

MICIP Portfolio Report

Rockford Public Schools

Goals Included

Active

- Improve ELA proficiency across all grade levels. ...
- Improve K-12 Mathematics State Assessment Overall ...
- M-Step Improvement
- MTSS Behavior

Buildings Included

Open-Active

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

Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Rockford Public Schools

MTSS Behavior

Status: ACTIVE

Statement: All certified staff will increase knowledge and consistent use of PBIS and social-emotional classroom instructional practices by participating in building an MTSS Behavior System in each schools and contributing to practices that promote a positive school climate.

Created Date: 06/25/2021

Target Completion Date: 06/05/2026

Strategies:

(1/1): Social Emotional Learning (SEL) CASEL

Owner: Mindy Duba

Start Date: 07/19/2021

Due Date: 06/05/2026

Summary: School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. At the Collaborative for Academic, Social, and Emotional Learning, we envision all children and adults as self-aware, caring, responsible, engaged, and lifelong learners who work together to achieve their goals and create a more inclusive, just world. How- through a commitment to SEL.

Buildings

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

Total Budget: \$15,000.00

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

Communication:

Method

- Other
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update
- Brochure
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Partner with KISD to implement MTSS Behavior.	Mindy Duba	08/01/2021	06/05/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Belmont Elementary • Cannonsburg Elementary • Crestwood Elementary • East Rockford Middle School • Lakes Elementary • Meadow Ridge • North Rockford Middle School • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				
Provide professional development for staff members in SEL systems of support and curriculum resources.	Mindy Duba	08/01/2024	06/05/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Belmont Elementary • Cannonsburg Elementary • Crestwood Elementary • East Rockford Middle School • Lakes Elementary • Meadow Ridge • North Rockford Middle School • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				
District Behavior Data Review Process	Mike Ramm	08/01/2025	06/05/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Improve ELA proficiency across all grade levels. ...

Status: ACTIVE

Statement: By the end of the 2025/26 school year, the average 3-7 MSTEP district proficiency should exceed 72% The PSAT/SAT prfioficiency will increase by 5% from the previous year.

Created Date: 10/24/2023

Target Completion Date: 06/05/2026

Strategies:

(1/4): Competency: Curriculum - Guaranteed and Viable Curriculum

Owner: Sharon Wells

Start Date: 10/24/2023

Due Date: 06/05/2026

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

Buildings

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

Total Budget: \$500,000.00

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

Communication:

Method

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

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Instructional coaches will support teacher teams' implementation of the four PLC questions within their collaborative work.	Mike Ramm	10/24/2023	06/05/2026	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Belmont Elementary Cannonsburg Elementary Crestwood Elementary East Rockford Middle School Lakes Elementary Meadow Ridge North Rockford Middle School Rockford Freshman Center Rockford High School Roguewood Roguewood Spanish Immersion Valley View Elementary 				
All DK-5 classrooms and all 6-12 ELA classrooms are provided classroom libraries of 300-500 high interest, diverse books for student choice reading. Ongoing professional development and support is given to all teachers for effective implementation of these libraries.	Sharon Wells	10/24/2023	06/05/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The district will support Tier 1 curriculum and instructional practices by monitoring classroom instruction, student achievement, scope and sequence pacing, and trend focus areas to intervene. Targeted instruction will be more effective as a result of supporting a district wide GVC..	Mike Ramm	09/01/2025	06/05/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Belmont Elementary 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> • Cannonsburg Elementary • Crestwood Elementary • East Rockford Middle School • Lakes Elementary • Meadow Ridge • North Rockford Middle School • Rockford Freshman Center • Rockford High School • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				

(2/4): Essential Coaching Practices for Elementary Literacy

Owner: Sharon Wells

Start Date: 10/24/2023

Due Date: 06/05/2026

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

Buildings

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

Total Budget: \$450,000.00

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

Communication:

Method

- MI School Data
- Presentations
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Instructional Coaches, lead by Sharon Wells, will support the work of teacher collaborative teams' work within the Four PLC Questions.	Sharon Wells	10/24/2023	06/05/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Belmont Elementary • Cannonsburg Elementary • Crestwood Elementary • East Rockford Middle School • Lakes Elementary • Meadow Ridge • North Rockford Middle School • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				
Instructional coaches lead by Sharon Wells will implement an instructional playbook of researched based strategies for staff to use in order to increase student achievement.	Sharon Wells	10/24/2023	06/05/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Belmont Elementary • Cannonsburg Elementary • Crestwood Elementary • Lakes Elementary • Meadow Ridge • Parkside • Roguewood • Roguewood Spanish Immersion • Valley View Elementary 				

(3/4): MTSS - Literacy (Reading)

Owner: Sharon Wells

Start Date: 10/24/2023

Due Date: 06/05/2026

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

Buildings

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

Total Budget: \$1,000,000.00

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

Communication:

Method

- Other
- Presentations
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The district will employ interventionists and teachers to support the tier 2 and tier 3 needs of students that have been identified as needing assistance through our Rtl process.	Mike Ramm	10/24/2023	06/05/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Use the district Rtl Task Force led by Sharon Wells to collaborate and determine best practices and current research to best implement Rockford's MTTS process	Sharon Wells	10/24/2023	06/05/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
The district will employ two Tier III reading lab teachers to provide intensive, targeted intervention to qualifying students. This class is held in addition to core ELA classes.	Mike Ramm	10/24/2023	06/05/2026	ONTARGET
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • East Rockford Middle School • North Rockford Middle School 				
Purchase of Resources: The district will purchase resources for K-8th grade Tier III literacy intervention in order to provide interventionists with tools to further support learners.	Mike Ramm	10/24/2023	06/05/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/4): Professional Learning Communities

Owner: Mike Ramm

Start Date: 10/24/2023

Due Date: 06/05/2026

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

3 Big ideas of a PLC Focus on Learning

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

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

Build a CollaBorative Culture

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

Focus on Results

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

Buildings

- Belmont Elementary
- Cannonsburg Elementary
- Crestwood Elementary
- East Rockford Middle School
- Lakes Elementary
- Meadow Ridge
- North Rockford Middle School
- River Valley Academy
- Rockford Freshman Center
- Rockford High School

- Roguewood
- Roguewood Spanish Immersion
- Valley View Elementary

Total Budget: \$50,000.00

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

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Mike Ramm will ensure that the district will participate in arranging adult collaboration around the four questions of the Professional Learning Communities Model by ensuring appropriate staffing and professional learning,	Mike Ramm	10/24/2023	06/05/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Continue to Provide Solution Tree PLC Workshops to Onboard Staff	Mike Ramm	10/24/2023	06/05/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

M-Step Improvement

Status: ACTIVE

Statement: Our goal is to promote math instructional shifts that increase the 2026 M-Step district proficiency in each grade level and an overall M-STEP summary from 69% to 72%.

Created Date: 10/30/2023

Target Completion Date: 06/05/2026

Strategies:

(1/5): **Guaranteed and Viable Curriculum**

Owner: Mike Ramm

Start Date: 10/30/2023

Due Date: 09/01/2024

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

Buildings: All Active Buildings

Total Budget: \$50,000.00

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

Communication:

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

Strategy Implementation Plan Activities

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

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

(2/5): Professional Learning Communities

Owner: Mike Ramm

Start Date: 10/30/2023

Due Date: 09/01/2024

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

3 Big ideas of a PLC Focus on Learning

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

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

Build a CollaBorative Culture

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

Focus on Results

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

Buildings

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

Total Budget: \$50,000.00

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

Communication:

Method

- MI School Data
- Presentations
- District Website Update

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

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

(3/5): 23g Tutoring

Owner: Mike Ramm

Start Date: 10/30/2023

Due Date: 09/01/2024

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

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

Buildings

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

Total Budget: \$50,000.00

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

Communication:

Method

- Presentations

Audience

- Educators
- Parents

Strategy Implementation Plan Activities

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

Activity	Owner	Start Date	Due Date	Status
support targeted students in individualized and small group tutoring in the area of math.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

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

Owner: Mike Ramm

Start Date: 10/30/2023

Due Date: 09/01/2024

Summary: "

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

Buildings

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

Total Budget: \$20,000.00

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

Communication:

Method

- Presentations

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Employ a mathematics learning consultant to train teachers to respond to student learning trends with an emphasis on numeracy and fluency.	Mike Ramm	10/30/2023	09/01/2024	OVERDUE

Activity Buildings:

- Belmont Elementary
- Cannonsburg Elementary

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

(5/5): 23g Expanded Learning Time

Owner: Mike Ramm

Start Date: 11/06/2023

Due Date: 09/01/2024

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

Buildings: All Active Buildings

Total Budget: \$200,000.00

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

Communication:

Method

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

Audience

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

Strategy Implementation Plan Activities

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

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

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

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> Lakes Elementary Meadow Ridge Parkside River Valley Academy Rockford Freshman Center Rockford High School Roguewood Roguewood Spanish Immersion Valley View Elementary 				
The district maintenance director, Shawn Hayward, will provide air conditioning costs to keep the selected district buildings cool during our summer learning programs.	Mike Ramm	11/06/2023	09/01/2024	OVERDUE
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Belmont Elementary Cannonsburg Elementary Crestwood Elementary Lakes Elementary Meadow Ridge Parkside River Valley Academy Rockford Freshman Center Rockford High School Roguewood Roguewood Spanish Immersion Valley View Elementary 				
Elementary Math Learning Consultant: The district will contract a former instructional coach to provide targeted instructional development opportunities for teachers to better focus instruction on tier II needs as well as using math manipulatives and fluency strategies. The consultant will be paid \$40 per hour, and the total	Mike Ramm	11/06/2023	09/01/2024	OVERDUE

Activity	Owner	Start Date	Due Date	Status
allocation will not exceed \$20,000.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Improve K-12 Mathematics State Assessment Overall ...

Status: ACTIVE

Statement: Our goal is to show increases in each grade level's proficiency as measured by 2026 M-Step and PSAT/SAT.

Created Date: 10/30/2023

Target Completion Date: 06/05/2026

Strategies:

(1/3): Instructional Coaching/Consulting for Mathematics

Owner: Mike Ramm

Start Date: 10/30/2023

Due Date: 06/05/2026

Summary: "

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

Buildings: All Active Buildings

Total Budget: \$20,000.00

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

Communication:

Method

- MI School Data
- Presentations
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Provide teacher professional learning on targeted standards and instructional strategies pertaining to most needed areas of mathematics, push in and pull out students for intervention, data analysis on summative, interim, formative assessments to drive instructional decisions through use of a secondary mathematics interventionist	Mike Ramm	10/30/2023	06/05/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Guaranteed and Viable Curriculum

Owner: Mike Ramm

Start Date: 10/30/2023

Due Date: 06/05/2026

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

Buildings: All Active Buildings

Total Budget: \$35,000.00

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

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
The district will support professional learning practices that promote teacher teams to develop common instruction for each unit that is being taught.	Mike Ramm	10/30/2023	06/05/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): Professional Learning Communities

Owner: Mike Ramm

Start Date: 10/30/2023

Due Date: 06/05/2026

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

3 Big ideas of a PLC Focus on Learning

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

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

Build a CollaBorative Culture

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

Focus on Results

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

Buildings: All Active Buildings

Total Budget: \$50,000.00

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

Communication:

Method

- MI School Data
- Other
- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Collaborative Team PLC Four Questions Planning	Mike Ramm	10/30/2023	06/05/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				