 2		09/05/2014	06/01/2015	\$0	General Fund	District Economicaly Disadvantaged Committee

**Measurable Objective 4:**

33% of Students with Disabilities students will demonstrate a proficiency with emphasis on reading comprehension in English Language Arts by 06/01/2015 as measured by MEAP, MME, Discovery Education and District Common Assessments .

**Strategy 1:**

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

Tier: Tier 2

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Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.  Schools: All Schools	Implementation			09/02/2014	06/01/2015	\$0	General Fund	Director of Special Services, Building Principals and Special Education Team Teachers

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.  Schools: All Schools	Monitor	Tier 2		11/01/2014	06/01/2015	\$0	General Fund	Director of Special Services, Building Principals and Special Education Teachers

**Measurable Objective 5:**

71% of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency with emphasis on the reading comprehension strand in English Language Arts by 06/01/2015 as measured by MEAP, Discovery Education and District Common Assessments..

**Strategy 1:**

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

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

Tier: Tier 2

Activity - K-5 Title 1 Literacy Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Rockford Public Schools will employ Title 1 interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet mastering state standards in reading.</p> <p>Schools: Roguewood Elementary School, Lakes Elementary School, Meadow Ridge Elementary School</p>	Implementa tion	Tier 2		08/01/2014	06/01/2015	\$18161	Title I Part A	Classroom teachers will identify the students which could benefit from the services and literacy intervention ists will provide supplement al reading instruction
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Activity - Literacy Coach for Upper Elementary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
<p>Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.</p> <p>Schools: Roguewood Elementary School, Parkside Elementary School, Lakes Elementary School, Meadow Ridge Elementary School</p>	Implementa tion	Tier 2		06/01/2014	06/05/2015	\$80723	Title II Part A	Assistant Superinten dent for Instruction

Activity - Literacy Coaches Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
<p>District reading specialists, literacy coaches, and willing reading teachers will attend a KISD literacy coaches network in Grand Rapids. The attendees will collaborate to implement reading comprehension and differentiated instruction for targeted groups.</p> <p>Schools: All Schools</p>	Professiona l Learning	Tier 2		06/01/2014	06/05/2015	\$200	Title II Part A	District Reading Committee Director

Activity - MRA Reading Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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Elementary and middle school reading specialists, literacy coaches, and reading teachers will attend the MRA Conference in Detroit. While attending, they will research best practices around reading instruction that focuses on reading comprehension and differentiated instruction for targeted groups, especially those with disabilities and those not meeting benchmark standards.	Professional Learning	Tier 2		03/01/2015	06/01/2015	\$5000	General Fund	District Reading Committee
Schools: All Schools								

Activity - Title 1 Literacy Books and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rockford Public Schools will provide Title 1 supplemental resources to differentiate instruction for identified K-5 students that have not yet met the state standards in reading. Technology resources will also be implemented, including IPODS and IPADS with appropriate curriculum applications for the targeted groups.	Implementation	Tier 2		09/02/2014	06/01/2015	\$4750	Title I Part A	District Title 1 Coordinator
Schools: Meadow Ridge Elementary School								

Activity - Community Engagement/Summer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the intent to increase engagement and provide summer tutoring for Title 1 students, Rockford Public Schools will organize and host community/parent activities in order to engage the community and parent populations in the interactions of the school and lives of students.	Community Engagement	Tier 2		09/01/2014	06/05/2015	\$5496	Title I Part A	District Title 1 Coordinator Building Principals
Schools: Meadow Ridge Elementary School								

Activity - Wildly Exciting Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
11 administrators will attend 2 days of the conference on August 11th and 12th at GVSU with a focus on district literacy objectives.	Professional Learning	Tier 2		08/11/2014	08/12/2014	\$1650	Title II Part A	Building administrators that volunteered to attend.
Schools: All Schools								

Activity - RTI Support and Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.</p>	Academic Support Program	Tier 2		09/02/2014	06/05/2015	\$200000	Section 31a	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals
<p>Schools: Roguewood Elementary School, Parkside Elementary School, Crestwood Elementary School, Cannonsburg Elementary School, Lakes Elementary School, Valley View Elementary School, Meadow Ridge Elementary School, Belmont Elementary School</p>								

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Coaches Network	District reading specialists, literacy coaches, and willing reading teachers will attend a KISD literacy coaches network in Grand Rapids. The attendees will collaborate to implement reading comprehension and differentiated instruction for targeted groups.	Professional Learning	Tier 2		06/01/2014	06/05/2015	\$200	District Reading Committee Director
Building the Knowledge Base	Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year. The district will identify a strategy for identifying staff members that can be trained to be future "instructional coaches" with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level. The district will purchase Fisher, D. and N. Frey, "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility", 2nd edition, and organize a book study for identified staff. The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.	Getting Ready	Tier 1		05/01/2014	09/12/2014	\$1580	Assistant Superintendent of Instruction District Leadership Committee
Strategy Enhancement	Use and validate the L. Calkins Units of Study Kits as resource for instruction Adjust and Align Curriculum Maps Schedule three hours of professional development over the course of 2014-15 to strengthen and further target implementation.	Implementation	Tier 1		08/01/2014	12/01/2014	\$1920	District Writing Committee, Designated Elementary Principals and Teachers

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Literacy Coach for Upper Elementary	Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.	Implementation	Tier 2		06/01/2014	06/05/2015	\$80723	Assistant Superintendent for Instruction
Wildly Exciting Conference	11 administrators will attend 2 days of the conference on August 11th and 12th at GVSU with a focus on district literacy objectives.	Professional Learning	Tier 2		08/11/2014	08/12/2014	\$1650	Building administrators that volunteered to attend.

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SWD - Differentiated Instruction - Ten Marks	Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices including Ten Marks online math support and Team Teaching arrangements.	Implementation	Tier 2		09/02/2014	06/05/2015	\$2500	Director of Special Services and Secondary Special Education Teachers
Implementation and Expansion	The district will support the existing RTI practices, as well as provide professional development with the vehicle of classroom learning labs for staff participating in the program for the first time, specifically at the 4th and 5th grade level.	Professional Learning	Tier 2		09/02/2014	06/05/2015	\$0	District RTI Committee Building Principals Grade Level Teachers
Instruction	The use of a common writing rubric to emphasize evidence-based or argumentative writing principles is a shared strategy across all content areas. Therefore, the strategy will be applied to the social studies instruction and the corresponding activities are described in the district writing goal.	Implementation	Tier 1		09/01/2014	06/01/2015	\$0	Secondary Building Principals and Teachers
Instruction	The use of the Common Core aligned, evidence-based/argumentative writing rubric is a shared strategy across all content areas. Therefore, the activity descriptions identified in the district writing goal will be applied to the implementation of the strategy with an emphasis on increasing students' proficiency in the area of science.	Implementation	Tier 1		08/01/2014	06/01/2015	\$0	Secondary Building Principals and Teachers

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Instruction	Content area teachers will collaborate to review 2013/14 word lists and instructional practices and review best practices when teaching the grade level/class identified words. Departments will update and incorporate the word lists and department/grade instructional techniques.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Middle School Principals and Teachers
Starting Small, Reaching All	The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training. The district will provide release time and professional development in partnership with KISD in order to train "instructional coaches" at the elementary and secondary level. Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics. Secondary: The district will provide training to all staff on the first two late start professional development days. Secondary: During second semester, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.	Implementation	Tier 1		09/02/2014	06/01/2015	\$0	Assistant Superintendent of Curriculum District Leadership Committee
Instruction	The differentiated instruction is a shared strategy across secondary content areas. Therefore, the description of the activities for social studies will follow the same plan as identified in the areas of math, reading and writing. However, instruction will focus on closing the achievement gap between SWD and non-SWD in the area of social studies.	Implementation	Tier 2		09/01/2014	06/05/2015	\$0	Director of Special Services, Building Principals, Secondary Teachers
KISD Conference	Establish a district committee, comprised of staff and administration, who will attend a conference at the KISD about students in poverty.	Getting Ready	Tier 2		08/15/2014	08/18/2014	\$0	District Economicaly Disadvantaged Committee

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Starting Small, Reaching All	The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training. The district will provide release time and professional development in partnership with KISD in order to train “instructional coaches” at the elementary and secondary level. Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics. Secondary: The district will provide training to all staff on the first two late start professional development days. Secondary: During second semester, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.	Implementation	Tier 1		06/09/2014	06/05/2015	\$0	Assistant Superintendent of Instruction District Leadership Committee
Maintaining	The state of Michigan has delayed the implementation of the SBAC and much of the rationale for the implementation of this strategy revolved around preparing students for the performance tasks. At this time, teachers will maintain their current emphasis of at least one PBL activity per course, per semester/trimester until further state assessment decisions are made.	Monitor			09/02/2014	06/05/2015	\$0	Building Principals and District Math Teachers
Monitoring	Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 2		11/01/2014	06/01/2015	\$0	Director of Special Services, Building Principals and Special Education Teachers
Monitoring	Teachers will access vocabulary knowledge through existing assessments and standardized testing results. Teachers will also show implementation evidence by displaying student evidence during the teacher evaluation process.	Monitor	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	Middle School Principals and Teachers
Professional Development	Teachers will participate in the district-provided professional development/book club monthly which will focus on two chapters each month and provide lesson integration ideas for the resource room setting.	Implementation			09/03/2013	05/30/2014	\$0	Director of Special Services

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Manipulatives Enhancement	Teachers need to inventory manipulatives and set professional development dates and content.	Getting Ready	Tier 1	Getting Ready	09/02/2014	10/03/2014	\$0	Elementary Building Principals and Teachers
Building the Knowledge Base	Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year. The district will identify a strategy for identifying staff members that can be trained to be future "instructional coaches" with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level. The district will purchase Fisher, D. and N. Frey, "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility", 2nd edition, and organize a book study for identified staff. The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.	Getting Ready	Tier 1		05/01/2014	09/12/2014	\$5000	Assistant Superintendent of Instruction District Leadership Committee
Monitoring	Teachers will implement the strategy at least one time per grading period and show student work as evidence during the district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			09/03/2013	06/01/2014	\$0	Building Principals and Secondary Teachers
Implementation	Each secondary building's Student Assistance Team will refresh staff about POI purpose and procedures at the beginning and throughout the school year. Teachers will implement level one classroom interventions when students struggle. The building Student Assistance Team will direct level one and two procedures and develop new intervention strategies based on identified needs.	Implementation	Tier 2		09/02/2014	06/05/2015	\$0	Building SAT Teams
Monitoring	The committee will survey staff for continued questions, concerns, comments. Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Informational Writing scores will be collected to drive school improvement goals.	Monitor	Tier 1		09/01/2014	06/05/2015	\$0	Elementary Building Principals and Teachers
Reading the Book	Teachers will read the book, Teaching Learners who Struggle with Mathematics by Sherman, Richardson, and Yard over the summer in preparation for the book club beginning in the fall of the 2013/2014 school year.	Getting Ready			07/01/2013	09/04/2013	\$500	Director of Special Services

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Building the Knowledge Base	<p>Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year.</p> <p>The district will identify a strategy for identifying staff members that can be trained to be future “instructional coaches” with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level.</p> <p>The district will purchase Fisher, D. and N. Frey, “Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility”, 2nd edition, and organize a book study for identified staff.</p> <p>The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.</p>	Getting Ready	Tier 1		05/01/2014	09/05/2014	\$0	Assistant Superintendent of Instruction District Committee Members
Starting Small, Reaching All	<p>The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training.</p> <p>The district will provide release time and professional development in partnership with KISD in order to train “instructional coaches” at the elementary and secondary level.</p> <p>Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics.</p> <p>Secondary: The district will provide training to all staff on the first two late start professional development days.</p> <p>Secondary: During second semester, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.</p>	Implementation	Tier 1		05/01/2014	06/05/2015	\$0	Assistant Superintendent of Curriculum District Leadership Team
Instruction	<p>The differentiated instruction is a shared strategy among all content areas. Therefore, the activities described in the district reading, math and writing goals will be followed in the area of science with the intent of closing the achievement gap between SWD and non-SWD students.</p>	Implementation	Tier 2		09/01/2014	06/01/2015	\$0	Special Services Director, Building Principals and Secondary Teachers
Instruction	<p>The PMR Informational reading strategy is a shared strategy among all content areas in the secondary schools. The enhancement of this strategy in the area of social studies will follow the activities described in the district reading goal.</p>	Implementation	Tier 1		09/01/2014	06/05/2015	\$0	Secondary Principals and Teachers

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Starting Small, Reaching All	The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training. The district will provide release time and professional development in partnership with KISD in order to train “instructional coaches” at the elementary and secondary level. Secondary: The district will provide training to all staff on the first two late start professional development days. Secondary: During second semester, buildings will pilot a volunteer classroom learning lab professional development options with a focus on Gradual Release.	Implementation	Tier 1		09/02/2014	06/05/2015	\$0	Assistant Superintendent of Curriculum District Leadership Committee
Maintain	During the upcoming third year of this strategy, teachers will move away from conducting stand alone PMR reading activities, and rather support the PMR reading strategy concepts throughout routine instruction and across all content areas.	Implementation	Tier 1		09/02/2014	06/05/2015	\$0	Building Principals and All Secondary Teachers
Assess and Plan	Staff will be surveyed after each professional development session. Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. Preparations will be made to grow the strategy during the 2015/16 school year.	Monitor	Tier 1		03/02/2015	06/05/2015	\$0	Assistant Superintendent of Curriculum
Monitoring	The implementation and effectiveness of the strategy will be measured in the following ways: Number of staff members that participated in the professional development, number of students that received services as a result of the programming, teacher survey/input regarding suggestions for increased effectiveness, overall building student achievement data using common assessments, Discovery Education, RTI universal screening data, progress monitoring, and state testing measures.	Monitor	Tier 2		12/01/2014	06/01/2015	\$0	District RTI Committee Building Principals and Classroom Teachers
Classroom Pilots	- Representative math teachers will be identified to pilot the new EM4 curriculum. - Grade level trainers will be in-serviced by EM trainers and provide EM4 as grade level materials become available.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$0	Elementary Math Chair and Committee

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Preparation Review	Established a district committee with a focus on informational writing in all content areas. Researched and purchased Lucy Calkins Units of Study Kits for each K-5th grade teacher, Resource Room, and Reading Interventionist. Created Curriculum Maps outlining a scope and sequence of suggested timelines of instruction. Offered Professional Development 2 times in 2013-14 (4.5 hours) Completed survey of all DK-5 teachers about questions, concerns, celebrations in using the kits	Getting Ready	Tier 1		06/02/2014	09/05/2014	\$0	District Writing Committee and Designated Elementary Principals and Teachers
Building the Knowledge Base	Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year. The district will identify a strategy for identifying staff members that can be trained to be future "instructional coaches" with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level. The district will purchase Fisher, D. and N. Frey, "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility" and organize a book study for identified staff. The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.	Implementation	Tier 1		05/01/2014	09/05/2014	\$0	Assistant Superintendent of Curriculum District Leadership Committee
Monitoring	Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists and the teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			10/01/2013	05/30/2014	\$0	Director of Special Services and Building Principals
Professional Learning	A.) The committee will attend the Reaching and Teaching Students in Poverty (Strategies for Erasing the Opportunity Gap) seminar offered by the Kent Intermediate School District on Friday, August 15th from 8:30-11:30 am. B.) Staff will present to their buildings information and suggested strategies for working with students who are in poverty. C.) An optional book study will be conducted throughout buildings in the district: Gorski, Paul C. Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap. 2013	Implementation	Tier 2		09/05/2014	06/01/2015	\$0	District Economicaly Disadvantaged Committee

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Instruction - Maintain	As this is the third year of implementation regarding the use of the consistent CCSS writing rubric implementation, teachers will continue to emphasize the argumentative and evidence-based concepts identified when assigning and assessing student writing. It is encouraged that teachers use the rubric as a foundation for creating their own department/course rubrics tailored to their curriculum.	Implementation	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Secondary Principals and Teachers
Monitoring	Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 2		09/05/2014	06/01/2015	\$0	Director of Special Education, Building Principals, and Secondary Teachers
Implementation	Special education and team teachers will participate in implementing identified differentiated instructional practices in order to assist individual IEP goals, as well as population trends.	Implementation	Tier 2		08/18/2014	06/05/2015	\$0	Director of Special Services, Building Principals and Secondary Teachers
Monitoring	Teachers will use a department/course individualized version of the CCSS argumentative/evidence-based writing rubric to assess students' written responses at least one time per semester/trimester. Additionally, teachers will show student work as evidence during the district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 1		09/01/2014	06/01/2015	\$0	Building Principals and Secondary Teachers
Bringing Back to Staff	A.) The committee will attend the Reaching and Teaching Students in Poverty (Strategies for Erasing the Opportunity Gap) seminar offered by the Kent Intermediate School District on Friday, August 15th from 8:30-11:30 am. B.) Staff will present to their buildings information and suggested strategies for working with students who are in poverty. C.) An optional book study will be conducted throughout buildings in the district: Gorski, Paul C. Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap. 2013.	Implementation	Tier 2		10/01/2014	03/06/2015	\$1000	Assistant Superintendent of Instruction District ED Committee

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Assess and Plan	Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. Preparations will be made to grow the strategy during the 2015/16 school year.	Monitor	Tier 1		01/05/2015	06/05/2015	\$0	Assistant Superintendent of Curriculum District Leadership Committee
Math Manipulatives PD	Teachers will participate in the district-provided 1/2 day professional development and then further implement the math manipulatives during instruction.	Implementation	Tier 1	Implement	10/01/2014	11/03/2014	\$7000	Elementary Principals and Teachers, Elementary Math Committee Chair
MRA Reading Conference	Elementary and middle school reading specialists, literacy coaches, and reading teachers will attend the MRA Conference in Detroit. While attending, they will research best practices around reading instruction that focuses on reading comprehension and differentiated instruction for targeted groups, especially those with disabilities and those not meeting benchmark standards.	Professional Learning	Tier 2		03/01/2015	06/01/2015	\$5000	District Reading Committee
Assess and Plan	Staff will be surveyed after each professional development session. Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. Preparations will be made to grow the strategy during the 2015/16 school year.	Monitor	Tier 1		09/05/2014	06/01/2015	\$0	Assistant Superintendent of Instruction District Leadership Committee
Expansion of RTI	With the input of staff, a district committee will review the effectiveness and efficiency of current RTI practices, as well as make plans for the expansion to 4th and 5th grade.	Professional Learning	Tier 2	Getting Ready	06/02/2014	09/02/2014	\$0	District Response to Intervention Committee
Instruction	The strategy of implementing Comprehension Toolkits is shared among all content areas. The activity descriptions identified in the district reading goal will be applied to the use of the strategy in the area of strengthening students' ability to comprehend informational text in the area of science.	Implementation	Tier 1		09/01/2014	06/01/2015	\$0	Elementary Building Principals and Teachers
Assess and Plan	Staff will be surveyed after each professional development session. Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. Preparations will be made to grow the strategy during the 2015/16 school year.	Monitor	Tier 1		01/05/2015	06/05/2015	\$0	Assistant Superintendent of Curriculum District Leadership Team

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Strategy Enhancement	Use and validate the L. Calkins Units of Study Kits as resource for instruction Adjust and Align Curriculum Maps Schedule three hours of professional development over the course of 2014-15 to strengthen and further target implementation.	Implementation	Tier 1		08/01/2014	12/01/2014	\$5100	District Writing Committee, Designated Elementary Principals and Teachers
Implementation Planning	Implementation. Trainers use and validate the EM4 as a resource for instruction. Begin to revise Curriculum Maps outlining a scope and sequence of EM4. - Teachers will participate in district provided professional development in the spring of 2015. - Fall 2015 district provided in-service to begin 2015-16 school year	Getting Ready	Tier 1	Getting Ready	02/02/2015	06/05/2015	\$7000	Math Department Chair and Committee District Math Trainers
Implementation	Each secondary building's Student Assistance Team will refresh staff about POI purpose and procedures at the beginning and throughout the school year. Teachers will implement level one classroom interventions when students struggle. The building Student Assistance Team will direct level one and two procedures and develop new intervention strategies based on identified needs.	Implementation	Tier 2		09/02/2014	06/05/2015	\$0	Building and District Student Assistance Teams
Building the Knowledge Base	Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year. The district will identify a strategy for identifying staff members that can be trained to be future "instructional coaches" with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level. The district will purchase Fisher, D. and N. Frey, "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility" 2nd edition, and organize a book study for identified staff. - The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.	Getting Ready	Tier 1		05/01/2014	09/02/2014	\$0	Assistant Superintendent of Instruction District Leadership Committee
Maintain	All teachers need to inventory Comprehension Toolkits and accompanying books and resources. New teachers will be provided materials and training. The instructional strategy will continue to be implemented and evaluated at the end of the year.	Implementation	Tier 1		09/01/2014	06/01/2015	\$500	Elementary and Middle School Principals and Teachers

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Instruction	The Lucy Caulkins writing strategy is a shared goal across all content areas. The activity descriptions from the writing goal can be applied to writing in social studies as well.	Implementation	Tier 1		09/02/2014	06/01/2015	\$0	Elementary Principals and Teachers
Manipulatives Monitoring	Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists and teacher evaluations. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 1	Monitor	09/02/2014	06/04/2015	\$0	Elementary Principals and Teachers
Instruction	The implementation of the Lucy Calkins strategy is shared across all content areas. Therefore, the activity descriptions communicated in the district writing goal can be applied to the strategy implementation in the area of science.	Implementation	Tier 1		09/01/2014	06/01/2015	\$0	Elementary Principals and Teachers
Starting Small, Reaching All	The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training. Train "instructional coaches" at the elementary and secondary level. Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics. Secondary: The district will provide training to all staff on the first two late start professional development days. Secondary: During second grading period, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.	Implementation	Tier 1		09/05/2014	03/01/2015	\$13000	Superintendent of Instruction District Leadership Team
Assess and Plan	Staff will be surveyed after each professional development session. Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. Preparations will be made to grow the strategy during the 2015/16 school year.	Monitor	Tier 1		01/05/2015	06/05/2015	\$0	Assistant Superintendent of Curriculum District Leadership Team
Instruction	The use of the PMR informational reading strategy is shared across all content areas. Therefore, the activity descriptions noted in the district reading goal can be applied to the area of science. The strategy will be implemented with a specific focus on increasing the students' comprehension levels of informational text.	Implementation	Tier 1		08/01/2014	06/01/2015	\$0	Secondary Building Principals and Teachers

Building the Knowledge Base	Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year. The district will identify a strategy for identifying staff members that can be trained to be future “instructional coaches” with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level. The district will purchase Fisher, D. and N. Frey, “Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility” and organize a book study for identified staff. The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.	Getting Ready	Tier 1		05/01/2014	09/05/2014	\$0	Assistant Superintendent of Curriculum District Leadership Team
Monitoring	Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists, and teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 1		03/01/2015	06/05/2015	\$0	Building Principals, Classroom Teachers
Assessment and Planning	Completion of the the PD course and staff meeting agendas.	Monitor	Tier 2		04/01/2015	06/01/2015	\$0	District ED Committee
Instruction	The implementation of Comprehension Toolkits in the area of social studies, as well as the corresponding training, is a shared strategy across all content areas. Therefore, the activities noted in reading apply to social studies as well.	Implementation	Tier 1		09/05/2014	06/01/2015	\$0	Elementary Principals and Teachers
Instruction	Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementation			09/02/2014	06/01/2015	\$0	Director of Special Services, Building Principals and Special Education Team Teachers
District Committee	Establish a district committee, comprised of staff and administration, who will attend a conference at the KISD about students in poverty.	Getting Ready	Tier 2	Getting Ready	06/02/2014	08/15/2014	\$0	District ED Committee
Staff Input	The committee will survey staff during spring in-service to gather questions, concerns, and comments to be addressed in the training during the 2015-2016 fall professional development.	Getting Ready	Tier 1	Getting Ready	04/01/2015	05/29/2015	\$0	Math Department Chair and Committee

## Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1 Literacy Books and Resources	Rockford Public Schools will provide Title 1 supplemental resources to differentiate instruction for identified K-5 students that have not yet met the state standards in reading. Technology resources will also be implemented, including IPODS and IPADS with appropriate curriculum applications for the targeted groups.	Implementation	Tier 2		09/02/2014	06/01/2015	\$4750	District Title 1 Coordinator
Starting Small, Reaching All	The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training. Train "instructional coaches" at the elementary and secondary level. Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics. Secondary: The district will provide training to all staff on the first two late start professional development days. Secondary: During second grading period, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.	Implementation	Tier 1		09/05/2014	03/01/2015	\$7661	Superintendent of Instruction District Leadership Team
Community Engagement/Summer Tutoring	With the intent to increase engagement and provide summer tutoring for Title 1 students, Rockford Public Schools will organize and host community/parent activities in order to engage the community and parent populations in the interactions of the school and lives of students.	Community Engagement	Tier 2		09/01/2014	06/05/2015	\$5496	District Title 1 Coordinator Building Principals
Title 1 Services	The Title 1 services that will be implemented in the area of social studies focus on improving students' abilities to comprehend informational text. Therefore, the activity descriptions listed in the reading goal are applied to reading across all content areas, including social studies.	Implementation	Tier 2		08/26/2014	06/05/2015	\$0	Elementary Principals, Elementary Teachers and Identified Title 1 Specialists.
Incentives	Before school Title 1 students will receive snacks and incentives to assist with motivation.	Materials	Tier 2	Implement	09/05/2014	06/05/2015	\$428	Building Principals and Title 1 Coordinator

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K-5 Title 1 Literacy Interventionist	Rockford Public Schools will employ Title 1 interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet mastering state standards in reading.	Implementation	Tier 2		08/01/2014	06/01/2015	\$18161	Classroom teachers will identify the students which could benefit from the services and literacy interventionists will provide supplemental reading instruction
Dreambox	Elementary teachers will utilize Dreambox software to enhance math intervention instruction. Prior to implementing the software, staff will also participate in a webinar training.	Direct Instruction	Tier 2		09/02/2014	06/05/2015	\$1400	District Title Coordinator Building Principals Classroom Teachers
Title 1 Services	With an emphasis on improving the students' ability to comprehend informational text in the area of science, the Title 1 services for this goal area is a shared strategy with the district reading goal. Therefore, the supplemental services activities described in the district reading goal can be applied to increasing students' proficiency in the area of science, specifically focusing on comprehending informational text.	Implementation	Tier 2		09/01/2014	06/05/2015	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.
Elementary Math Interventionists	Rockford Public Schools will employ Title 1 math interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet meeting the state standards in math.	Direct Instruction	Tier 2		09/02/2014	06/05/2015	\$23248	District Title 1 Coordinator Building Principals Title 1 math interventionists
Differentiated Instruction	RPS teachers will provides differentiated instruction to K-5 students identified as not yet meeting the state standards in writing. This service overlaps with the service provided by Title 1 Literacy specialists and the resources assigned are noted in the district reading goal.	Implementation	Tier 2		09/01/2014	06/05/2015	\$0	K-5 Teachers

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2		09/02/2014	06/05/2015	\$200000	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Manipulatives Enhancement	Teachers need to inventory manipulatives and set professional development dates and content.	Getting Ready	Tier 1	Getting Ready	09/02/2014	10/03/2014	\$0	Elementary Building Principals and Teachers
Math Manipulatives PD	Teachers will participate in the district-provided 1/2 day professional development and then further implement the math manipulatives during instruction.	Implementation	Tier 1	Implement	10/01/2014	11/03/2014	\$7000	Elementary Principals and Teachers, Elementary Math Committee Chair
Manipulatives Monitoring	Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists and teacher evaluations. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 1	Monitor	09/02/2014	06/04/2015	\$0	Elementary Principals and Teachers
Maintaining	The state of Michigan has delayed the implementation of the SBAC and much of the rationale for the implementation of this strategy revolved around preparing students for the performance tasks. At this time, teachers will maintain their current emphasis of at least one PBL activity per course, per semester/trimester until further state assessment decisions are made.	Monitor			09/02/2014	06/05/2015	\$0	Building Principals and District Math Teachers
Instruction	Content area teachers will collaborate to review 2013/14 word lists and instructional practices and review best practices when teaching the grade level/class identified words. Departments will update and incorporate the word lists and department/grade instructional techniques.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Middle School Principals and Teachers

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Monitoring	Teachers will access vocabulary knowledge through existing assessments and standardized testing results. Teachers will also show implementation evidence by displaying student evidence during the teacher evaluation process.	Monitor	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	Middle School Principals and Teachers
Reading the Book	Teachers will read the book, Teaching Learners who Struggle with Mathematics by Sherman, Richardson, and Yard over the summer in preparation for the book club beginning in the fall of the 2013/2014 school year.	Getting Ready			07/01/2013	09/04/2013	\$500	Director of Special Services
Professional Development	Teachers will participate in the district-provided professional development/book club monthly which will focus on two chapters each month and provide lesson integration ideas for the resource room setting.	Implementation			09/03/2013	05/30/2014	\$0	Director of Special Services
Monitoring	Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists and the teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			10/01/2013	05/30/2014	\$0	Director of Special Services and Building Principals
SWD - Differentiated Instruction - Ten Marks	Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices including Ten Marks online math support and Team Teaching arrangements.	Implementation	Tier 2		09/02/2014	06/05/2015	\$2500	Director of Special Services and Secondary Special Education Teachers
Maintain	All teachers need to inventory Comprehension Toolkits and accompanying books and resources. New teachers will be provided materials and training. The instructional strategy will continue to be implemented and evaluated at the end of the year.	Implementation	Tier 1		09/01/2014	06/01/2015	\$500	Elementary and Middle School Principals and Teachers
Monitoring	Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists, and teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 1		03/01/2015	06/05/2015	\$0	Building Principals, Classroom Teachers
Maintain	During the upcoming third year of this strategy, teachers will move away from conducting stand alone PMR reading activities, and rather support the PMR reading strategy concepts throughout routine instruction and across all content areas.	Implementation	Tier 1		09/02/2014	06/05/2015	\$0	Building Principals and All Secondary Teachers

Monitoring	Teachers will implement the strategy at least one time per grading period and show student work as evidence during the district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor			09/03/2013	06/01/2014	\$0	Building Principals and Secondary Teachers
Instruction	Special education and team teachers will participate in the district-provided professional development and implement the identified differentiated instructional practices.	Implementation			09/02/2014	06/01/2015	\$0	Director of Special Services, Building Principals and Special Education Team Teachers
Monitoring	Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 2		11/01/2014	06/01/2015	\$0	Director of Special Services, Building Principals and Special Education Teachers
Literacy Coaches Network	District reading specialists, literacy coaches, and willing reading teachers will attend a KISD literacy coaches network in Grand Rapids. The attendees will collaborate to implement reading comprehension and differentiated instruction for targeted groups.	Professional Learning	Tier 2		06/01/2014	06/05/2015	\$200	District Reading Committee Director
MRA Reading Conference	Elementary and middle school reading specialists, literacy coaches, and reading teachers will attend the MRA Conference in Detroit. While attending, they will research best practices around reading instruction that focuses on reading comprehension and differentiated instruction for targeted groups, especially those with disabilities and those not meeting benchmark standards.	Professional Learning	Tier 2		03/01/2015	06/01/2015	\$5000	District Reading Committee
Preparation Review	Established a district committee with a focus on informational writing in all content areas. Researched and purchased Lucy Calkins Units of Study Kits for each K-5th grade teacher, Resource Room, and Reading Interventionist. Created Curriculum Maps outlining a scope and sequence of suggested timelines of instruction. Offered Professional Development 2 times in 2013-14 (4.5 hours) Completed survey of all DK-5 teachers about questions, concerns, celebrations in using the kits	Getting Ready	Tier 1		06/02/2014	09/05/2014	\$0	District Writing Committee and Designated Elementary Principals and Teachers

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Strategy Enhancement	Use and validate the L. Calkins Units of Study Kits as resource for instruction Adjust and Align Curriculum Maps Schedule three hours of professional development over the course of 2014-15 to strengthen and further target implementation.	Implementation	Tier 1		08/01/2014	12/01/2014	\$7020	District Writing Committee, Designated Elementary Principals and Teachers
Monitoring	The committee will survey staff for continued questions, concerns, comments. Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Informational Writing scores will be collected to drive school improvement goals.	Monitor	Tier 1		09/01/2014	06/05/2015	\$0	Elementary Building Principals and Teachers
Instruction - Maintain	As this is the third year of implementation regarding the use of the consistent CCSS writing rubric implementation, teachers will continue to emphasize the argumentative and evidence-based concepts identified when assigning and assessing student writing. It is encouraged that teachers use the rubric as a foundation for creating their own department/course rubrics tailored to their curriculum.	Implementation	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Secondary Principals and Teachers
Monitoring	Teachers will use a department/course individualized version of the CCSS argumentative/evidence-based writing rubric to assess students' written responses at least one time per semester/trimester. Additionally, teachers will show student work as evidence during the district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 1		09/01/2014	06/01/2015	\$0	Building Principals and Secondary Teachers
Implementation	Special education and team teachers will participate in implementing identified differentiated instructional practices in order to assist individual IEP goals, as well as population trends.	Implementation	Tier 2		08/18/2014	06/05/2015	\$0	Director of Special Services, Building Principals and Secondary Teachers
Monitoring	Special education teachers will collect student work as evidence to use during the IEP Goal monitoring and district teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands.	Monitor	Tier 2		09/05/2014	06/01/2015	\$0	Director of Special Education, Building Principals, and Secondary Teachers

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Instruction	The implementation of Comprehension Toolkits in the area of social studies, as well as the corresponding training, is a shared strategy across all content areas. Therefore, the activities noted in reading apply to social studies as well.	Implementation	Tier 1		09/05/2014	06/01/2015	\$0	Elementary Principals and Teachers
Instruction	The PMR Informational reading strategy is a shared strategy among all content areas in the secondary schools. The enhancement of this strategy in the area of social studies will follow the activities described in the district reading goal.	Implementation	Tier 1		09/01/2014	06/05/2015	\$0	Secondary Principals and Teachers
Instruction	The differentiated instruction is a shared strategy across secondary content areas. Therefore, the description of the activities for social studies will follow the same plan as identified in the areas of math, reading and writing. However, instruction will focus on closing the achievement gap between SWD and non-SWD in the area of social studies.	Implementation	Tier 2		09/01/2014	06/05/2015	\$0	Director of Special Services, Building Principals, Secondary Teachers
Instruction	The strategy of implementing Comprehension Toolkits is shared among all content areas. The activity descriptions identified in the district reading goal will be applied to the use of the strategy in the area of strengthening students' ability to comprehend informational text in the area of science.	Implementation	Tier 1		09/01/2014	06/01/2015	\$0	Elementary Building Principals and Teachers
Instruction	The implementation of the Lucy Calkins strategy is shared across all content areas. Therefore, the activity descriptions communicated in the district writing goal can be applied to the strategy implementation in the area of science.	Implementation	Tier 1		09/01/2014	06/01/2015	\$0	Elementary Principals and Teachers
Instruction	The use of the PMR informational reading strategy is shared across all content areas. Therefore, the activity descriptions noted in the district reading goal can be applied to the area of science. The strategy will be implemented with a specific focus on increasing the students' comprehension levels of informational text.	Implementation	Tier 1		08/01/2014	06/01/2015	\$0	Secondary Building Principals and Teachers
Instruction	The use of the Common Core aligned, evidence-based/argumentative writing rubric is a shared strategy across all content areas. Therefore, the activity descriptions identified in the district writing goal will be applied to the implementation of the strategy with an emphasis on increasing students' proficiency in the area of science.	Implementation	Tier 1		08/01/2014	06/01/2015	\$0	Secondary Building Principals and Teachers

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Instruction	The differentiated instruction is a shared strategy among all content areas. Therefore, the activities described in the district reading, math and writing goals will be followed in the area of science with the intent of closing the achievement gap between SWD and non-SWD students.	Implementation	Tier 2		09/01/2014	06/01/2015	\$0	Special Services Director, Building Principals and Secondary Teachers
Classroom Pilots	- Representative math teachers will be identified to pilot the new EM4 curriculum. - Grade level trainers will be in-serviced by EM trainers and provide EM4 as grade level materials become available.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$0	Elementary Math Chair and Committee
Staff Input	The committee will survey staff during spring in-service to gather questions, concerns, and comments to be addressed in the training during the 2015-2016 fall professional development.	Getting Ready	Tier 1	Getting Ready	04/01/2015	05/29/2015	\$0	Math Department Chair and Committee
Building the Knowledge Base	Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year. The district will identify a strategy for identifying staff members that can be trained to be future “instructional coaches” with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level. The district will purchase Fisher, D. and N. Frey. “Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility”, 2nd edition, and organize a book study for identified staff. The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.	Getting Ready	Tier 1		05/01/2014	09/05/2014	\$0	Assistant Superintendent of Instruction District Committee Members

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Starting Small, Reaching All	The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training. The district will provide release time and professional development in partnership with KISD in order to train “instructional coaches” at the elementary and secondary level. Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics. Secondary: The district will provide training to all staff on the first two late start professional development days. Secondary: During second semester, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.	Implementation	Tier 1		06/09/2014	06/05/2015	\$0	Assistant Superintendent of Instruction District Leadership Committee
Assess and Plan	Staff will be surveyed after each professional development session. Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. Preparations will be made to grow the strategy during the 2015/16 school year.	Monitor	Tier 1		03/02/2015	06/05/2015	\$0	Assistant Superintendent of Curriculum
District Committee	Establish a district committee, comprised of staff and administration, who will attend a conference at the KISD about students in poverty.	Getting Ready	Tier 2	Getting Ready	06/02/2014	08/15/2014	\$0	District ED Committee
Bringing Back to Staff	A.) The committee will attend the Reaching and Teaching Students in Poverty (Strategies for Erasing the Opportunity Gap) seminar offered by the Kent Intermediate School District on Friday, August 15th from 8:30-11:30 am. B.) Staff will present to their buildings information and suggested strategies for working with students who are in poverty. C.) An optional book study will be conducted throughout buildings in the district: Gorski, Paul C. Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap. 2013.	Implementation	Tier 2		10/01/2014	03/06/2015	\$1000	Assistant Superintendent of Instruction District ED Committee
Assessment and Planning	Completion of the the PD course and staff meeting agendas.	Monitor	Tier 2		04/01/2015	06/01/2015	\$0	District ED Committee

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Building the Knowledge Base	<p>Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year.</p> <p>The district will identify a strategy for identifying staff members that can be trained to be future “instructional coaches” with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level.</p> <p>The district will purchase Fisher, D. and N. Frey, “Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility”, 2nd edition, and organize a book study for identified staff.</p> <p>The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.</p>	Getting Ready	Tier 1		05/01/2014	09/12/2014	\$6580	Assistant Superintendent of Instruction District Leadership Committee
Starting Small, Reaching All	<p>The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training.</p> <p>Train “instructional coaches” at the elementary and secondary level.</p> <p>Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics.</p> <p>Secondary: The district will provide training to all staff on the first two late start professional development days.</p> <p>Secondary: During second grading period, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.</p>	Implementation	Tier 1		09/05/2014	03/01/2015	\$20661	Superintendent of Instruction District Leadership Team
Assess and Plan	<p>Staff will be surveyed after each professional development session.</p> <p>Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process.</p> <p>Preparations will be made to grow the strategy during the 2015/16 school year.</p>	Monitor	Tier 1		09/05/2014	06/01/2015	\$0	Assistant Superintendent of Instruction District Leadership Committee
KISD Conference	<p>Establish a district committee, comprised of staff and administration, who will attend a conference at the KISD about students in poverty.</p>	Getting Ready	Tier 2		08/15/2014	08/18/2014	\$0	District Economicaly Disadvantaged Committee

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Professional Learning	A.) The committee will attend the Reaching and Teaching Students in Poverty (Strategies for Erasing the Opportunity Gap) seminar offered by the Kent Intermediate School District on Friday, August 15th from 8:30-11:30 am. B.) Staff will present to their buildings information and suggested strategies for working with students who are in poverty. C.) An optional book study will be conducted throughout buildings in the district: Gorski, Paul C. Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap. 2013	Implementation	Tier 2		09/05/2014	06/01/2015	\$0	District Economicaly Disadvantaged Committee
Implementation	Each secondary building's Student Assistance Team will refresh staff about POI purpose and procedures at the beginning and throughout the school year. Teachers will implement level one classroom interventions when students struggle. The building Student Assistance Team will direct level one and two procedures and develop new intervention strategies based on identified needs.	Implementation	Tier 2		09/02/2014	06/05/2015	\$0	Building and District Student Assistance Teams
Implementation	Each secondary building's Student Assistance Team will refresh staff about POI purpose and procedures at the beginning and throughout the school year. Teachers will implement level one classroom interventions when students struggle. The building Student Assistance Team will direct level one and two procedures and develop new intervention strategies based on identified needs.	Implementation	Tier 2		09/02/2014	06/05/2015	\$0	Building SAT Teams
Expansion of RTI	With the input of staff, a district committee will review the effectiveness and efficiency of current RTI practices, as well as make plans for the expansion to 4th and 5th grade.	Professional Learning	Tier 2	Getting Ready	06/02/2014	09/02/2014	\$0	District Response to Intervention Committee
Implementation and Expansion	The district will support the existing RTI practices, as well as provide professional development with the vehicle of classroom learning labs for staff participating in the program for the first time, specifically at the 4th and 5th grade level.	Professional Learning	Tier 2		09/02/2014	06/05/2015	\$0	District RTI Committee Building Principals Grade Level Teachers

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Monitoring	The implementation and effectiveness of the strategy will be measured in the following ways: Number of staff members that participated in the professional development, number of students that received services as a result of the programming, teacher survey/input regarding suggestions for increased effectiveness, overall building student achievement data using common assessments, Discovery Education, RTI universal screening data, progress monitoring, and state testing measures.	Monitor	Tier 2		12/01/2014	06/01/2015	\$0	District RTI Committee Building Principals and Classroom Teachers
Incentives	Before school Title 1 students will receive snacks and incentives to assist with motivation.	Materials	Tier 2	Implement	09/05/2014	06/05/2015	\$428	Building Principals and Title 1 Coordinator
Wildly Exciting Conference	11 administrators will attend 2 days of the conference on August 11th and 12th at GVSU with a focus on district literacy objectives.	Professional Learning	Tier 2		08/11/2014	08/12/2014	\$1650	Building administrators that volunteered to attend.
Building the Knowledge Base	Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year. The district will identify a strategy for identifying staff members that can be trained to be future "instructional coaches" with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level. The district will purchase Fisher, D. and N. Frey, "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility" 2nd edition, and organize a book study for identified staff. - The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.	Getting Ready	Tier 1		05/01/2014	09/02/2014	\$0	Assistant Superintendent of Instruction District Leadership Committee

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Starting Small, Reaching All	The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training. The district will provide release time and professional development in partnership with KISD in order to train “instructional coaches” at the elementary and secondary level. Secondary: The district will provide training to all staff on the first two late start professional development days. Secondary: During second semester, buildings will pilot a volunteer classroom learning lab professional development options with a focus on Gradual Release.	Implementation	Tier 1		09/02/2014	06/05/2015	\$0	Assistant Superintendent of Curriculum District Leadership Committee
Assess and Plan	Staff will be surveyed after each professional development session. Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. Preparations will be made to grow the strategy during the 2015/16 school year.	Monitor	Tier 1		01/05/2015	06/05/2015	\$0	Assistant Superintendent of Curriculum District Leadership Team
Building the Knowledge Base	Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year. The district will identify a strategy for identifying staff members that can be trained to be future “instructional coaches” with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level. The district will purchase Fisher, D. and N. Frey, “Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility” and organize a book study for identified staff. The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.	Implementation	Tier 1		05/01/2014	09/05/2014	\$0	Assistant Superintendent of Curriculum District Leadership Committee

<p>Starting Small, Reaching All</p>	<p>The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training. The district will provide release time and professional development in partnership with KISD in order to train “instructional coaches” at the elementary and secondary level.                      Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics.                      Secondary: The district will provide training to all staff on the first two late start professional development days.                      Secondary: During second semester, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.</p>	<p>Implementation</p>	<p>Tier 1</p>		<p>09/02/2014</p>	<p>06/01/2015</p>	<p>\$0</p>	<p>Assistant Superintendent of Curriculum District Leadership Committee</p>
<p>Assess and Plan</p>	<p>Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. Preparations will be made to grow the strategy during the 2015/16 school year.</p>	<p>Monitor</p>	<p>Tier 1</p>		<p>01/05/2015</p>	<p>06/05/2015</p>	<p>\$0</p>	<p>Assistant Superintendent of Curriculum District Leadership Committee</p>
<p>Building the Knowledge Base</p>	<p>Building administrators and district curriculum cabinet members will be in-serviced by KISD instructional specialists prior to the 2014/15 school year.                      The district will identify a strategy for identifying staff members that can be trained to be future “instructional coaches” with an emphasis on facilitating the implementation of the Gradual Release model at the elementary and secondary level.                      The district will purchase Fisher, D. and N. Frey, “Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility” and organize a book study for identified staff.                      The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development.</p>	<p>Getting Ready</p>	<p>Tier 1</p>		<p>05/01/2014</p>	<p>09/05/2014</p>	<p>\$0</p>	<p>Assistant Superintendent of Curriculum District Leadership Team</p>

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Starting Small, Reaching All	The district will administer a survey at the end of the introductory PD in order to identify Gradual Release areas of focus for 2014/15 training. The district will provide release time and professional development in partnership with KISD in order to train “instructional coaches” at the elementary and secondary level. Elementary: The district will use a classroom learning lab professional development structure to equip staff with Gradual Release knowledge and application tactics. Secondary: The district will provide training to all staff on the first two late start professional development days. Secondary: During second semester, buildings will pilot a volunteer classroom learning lab with professional development options with a focus on Gradual Release.	Implementation	Tier 1		05/01/2014	06/05/2015	\$0	Assistant Superintendent of Curriculum District Leadership Team
Assess and Plan	Staff will be surveyed after each professional development session. Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. Preparations will be made to grow the strategy during the 2015/16 school year.	Monitor	Tier 1		01/05/2015	06/05/2015	\$0	Assistant Superintendent of Curriculum District Leadership Team

**Valley View Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction	The Lucy Caulkins writing strategy is a shared goal across all content areas. The activity descriptions from the writing goal can be applied to writing in social studies as well.	Implementation	Tier 1		09/02/2014	06/01/2015	\$0	Elementary Principals and Teachers
Implementation Planning	Implementation. Trainers use and validate the EM4 as a resource for instruction. Begin to revise Curriculum Maps outlining a scope and sequence of EM4. - Teachers will participate in district provided professional development in the spring of 2015. - Fall 2015 district provided in-service to begin 2015-16 school year	Getting Ready	Tier 1	Getting Ready	02/02/2015	06/05/2015	\$7000	Math Department Chair and Committee District Math Trainers

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RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2		09/02/2014	06/05/2015	\$200000	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals
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**Roguewood Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 Title 1 Literacy Interventionist	Rockford Public Schools will employ Title 1 interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet mastering state standards in reading.	Implementation	Tier 2		08/01/2014	06/01/2015	\$18161	Classroom teachers will identify the students which could benefit from the services and literacy interventionists will provide supplemental reading instruction
Literacy Coach for Upper Elementary	Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.	Implementation	Tier 2		06/01/2014	06/05/2015	\$80723	Assistant Superintendent for Instruction
Differentiated Instruction	RPS teachers will provides differentiated instruction to K-5 students identified as not yet meeting the state standards in writing. This service overlaps with the service provided by Title 1 Literacy specialists and the resources assigned are noted in the district reading goal.	Implementation	Tier 2		09/01/2014	06/05/2015	\$0	K-5 Teachers
Instruction	The Lucy Caulkins writing strategy is a shared goal across all content areas. The activity descriptions from the writing goal can be applied to writing in social studies as well.	Implementation	Tier 1		09/02/2014	06/01/2015	\$0	Elementary Principals and Teachers

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Title 1 Services	The Title 1 services that will be implemented in the area of social studies focus on improving students' abilities to comprehend informational text. Therefore, the activity descriptions listed in the reading goal are applied to reading across all content areas, including social studies.	Implementation	Tier 2		08/26/2014	06/05/2015	\$0	Elementary Principals, Elementary Teachers and Identified Title 1 Specialists.
Title 1 Services	With an emphasis on improving the students' ability to comprehend informational text in the area of science, the Title 1 services for this goal area is a shared strategy with the district reading goal. Therefore, the supplemental services activities described in the district reading goal can be applied to increasing students' proficiency in the area of science, specifically focusing on comprehending informational text.	Implementation	Tier 2		09/01/2014	06/05/2015	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.
Elementary Math Interventionists	Rockford Public Schools will employ Title 1 math interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet meeting the state standards in math.	Direct Instruction	Tier 2		09/02/2014	06/05/2015	\$23248	District Title 1 Coordinator Building Principals Title 1 math interventionists
Implementation Planning	Implementation. Trainers use and validate the EM4 as a resource for instruction. Begin to revise Curriculum Maps outlining a scope and sequence of EM4. - Teachers will participate in district provided professional development in the spring of 2015. - Fall 2015 district provided in-service to begin 2015-16 school year	Getting Ready	Tier 1	Getting Ready	02/02/2015	06/05/2015	\$7000	Math Department Chair and Committee District Math Trainers
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2		09/02/2014	06/05/2015	\$200000	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals

**Rockford Spanish Immersion**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Instruction	The Lucy Caulkins writing strategy is a shared goal across all content areas. The activity descriptions from the writing goal can be applied to writing in social studies as well.	Implementation	Tier 1		09/02/2014	06/01/2015	\$0	Elementary Principals and Teachers
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**Rockford High School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction	The use of a common writing rubric to emphasize evidence-based or argumentative writing principles is a shared strategy across all content areas. Therefore, the strategy will be applied to the social studies instruction and the corresponding activities are described in the district writing goal.	Implementation	Tier 1		09/01/2014	06/01/2015	\$0	Secondary Building Principals and Teachers

**Rockford H.S. Freshman Center**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction	The use of a common writing rubric to emphasize evidence-based or argumentative writing principles is a shared strategy across all content areas. Therefore, the strategy will be applied to the social studies instruction and the corresponding activities are described in the district writing goal.	Implementation	Tier 1		09/01/2014	06/01/2015	\$0	Secondary Building Principals and Teachers

**River Valley Academy**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction	The use of a common writing rubric to emphasize evidence-based or argumentative writing principles is a shared strategy across all content areas. Therefore, the strategy will be applied to the social studies instruction and the corresponding activities are described in the district writing goal.	Implementation	Tier 1		09/01/2014	06/01/2015	\$0	Secondary Building Principals and Teachers

**Parkside Elementary School**

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Coach for Upper Elementary	Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.	Implementation	Tier 2		06/01/2014	06/05/2015	\$80723	Assistant Superintendent for Instruction
Differentiated Instruction	RPS teachers will provides differentiated instruction to K-5 students identified as not yet meeting the state standards in writing. This service overlaps with the service provided by Title 1 Literacy specialists and the resources assigned are noted in the district reading goal.	Implementation	Tier 2		09/01/2014	06/05/2015	\$0	K-5 Teachers
Title 1 Services	The Title 1 services that will be implemented in the area of social studies focus on improving students' abilities to comprehend informational text. Therefore, the activity descriptions listed in the reading goal are applied to reading across all content areas, including social studies.	Implementation	Tier 2		08/26/2014	06/05/2015	\$0	Elementary Principals, Elementary Teachers and Identified Title 1 Specialists.
Title 1 Services	With an emphasis on improving the students' ability to comprehend informational text in the area of science, the Title 1 services for this goal area is a shared strategy with the district reading goal. Therefore, the supplemental services activities described in the district reading goal can be applied to increasing students' proficiency in the area of science, specifically focusing on comprehending informational text.	Implementation	Tier 2		09/01/2014	06/05/2015	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.
Implementation Planning	Implementation. Trainers use and validate the EM4 as a resource for instruction. Begin to revise Curriculum Maps outlining a scope and sequence of EM4. - Teachers will participate in district provided professional development in the spring of 2015. - Fall 2015 district provided in-service to begin 2015-16 school year	Getting Ready	Tier 1	Getting Ready	02/02/2015	06/05/2015	\$7000	Math Department Chair and Committee District Math Trainers
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2		09/02/2014	06/05/2015	\$200000	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals

**North Rockford Middle School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction	The use of a common writing rubric to emphasize evidence-based or argumentative writing principles is a shared strategy across all content areas. Therefore, the strategy will be applied to the social studies instruction and the corresponding activities are described in the district writing goal.	Implementation	Tier 1		09/01/2014	06/01/2015	\$0	Secondary Building Principals and Teachers

**Meadow Ridge Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 Title 1 Literacy Interventionist	Rockford Public Schools will employ Title 1 interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet mastering state standards in reading.	Implementation	Tier 2		08/01/2014	06/01/2015	\$18161	Classroom teachers will identify the students which could benefit from the services and literacy interventionists will provide supplemental reading instruction
Literacy Coach for Upper Elementary	Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.	Implementation	Tier 2		06/01/2014	06/05/2015	\$80723	Assistant Superintendent for Instruction
Title 1 Literacy Books and Resources	Rockford Public Schools will provide Title 1 supplemental resources to differentiate instruction for identified K-5 students that have not yet met the state standards in reading. Technology resources will also be implemented, including IPODS and IPADS with appropriate curriculum applications for the targeted groups.	Implementation	Tier 2		09/02/2014	06/01/2015	\$4750	District Title 1 Coordinator

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Differentiated Instruction	RPS teachers will provides differentiated instruction to K-5 students identified as not yet meeting the state standards in writing. This service overlaps with the service provided by Title 1 Literacy specialists and the resources assigned are noted in the district reading goal.	Implementation	Tier 2		09/01/2014	06/05/2015	\$0	K-5 Teachers
Instruction	The Lucy Caulkins writing strategy is a shared goal across all content areas. The activity descriptions from the writing goal can be applied to writing in social studies as well.	Implementation	Tier 1		09/02/2014	06/01/2015	\$0	Elementary Principals and Teachers
Title 1 Services	The Title 1 services that will be implemented in the area of social studies focus on improving students' abilities to comprehend informational text. Therefore, the activity descriptions listed in the reading goal are applied to reading across all content areas, including social studies.	Implementation	Tier 2		08/26/2014	06/05/2015	\$0	Elementary Principals, Elementary Teachers and Identified Title 1 Specialists.
Title 1 Services	With an emphasis on improving the students' ability to comprehend informational text in the area of science, the Title 1 services for this goal area is a shared strategy with the district reading goal. Therefore, the supplemental services activities described in the district reading goal can be applied to increasing students' proficiency in the area of science, specifically focusing on comprehending informational text.	Implementation	Tier 2		09/01/2014	06/05/2015	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.
Elementary Math Interventionists	Rockford Public Schools will employ Title 1 math interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet meeting the state standards in math.	Direct Instruction	Tier 2		09/02/2014	06/05/2015	\$23248	District Title 1 Coordinator Building Principals Title 1 math interventionists
Community Engagement/Summer Tutoring	With the intent to increase engagement and provide summer tutoring for Title 1 students, Rockford Public Schools will organize and host community/parent activities in order to engage the community and parent populations in the interactions of the school and lives of students.	Community Engagement	Tier 2		09/01/2014	06/05/2015	\$5496	District Title 1 Coordinator Building Principals
Dreambox	Elementary teachers will utilize Dreambox software to enhance math intervention instruction. Prior to implementing the software, staff will also participate in a webinar training.	Direct Instruction	Tier 2		09/02/2014	06/05/2015	\$1400	District Title Coordinator Building Principals Classroom Teachers

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Rockford Public Schools

Implementation Planning	Implementation. Trainers use and validate the EM4 as a resource for instruction. Begin to revise Curriculum Maps outlining a scope and sequence of EM4. - Teachers will participate in district provided professional development in the spring of 2015. - Fall 2015 district provided in-service to begin 2015-16 school year	Getting Ready	Tier 1	Getting Ready	02/02/2015	06/05/2015	\$7000	Math Department Chair and Committee District Math Trainers
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2		09/02/2014	06/05/2015	\$200000	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals

**Lakes Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 Title 1 Literacy Interventionist	Rockford Public Schools will employ Title 1 interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet mastering state standards in reading.	Implementation	Tier 2		08/01/2014	06/01/2015	\$18161	Classroom teachers will identify the students which could benefit from the services and literacy interventionists will provide supplemental reading instruction
Literacy Coach for Upper Elementary	Rockford Public Schools will employ a literacy coach for upper elementary (grades 3-5) for all elementary schools to provide Title 1 reading strategies for increasing achievement in identified students not yet mastering state standards in reading.	Implementation	Tier 2		06/01/2014	06/05/2015	\$80723	Assistant Superintendent for Instruction
Differentiated Instruction	RPS teachers will provides differentiated instruction to K-5 students identified as not yet meeting the state standards in writing. This service overlaps with the service provided by Title 1 Literacy specialists and the resources assigned are noted in the district reading goal.	Implementation	Tier 2		09/01/2014	06/05/2015	\$0	K-5 Teachers

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Instruction	The Lucy Caulkins writing strategy is a shared goal across all content areas. The activity descriptions from the writing goal can be applied to writing in social studies as well.	Implementation	Tier 1		09/02/2014	06/01/2015	\$0	Elementary Principals and Teachers
Title 1 Services	The Title 1 services that will be implemented in the area of social studies focus on improving students' abilities to comprehend informational text. Therefore, the activity descriptions listed in the reading goal are applied to reading across all content areas, including social studies.	Implementation	Tier 2		08/26/2014	06/05/2015	\$0	Elementary Principals, Elementary Teachers and Identified Title 1 Specialists.
Title 1 Services	With an emphasis on improving the students' ability to comprehend informational text in the area of science, the Title 1 services for this goal area is a shared strategy with the district reading goal. Therefore, the supplemental services activities described in the district reading goal can be applied to increasing students' proficiency in the area of science, specifically focusing on comprehending informational text.	Implementation	Tier 2		09/01/2014	06/05/2015	\$0	District Title 1 Director, Elementary Building Principals, Elementary Teachers.
Elementary Math Interventionists	Rockford Public Schools will employ Title 1 math interventionists to teach targeted strategies for increasing achievement in identified K-5 students not yet meeting the state standards in math.	Direct Instruction	Tier 2		09/02/2014	06/05/2015	\$23248	District Title 1 Coordinator Building Principals Title 1 math interventionists
Implementation Planning	Implementation. Trainers use and validate the EM4 as a resource for instruction. Begin to revise Curriculum Maps outlining a scope and sequence of EM4. - Teachers will participate in district provided professional development in the spring of 2015. - Fall 2015 district provided in-service to begin 2015-16 school year	Getting Ready	Tier 1	Getting Ready	02/02/2015	06/05/2015	\$7000	Math Department Chair and Committee District Math Trainers
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2		09/02/2014	06/05/2015	\$200000	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals

**East Rockford Middle School**

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Rockford Public Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction	The use of a common writing rubric to emphasize evidence-based or argumentative writing principles is a shared strategy across all content areas. Therefore, the strategy will be applied to the social studies instruction and the corresponding activities are described in the district writing goal.	Implementation	Tier 1		09/01/2014	06/01/2015	\$0	Secondary Building Principals and Teachers

**Crestwood Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction	The Lucy Caulkins writing strategy is a shared goal across all content areas. The activity descriptions from the writing goal can be applied to writing in social studies as well.	Implementation	Tier 1		09/02/2014	06/01/2015	\$0	Elementary Principals and Teachers
Implementation Planning	Implementation. Trainers use and validate the EM4 as a resource for instruction. Begin to revise Curriculum Maps outlining a scope and sequence of EM4. - Teachers will participate in district provided professional development in the spring of 2015. - Fall 2015 district provided in-service to begin 2015-16 school year	Getting Ready	Tier 1	Getting Ready	02/02/2015	06/05/2015	\$7000	Math Department Chair and Committee District Math Trainers
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2		09/02/2014	06/05/2015	\$200000	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals

**Cannonsburg Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction	The Lucy Caulkins writing strategy is a shared goal across all content areas. The activity descriptions from the writing goal can be applied to writing in social studies as well.	Implementation	Tier 1		09/02/2014	06/01/2015	\$0	Elementary Principals and Teachers

**2014-15 Final Plan**

Rockford Public Schools

Implementation Planning	Implementation. Trainers use and validate the EM4 as a resource for instruction. Begin to revise Curriculum Maps outlining a scope and sequence of EM4. - Teachers will participate in district provided professional development in the spring of 2015. - Fall 2015 district provided in-service to begin 2015-16 school year	Getting Ready	Tier 1	Getting Ready	02/02/2015	06/05/2015	\$7000	Math Department Chair and Committee District Math Trainers
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2		09/02/2014	06/05/2015	\$200000	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals

**Belmont Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction	The Lucy Caulkins writing strategy is a shared goal across all content areas. The activity descriptions from the writing goal can be applied to writing in social studies as well.	Implementation	Tier 1		09/02/2014	06/01/2015	\$0	Elementary Principals and Teachers
Implementation Planning	Implementation. Trainers use and validate the EM4 as a resource for instruction. Begin to revise Curriculum Maps outlining a scope and sequence of EM4. - Teachers will participate in district provided professional development in the spring of 2015. - Fall 2015 district provided in-service to begin 2015-16 school year	Getting Ready	Tier 1	Getting Ready	02/02/2015	06/05/2015	\$7000	Math Department Chair and Committee District Math Trainers
RTI Support and Literacy Intervention	The district will employ staff members using state funding to support the RTI reading strategy by working with students in the areas of decoding, fluency, and comprehension. The students targeted are in grades K-5 and fall below the 20th percentile in achievement.	Academic Support Program	Tier 2		09/02/2014	06/05/2015	\$200000	Assistant Superintendent of Curriculum District 31a Coordinator Building Principals