

WM NASHOLD ELEM SCHOOL

School Improvement Plan 2007

Board Approval Date:	3/18/2008
Plan Submission Date & Ref No:	3/19/2008 - SIP07 - 001755
ISBE Monitoring Date:	ISBE Monitoring Not Started.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 041012050252046

District Name: ROCKFORD SD 205

School Name : WM NASHOLD ELEM SCHOOL

Superintendent: MRS. LINDA HERNANDEZ

Principal :PEGGY NOLTE-HEIMANN

District Address: 201 S MADISON ST

School Address : 3303 20TH ST

City/State/Zip : ROCKFORD, IL 61104 2092

City/State/Zip : ROCKFORD, IL 61109 2398

District Phone : (815) 966-3101

School Phone : (815) 229-2155

District Email :

School Email :

Is this for a Title I School? Yes

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2007-08 Federal Improvement Status	Restructuring
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	Academic Watch Status

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	57.2		Yes	78.1		Yes	94.8	Yes		
White	100.0	Yes	100.0	Yes	50.9		Yes	78.1		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	67.1		Yes	79.0		Yes				
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP	100.0	Yes	100.0	Yes	67.5		Yes	77.1		Yes				
Students with Disabilities	100.0	Yes	100.0	Yes	14.6	32.1	No	37.5	46.7	No	92.9			
Economically Disadvantaged	100.0	Yes	100.0	Yes	57.5		Yes	77.2		Yes				

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Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

Schools are not accountable for AMAO. This is a district level requirement only.

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Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	94.2	94.5	94.6	94.3	94.1	94.8
Truancy rate (%)	1.5	1.2	2.2	1.7	4.1	1.0
Mobility rate (%)	11.3	10.5	16.6	22.2	23.1	12.0
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	-	-	0.0	0.0	0.0	0.0
HS dropout rate, if applicable (%)	-	-	0.0	0.0	0.0	0.0
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	437	385	388	373	366	394
Economically disadvantaged (%)	83.1	89.6	80.7	85.3	86.6	90.9
Limited English proficient (LEP) (%)	44.2	34.0	40.7	37.5	36.1	39.3
Students with disabilities (%)						
White, non-Hispanic (%)	43.2	44.7	43.3	43.7	37.2	33.2
Black, non-Hispanic (%)	6.2	6.5	6.7	7.0	7.7	9.4
Hispanic (%)	49.0	47.5	49.2	45.3	48.1	48.2
Native American or Alaskan Native (%)	0.5	0.5	0.3	0.0	0.0	0.0
Asian/Pacific Islander (%)	1.1	0.8	0.5	0.3	1.4	1.0

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Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	41.5	5.0	50.8	2.0	0.7	-
	2002	43.2	6.2	49.0	1.1	0.5	-
	2003	44.7	6.5	47.5	0.8	0.5	-
	2004	43.3	6.7	49.2	0.5	0.3	-
	2005	43.7	7.0	45.3	0.3	-	3.8
	2006	37.2	7.7	48.1	1.4	-	5.7
	2007	33.2	9.4	48.2	1.0	-	8.1
D I S T R I C T	2001	51.0	31.1	14.5	3.1	0.2	-
	2002	49.1	31.5	16.1	3.1	0.2	-
	2003	47.7	31.8	17.2	3.1	0.2	-
	2004	46.0	32.3	18.3	3.2	0.2	-
	2005	44.3	31.0	19.2	3.1	0.1	2.3
	2006	42.5	30.5	20.6	3.1	0.2	3.2
	2007	40.7	30.8	21.5	3.0	0.1	4.0
S T A T E	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

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Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
S C H O O L	2001	49.0	79.6	100.0	93.9	9.5	8.0	1.8	-	-
	2002	44.2	83.1	100.0	94.2	11.3	7.0	1.5	-	-
	2003	34.0	89.6	100.0	94.5	10.5	5.0	1.2	-	-
	2004	40.7	80.7	100.0	94.6	16.6	9.0	2.2	-	-
	2005	37.5	85.3	100.0	94.3	22.2	6.0	1.7	-	-
	2006	36.1	86.6	100.0	94.1	23.1	16.0	4.1	-	-
	2007	39.3	90.9	100.0	94.8	12.0	4.0	1.0	-	-
D I S T R I C T	2001	9.0	53.3	99.5	91.8	16.6	2,562.0	10.3	6.7	73.9
	2002	10.3	56.9	95.7	93.1	16.8	2,248.0	8.3	6.0	74.9
	2003	6.5	56.9	96.3	92.8	16.8	1,717.0	6.2	7.8	81.3
	2004	12.2	55.1	99.8	92.7	19.0	2,306.0	8.3	6.6	69.4
	2005	12.0	57.6	98.2	91.5	20.9	2,436.0	9.6	8.9	73.1
	2006	12.0	65.7	99.0	92.3	18.1	2,626.0	9.4	3.0	71.0
	2007	12.3	68.4	91.9	92.6	15.0	1,868.0	6.6	3.2	75.0
S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,091.0	2.5	3.5	85.9

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Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2001	441	-	-	-	-	-	-
	2002	437	150	133	154	-	-	-
	2003	385	108	146	131	-	-	-
	2004	388	114	121	153	-	-	-
	2005	373	118	123	132	-	-	-
	2006	366	141	107	118	-	-	-
	2007	394	144	136	114	-	-	-
D I S T R I C T	2001	26,502	2,094	2,177	2,242	1,966	2,002	1,170
	2002	26,674	2,158	2,121	2,118	2,165	1,929	1,506
	2003	27,330	2,109	2,200	2,149	2,221	2,124	1,531
	2004	27,576	2,083	2,120	2,172	2,227	2,164	1,552
	2005	27,464	2,061	2,107	2,102	2,105	2,141	1,483
	2006	27,456	2,097	2,055	2,053	2,094	2,044	1,443
	2007	27,787	2,197	2,100	2,092	2,072	2,137	1,541
S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

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Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2001	1,765.0	17.3	50,543	33.9	66.0	18.6	21.8	-	-
	2002	1,758.0	17.2	50,685	34.0	65.9	19.0	21.8	3.3	1.4
	2003	1,750.0	17.2	52,459	33.8	66.1	19.8	22.7	3.1	2.0
	2004	1,700.0	17.7	56,305	30.8	69.1	19.2	23.9	-	2.9
	2005	1,635.0	18.5	62,144	27.7	72.3	20.3	24.6	2.9	0.6
	2006	1,721.0	15.4	58,512	34.3	65.7	19.3	22.1	2.9	4.7
	2007	1,766.0	15.4	60,203	35.2	64.8	19.2	22.3	2.2	2.6
S T A T E	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

Note: Hyphens in the table indicate that data are not relevant for your plan.

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Reading					Grade 5 - Reading					Grade 8 - Reading				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	54.1	54.6	47.1	39.6	41.6	44.3	40.0	53.1	56.5	-	-	-	-	-
White	-	52.1	56.2	46.5	37.5	49.2	41.9	38.6	50.9	60.0	-	-	-	-	-
Black	-	-	-	31.8	27.3	-	-	45.5	40.0	-	-	-	-	-	-
Hispanic	-	57.9	76.5	57.1	39.1	33.4	50.0	42.0	60.8	58.3	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	50.0	60.0	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	22.2	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	9.1	18.8	16.7	5.0	3.8	10.0	17.6	6.7	-	-	-	-	-	-
Economically Disadvantaged	-	53.3	50.0	45.6	40.2	37.7	40.7	39.1	50.7	53.3	-	-	-	-	-

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	47.1	39.6	57.6	54.6	53.1	56.5	-	-	-	-	-	-
White	46.5	37.5	61.5	50.0	50.9	60.0	-	-	-	-	-	-
Black	31.8	27.3	-	30.0	40.0	-	-	-	-	-	-	-
Hispanic	57.1	39.1	60.0	75.7	60.8	58.3	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	50.0	60.0	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	16.7	5.0	9.1	14.3	6.7	-	-	-	-	-	-	-
Economically Disadvantaged	45.6	40.2	50.9	55.1	50.7	53.3	-	-	-	-	-	-

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Mathematics					Grade 5 - Mathematics					Grade 8 - Mathematics				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	73.3	78.0	78.8	70.8	56.7	49.5	61.7	65.6	79.8	-	-	-	-	-
White	-	70.9	79.2	79.1	73.2	64.4	49.2	61.4	66.1	82.5	-	-	-	-	-
Black	-	-	-	81.8	45.5	-	-	45.5	20.0	-	-	-	-	-	-
Hispanic	-	89.5	100.0	78.6	69.6	54.8	55.8	70.0	82.6	83.3	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	70.0	80.0	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	48.1	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	45.5	37.6	50.0	35.0	23.1	45.5	12.5	40.0	-	-	-	-	-	-
Economically Disadvantaged	-	72.2	74.1	77.2	68.4	53.3	43.7	60.5	64.9	76.2	-	-	-	-	-

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	78.8	70.8	78.0	81.8	65.6	79.8	-	-	-	-	-	-
White	79.1	73.2	74.3	80.5	66.1	82.5	-	-	-	-	-	-
Black	81.8	45.5	-	75.0	20.0	-	-	-	-	-	-	-
Hispanic	78.6	69.6	95.0	86.5	82.6	83.3	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	70.0	80.0	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	50.0	35.0	27.3	42.9	40.0	-	-	-	-	-	-	-
Economically Disadvantaged	77.2	68.4	73.6	82.7	64.9	76.2	-	-	-	-	-	-

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Section I-A Data & Analysis - Report Card Data

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

The 2007 School Report Card Data indicates that the Students with Disabilities subgroup at Nashold Elementary School did not make Adequate Yearly Progress in reading or math. The data show that 14.6% of Students with Disabilities met or exceeded the standards in reading, while 37.5% met or exceeded the standards in math. There was a significant discrepancy between performance in reading and math. This trend to perform better in math than reading also applied to all other subgroups.

The data also show that the percentage of students at Nashold who come from Economically Disadvantaged homes has increased from 83.1% in 2002 to 90.9% in 2007. The percentage of students in this subgroup meeting or exceeding the standards was 57.5% in 2007. As the expectation to meet the standards increases to 62.5% for the 2008 school year and continues to increase to 70% for the 2009 school year, interventions to increase reading proficiency are needed in order for this subgroup to continue to make AYP.

Students with Limited English Proficiency met the AYP target in both reading and math for the 2007 school year as measured by the IMAGE test. The assessment for LEP students will change from the IMAGE to the ISAT in 2008. Proficiency scores may be affected by the change in the assessment tool as students will be assessed in English only.

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Section I-A Data & Analysis - Report Card Data

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

The mobility rate of 12% has had an impact on student achievement data. Some classrooms and/or grade levels have been impacted more than others. An influx and withdrawal of students at various points in the year impacts both achievement and achievement data.

The focus of Data Teams at Nashold is also a likely factor contributing to these results. When data teams have met regularly over the past two years, their primary focus has been on math. This may have contributed to the higher scores in math than reading in all subgroups.

The Choice Advantage system of student assignment in Rockford is most likely a very significant factor contributing to these results. Under the current choice system, a high percentage of parents who enroll children in the Early Childhood Program at Riverdahl School elect to remain there for kindergarten through second grade. Students who participate in the Early Childhood Program often are considered "at risk" students. During the course of their primary years at Riverdahl, a higher than average number of these students qualify for Special Education services, particularly in the areas of literacy and language.

After completion of second grade, the majority of Riverdahl students move on to Nashold for grades three through five. A large percentage of the second graders that move to Nashold for third grade are significantly below grade level in reading, both regular and Special Education students.

Another vital factor impacting the achievement of students both at Riverdahl and Nashold, is the large percentage of students coming from economically disadvantaged families. In 2007, this percentage was 90.9%.

The poverty rate for children often is related to the number of single parent households, particularly with women as head of the household. Low income families, with one or both parents, typically support education as a means to a better future for their children, however they often lack the resources, experiences, materials and forms of traditional parent involvement available to families with more financial resources (Banks and Banks, 1997). These challenges impact academic achievement. This is a significant factor contributing to the Nashold ISAT data.

Poverty also increases the percentages of students with disabilities as reflected in the Special Education population at both Riverdahl and Nashold. The lack of prenatal care, inadequate medical care after birth, poor nutrition, increased risk of lead poisoning and medical/genetic causes found in poverty stricken homes, increase the percentages of children manifesting moderate and severe disabilities. Percentages of

younger women having children, likelihood of fetal alcohol syndrome and crack babies are higher in low socioeconomic families. These children are at greater risk of developing cognitive and sensory disabilities resulting in the need of Special Education services at school (Chinn and Gollnick, 2002). These disabilities, as indicated in our achievement data for IEP students, present additional educational challenges that impact the mastery levels of state standards as measured by the ISAT.

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Section I-A Data & Analysis - Report Card Data

Conclusions - What conclusions for school improvement do you draw from the Report Card data?

The data suggest that in order to meet the criteria for AYP in 2008 and 2009, additional interventions are needed in the areas of reading and math for IEP students at Nashold in grades three, four and five.

The increasing number of Nashold students in the Economically Disadvantaged subgroup, (90.9% in 2007), suggests that additional interventions in reading would be prudent as the AYP percentage continues to increase over the next two years.

The transition from IMAGE to ISAT as the assessment tool for Limited English Proficient students at Nashold may have an impact on the AYP target in 2008. Bilingual students, with varying levels of English proficiency, will be tested in English for both reading and math.

Bilingual students typically score at or above grade level in their native language while they are in the process of developing academic proficiency in their second language (Collier, 1995). Demonstrating academic proficiency in second language requires a longer period of time for bilingual students as compared to proficiency levels demonstrated by native speakers. This would suggest the additional need to provide layers of intervention for LEP students, particularly in reading.

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Section I-B Data & Analysis - Local Assessment Data (Optional)

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

Local reading assessment data come from analyzing the results of the On the Mark reading test which is administered to each individual child by the classroom teacher. On the Mark testing (OTM) includes running records, word study, extended response, phonological awareness and sight words. The test is administered at the beginning, middle and end of the year annually to first through fifth grade students. An annual increase of 3.0 reading levels as measured by OTM running records is the expectation for grades three, four and five.

Local math assessment data come from analyzing results from the TIE math test which was administered quarterly in the 2006-2007 school year. Beginning in the 2007-2008 school year the TIE assessments are being administered each trimester. The multiple choice TIE assessment is aligned with the EveryDay Math series and Illinois State Standards. Individual student profiles, class mastery levels and grade level reports may be generated to reflect proficiency of each standard.

At Nashold, there are four monolingual classrooms and two bilingual classrooms at grades three, four and five that participate in both local assessments, the TIE math testing and the On the Mark reading assessment.

Grade Three OTM Reading:

The 2007 OTM data for third grade show that 60% of the monolingual and 91% of the bilingual students began third grade reading below grade level. These were the second graders transitioning from Riverdahl to Nashold. At the end of the year, the percentages remained the same.

Although the percentages of students reading below grade level did not improve, individual test scores indicated that the average third grader made an increase of 2.6 reading levels during the course of the year. The individual test data also showed that the average IEP student in third grade started out the year an average of 4.0 levels below grade level but made an average improvement of 2.0 reading levels during the course of the year.

Grade Four OTM Reading:

The 2007 data for fourth grade show that 56% of the monolingual and 84% of the bilingual fourth graders started the year reading below grade level. At the end of the year, 75% of the monolingual and 74% of the bilingual fourth graders were still reading below grade level.

Although the percentages did not improve, individual student test data showed that the average fourth grader made a gain of 2.8 reading levels during the course of the year. Individual test data also showed that the average IEP student started the year 6.0 levels behind grade level but made an annual gain of 3.0 levels during their fourth grade year.

Fifth Grade OTM Reading:

The 2007 data for fifth grade show that 40% of the monolingual and 94% of the bilingual fifth graders started the year reading below grade level. At the end of fifth grade, 45% of the monolingual and 90% of the bilingual fifth graders were still reading below grade level.

Although the percentages did not improve, individual test data showed that the average fifth grader made an annual gain of 2.4 reading levels. The individual test data also showed that the average IEP student started the year 3.0 reading levels below grade level but made an annual increase of 3.0 reading levels during fifth grade.

Third Grade TIE Math:

The 2007 Quarter 4 TIE math assessment data show that district-wide mastery levels at grade three averaged 73.9%. This compares to the Nashold average at third grade of 71.8%.

In analyzing the first trimester scores for the 2007-2008 school year, the average monolingual third grader scored 77% mastery of the tested math standards. The average bilingual third grader scored 66% mastery and third graders with IEP's averaged 52% mastery.

Fourth Grade TIE Math:

The 2007 Quarter 4 TIE math assessment data show that district-wide mastery levels at grade four averaged 66.3%. This compares to the Nashold average of 67.8%.

In analyzing the first trimester scores for the 2007-2008 school year, the average monolingual fourth grader scored 70% mastery of the tested math standards. The average bilingual fourth grader scored 62% mastery and fourth graders with IEP's averaged 45% mastery.

Fifth Grade TIE Math:

The 2007 Quarter Four TIE math assessment data show that district-wide mastery levels at grade five averaged 68.2%. This compares to the Nashold average of 68.4%.

In analyzing the first trimester scores for the 2007-2008 school year, the average monolingual fifth grader scored 69% mastery of the tested math standards. The average bilingual fifth grader scored 74% mastery and fifth graders with IEP's averaged 54% mastery.

The overall local assessment data in math show students scoring lower on the local tests than the on the ISAT. The same weakness is

shown in the local math assesement data as reflected on the School Report Card data pertaining to mastery levels of Students with Disabilities.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section I-B Data & Analysis - Local Assessment Data (Optional)

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

The assessment data was likely impacted by Nashold's 12% mobility rate. Students entering and exiting classrooms effects both student achievement and achievement data. Although the Nashold mobility rate is lower than the district rate of 15% and the state rate of 15.2%, it is still considered a factor impacting achievement.

The poverty rate of 90.9% at Nashold would also be a significant factor as discussed in the previous section. The percentage of Nashold students who come from economically disadvantaged homes is much higher than both the district average of 68.4% and the state average of 40.9% in 2007.

The local reading data show that when students enter their grade significantly below grade level, it is difficult for students to "catch up." A high percentage of third graders enter Nashold reading below grade level and as they continue through fifth grade, they continue to struggle to "catch up."

The National Children's Reading Foundation addressed this issue in their 2007 book titled, "Annual Growth for All Students, Catch Up Growth for Those Who Are Behind." Their report addresses the achievement results reflected in the OTM testing. Their report states, "Students who fail to learn to read in the primary grades rarely develop into great readers in middle and high school. They generally enter kindergarten behind, read two to three years below grade level in elementary school and are still two to three years behind their average classmates in middle and high school."

Students enter Nashold significantly behind in third grade, and in spite of the progress they make, it is not sufficient to bring them up to grade level.

The local math data show that student achievement mastery levels at all grades were higher on the 2006-2007 end of the year TIE math assessment data, than on the first trimester data for the 2007-2008 school year.

The local math data also show that regular education monolingual students score higher than the bilingual and IEP groups at grades three and four. Bilingual students scored higher than the monolingual at grade five. IEP students in all grades, 3-5, scored significantly lower than the other groups.

Once again, mobility and poverty are factors influencing the proficiency levels in math. Students with Limited English Proficiency experience fewer linguistic challenges in math than reading ,although word problems and extended response in math continue to be effected. Students with Disabilities face more challenges in the mastery of the standards and this is reflected in the local assessment data.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section I-B Data & Analysis - Local Assessment Data (Optional)

Conclusions - What conclusions for school improvement do you draw from the above local assessment data?

The current 90 minute reading block is not sufficient to meet the needs of students who are reading below grade level. Individual student progress showed that SOAR was not an effective intervention for any subgroup of students reading below grade level. Individual student progress showed that Language ! was an effective intervention for bilingual students only. The After School Program and Title I Reading were effective for some students. The implications for improvement include the need to provide more than 90 minutes of instruction for struggling readers, the use of diagnostic testing to address areas of deficit, teaching to the deficient sub-skill areas and the use of retesting to assess student growth. Additional layers of effective interventions are needed to improve reading in all subgroups.

The implications for increased student achievement in math include the need for additional layers of intervention for the Students with Disabilities subgroup. These interventions include teaching to deficit sub-skill areas, use of daily math boxes to review and reinforce, increased time to master standards, additional time with math tutors, increased use of math manipulatives, Accelerated Math implementation and continued use of practice prompts for extended response.

These interventions would be prudent for all students not meeting the proficiency levels on the local assessments in preparation for the ISAT.

Increasing the use of English during math instruction, word problem practice and extended response prompts would be helpful to bilingual students transitioning from IMAGE to ISAT testing.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Data - Briefly describe attributes and challenges of the district and community that have affected student performance. What do these data and/or information tell you?

The configuration of paired K-2 and 3-5 elementary buildings is a District attribute that has affected student performance at Nashold Elementary School. Nashold and Riverdahl are one of three sets of paired elementary buildings in District 205.

As outlined in Section 1-B, research shows that it is particularly difficult to overcome reading deficiencies once students progress past the primary grades. The 3-5 configuration at Nashold is particularly challenging because of the high percentage of students who enter third grade already performing significantly behind in reading.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Factors - In what ways (if any) have these attributes and challenges contributed to student performance results?

K-2 buildings are less focused on ISAT test preparation, have fewer practice materials, less ISAT data for analysis and fewer staff development activities geared towards testing because students in these buildings do not participate in ISAT testing.

Traditional K-5 configurations have a much lower percentage of students being assessed yearly since only grades three, four and five take the ISAT test. Nashold's school profile indicates that all 400 students must be assessed by the ISAT and meet the AYP targets of 67.5% in 2008 and 70% in 2009.

Collegial planning, data team meetings, common formative assessments, articulation of curriculum and intervention design prove to be a challenge between grade levels, (such as second and third in this case), when grades are housed in different locations.

The grade 3-5 configuration also results in one third of the school population changing on a yearly basis. Parent involvement is difficult to maintain when students change buildings every three years as opposed to the traditional configuration of K-5 buildings. This too has an impact on achievement.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

The District is in the process of designing a plan for zoned elementary schools. Planning may include a change in the configuration of paired schools where space is available to transition away from the K-2 and 3-5 buildings. The potential to change Nashold to the traditional K-5 configuration may be under consideration by the District.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?

Nashold School has a highly qualified staff with 96% of the certified staff holding Master's Degrees. 88% of the certified staff have endorsements or certifications in addition to their elementary teaching certificate. The average length of teaching experience is 15.4 years.

In 2007, the teaching experience average in District 205 was 15.0 years with 65% of District 205 teachers having Master's Degrees. The state teaching experience average was 13.0 years, with 52% of Illinois teachers holding Master's Degrees. The staff at Nashold exceeds both the district and state averages in these areas.

All Nashold staff have been trained in Six Trait Writing, Balanced Literacy, Guided Reading, Making Meaning, Data Teams and EveryDay Math. The focus of staff development for the 2007-2008 school year has been Differentiated Instruction.

Twenty-one of the twenty-six, full time certified staff have attended professional development activities over the past two years. Members of the staff have attended the National Conference for Bilingual Education, the State Bilingual Conference and the NCLB Conference.

In addition, three staff members have attended "Nonviolent Crisis Intervention Training", eight attended staff development on autism and four in writer's workshop. Five staff members received in-service training on literacy development, three on common formative assessments and several participated in the "Looking at Illinois with Fourth Graders" seminar. Individuals took workshops on shared reading, "Touring the Land of Lincoln", implementation of Direct Instruction and "Creating Big Ideas and Essential Questions".

The five members of the Crisis Response Team received training in the National Incident Management System, receiving several FEMA certifications.

The principal holds a Master's Degree in Curriculum and Implementation and an Educational Specialist's Degree. She has 20 years experience teaching second through sixth grades. In 2007, she received leadership training in Boston from the Doug Reeves Leadership and Learning Center. She also attended the National Conference on Bilingual Education and the NCLB Conference.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Factors - In what ways (if any) have educator qualifications, staff capacity, and professional development contributed to student performance results?

The Nashold staff is committed to staff development aimed at improving teaching practices. This commitment has been a significant factor in student achievement as reflected in the data on the School Report Card. In 2007, 57.2% of Nashold students met the AYP target in reading and 78.1% met the target in math. In comparison to other schools in the Rock River Valley, no school with a comparable population of 90.9% Economically Disadvantaged students scored above Nashold.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

Continuous staff development is a crucial factor in improving student achievement. The Nashold staff shares a continued commitment to improving Nashold teaching practices. The challenge areas of Students with Disabilities, students from Economically Disadvantaged homes and the significant population of students with limited English proficiency will remain the focus for continued staff development over the next two years.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Data - Briefly describe data on parent involvement. What do these data tell you?

Data on parent involvement at Nashold School indicate that the fall and spring parent-teacher conferences attract the highest percentage of parent involvement activities that focus on student achievement. Trends in other types of parent involvement activities indicate that a greater number of parents attend events when students are performing, when the children are excited about the event and when food is served. Attendance is also contingent upon effective communication with families.

Examples of well attended activities during the 2007 and beginning of the 2008 school year include:

Parent-Teacher Conferences

Field Trips

Lighted Library

Music Programs

All School Sing

Awards Assemblies

Books and BINGO

El Mercado!

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Factors - In what ways (if any) has parent involvement contributed to student performance results?

Parent involvement is increasing at Nashold School. Parents who are informed and involved in the educational process provide the necessary support for their child's academic progress. Involved Nashold parents attend conferences, review student planners for homework assignments on a daily basis, check student progress reports, monitor twenty minutes of daily reading at home, reinforce mastery of math facts, attend school events and take advantage of the 21st Century After School Program.

In 2007, an informational meeting for parents of Bilingual Program students was held at Nashold. Parents were given the opportunity to learn more about the goals and objectives of the Bilingual Program. They had the opportunity to ask questions and share their insights into the program. Ed Portillo and members of the Bilingual PAC(Parent Advisory Committee) were in attendance.

Our goal at Nashold is to increase Hispanic parent involvement by providing interpreters and/or staff who are fluent in Spanish at meetings and events such as this. Engaged parents contribute to the success of their children.

Special Education parents at Nashold have been very involved in all phases of the consultation and referral process. Attendance has been high at IEP meetings, annual reviews and middle school transition meetings. Addressing the special needs of our students and increasing their achievement levels, necessitates this continued partnership between home and school.

Although Nashold parent involvement is increasing, it continues to be a challenge area that we will continue to address.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?

To continue to increase parent involvement, effective communication is essential. Class newsletters, school flyers, the Nashold News and daily announcements must effectively communicate school events and activities. All communications must continue to be sent home in both English and Spanish.

Highly engaged students who are authentically involved in activities and performances bring their families to participate in these events.

The implications for improving parent involvement include planning initiatives and activities that reflect the trends proven to engage the participation of Nashold families.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section I-D Data & Analysis - Key Factors

Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.

Key Factors Within the School’s Capacity to Change or Influence:

1. Amount of instructional time devoted to reading and math
2. Choice and design of interventions to use in reading and math
3. Choice of students to recommend for participation in the After School Program
4. Use of Para-Professional time to support and supplement skill building
5. Planning and communication about family events and activities
6. Choice of staff development activities that will enhance instruction
7. Communication and collaboration efforts with Riverdahl
8. Data Team priorities
9. Initiatives for test preparation
10. Workshops for parents
11. Use of Fund 10 and Title I Funds
12. Ordering of materials to enhance instruction
13. Schedules and blocks of times for reading and math instruction
14. Design of class lists to maximize supplemental resources (paras, tutors support staff, etc.)

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section II-Action Plan

The following areas of deficiency have been identified from the most recent AYP Report for your school:

1. Students with disabilities are deficient in Reading Meets and Exceeds
2. Students with disabilities are deficient in Mathematics Meets and Exceeds

Schools are not accountable for AMAO. This is a district level requirement only.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 1

Title : Title: Increase Student Achievement in Math

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

Objective 1: While the current achievement level in math for the Students with Disabilities subgroup is 37.5% meeting/exceeding on ISAT, this subgroup will make AYP of at least 62.5% in 2008 and 70% in 2009, or Safe Harbor.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 1

Title : Title: Increase Student Achievement in Math

This objective covers the following AYP deficiency areas.

2. Students with disabilities are deficient in Mathematics Meets and Exceeds

Schools are not accountable for AMAO. This is a district level requirement only.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Title: Increase Student Achievement in Math

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Students will complete daily math boxes at all levels.	Sept. 2007	May 2009	During School	Other	\$00.00
2. Math Tutoring: Student TIE math profile sheets will drive intervention strategies and supplemental instruction	Sept. 2007	May 2009	During School	Title I	\$22.50hr.
3. Math Manipulatives: Students will be provided with additioanl math manipulatives when appropriate to assist in mastery of standards	March 2008	May 2009	During School	Title I	\$500.00
4. Accelerated Math: The Accelerated Math, individualized computer program, will be used to assist in instruction and assessment	Sept. 2007	May 2009	During School	Title I	\$3,000.00
5. Data Teams: Data teams will continue to address math objectives with specific analysis of IEP student achievement levels. Common formative assessments, flexible small groupings and reteaching strategies will be designed and implemented as determined by data.	Sept. 2008	May 2009	During School	Other	\$00.00
6. Bilingual students will receive additional practice with extended response and word problems in English when appropriate	February 2008	May 2009	During School	Other	\$00.00

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Title: Increase Student Achievement in Math

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Increase the number of staff attending EveryDay Math workshops to enhance effectiveness of instruction	Sept. 2008	May 2009	After School	Other	\$00.00
2. Provide professional development and additional materials on Differentiated Instruction in math on Institute Days, SIP Days and during staff meetings	Sept. 2008	May 2009	After School	Title I	\$300.00
3. Provide staff with opportunities to attend regional workshops and conferences that align with math standards to increase instructional effectiveness	Sept. 2008	May 2009	During School	Title I	\$600.00
4. Send 5 member team, representative of staff, to workshop on Common Formative Assessments	February 2008	February 2008	Before School	State Funds	\$00.00
5. Provide in-house training to all staff on use of Accelerated Math program on Institute Day in August	August 2008	August 2008	During School	Other	\$00.00
6. Provide supplemental materials for staff to address needs of IEP students as needed for differentiation	February 2008	May 2009	During School	Title I	\$500.00
7. Send grade level team leaders to trainings on Response to Intervention	February 2008	May 2009	During School	Title I	\$600.00

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Title: Increase Student Achievement in Math

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Provide parents with reference materials related to math concepts and essential vocabulary at Open House and other school events	Sept. 2008	May 2009	After School	Local Funds	\$300.00
2. Include math activity ideas and strategies for parents to use at home in classroom newsletters and Nashold News	Sept. 2008	May 2009	After School	Local Funds	\$100.00
3. Publish District website with essential math vocabulary for parents in classroom newsletters, on school website and in the Nashold News	Sept. 2008	May 2009	After School	Local Funds	\$100.00
4. Use student assignment notebooks to keep parents informed about daily math practice and homework	Sept. 2008	May 2009	After School	Local Funds	\$500.00
5. Publish ISBE website in the Nashold News so parents can access practice ISAT problems	Feb. 2008	May 2009	After School	Local Funds	\$100.00
6. Distribute copies of Illinois State Standards in math to all parents at Open House	Oct. 2008	Oct. 2009	After School	Local Funds	\$50.00
7. Conference with all parents of Special Education students to encourage enrollment in SES tutoring programs, Summer School and to share strategies for parents to use at home	April 2008	April 2009	After School	Other	\$00.00
8. Use services of Bilingual Department to translate all written communications into Spanish to encourage parent participation	Sept. 2007	May 2009	During School	Other	\$00.00

Strategies & Activities	Start Date	End Date		Fund Source	Amount
9. Students needing additional support in math will be given priority when students are selected to participate in the the After School Program	Sept. 2007	May 2009	Before School	Other	\$00.00

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Title: Increase Student Achievement in Math

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

The Data Team process will be employed to monitor the effectiveness of the strategies and activities. By analyzing local assessment data and by using Common Formative Assessments throughout the course of the school year, data teams will be able to monitor intervention effectiveness by monitoring levels of student improvement in mastery of state standards.

The Leadership Team, Data Team Leaders, Reading Coach and Principal will be responsible for overseeing this work.

The following staff members will assist in monitoring the process in addition to those listed below: Barbara Reynolds -Student Support Specialist, Rhonda Ledger -Reading Coach, Melissa Finifrock -Bilingual Title I Reading, Sandy Vincent -(Grade 3) Data Team Leader, Diann Pillmore -(Grade 4) Data Team Leader and Jennifer Knezel -(Grade 5) Data Team Leader.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

<u>Name</u>	<u>Title</u>
Peggy Nolte-Heimann	Principal
Kelley Roganowicz	Special Education Teacher
Madeleine Arnold	Special Education Teacher

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 2

Title : Title: Increase Student Achievement in Reading

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

Objective 1: While the current achievement level in reading for the Students with Disabilities subgroup is 14.6% meeting/exceeding on ISAT, this subgroup will make AYP of at least 62.5% in 2008 and 70% in 2009, or Safe Harbor.

Objective 2: While the current achievement level for students in the Economically Disadvantaged subgroup is 57.5% meeting/exceeding on ISAT, this subgroup will make AYP of at least 62.5% in 2008 and 70% in 2009, or Safe Harbor.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 2

Title : Title: Increase Student Achievement in Reading

This objective covers the following AYP deficiency areas.

1. Students with disabilities are deficient in Reading Meets and Exceeds

Schools are not accountable for AMAO. This is a district level requirement only.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Title: Increase Student Achievement in Reading

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Configuration of class lists for the 2008 and 2009 school years will be designed to reflect four to five flexible, heterogenous groupings of students for guided reading groups	May 2008	Sept, 2009	After School	Other	\$00.00
2. Para-professional minutes for IEP students will be scheduled during literacy blocks	Sept. 2008	May 2009	After School	Other	\$00.00.
3. Reading Tutors will provide supplemental instructional time to students not meeting the standards in addition to the 90 minute literacy block. A priority will be given to IEP students	Sept. 2007	May 2009	During School	Title I	\$22.50hr
4. Bilingual Title I Reading teacher will continue to use the Language! reading program for bilingual students not meeting the standards. A priority will be given to bilingual IEP students.	Sept. 2007	May 2009	During School	Title I	salary
5. Additional Leveled Libraries will be purchased based on the reading levels of students not meeting the standards	January 2008	May 2009	During School	Title I	\$14,000.00
6. The Reading Coach will provide supplemental instruction and interventions based on individual deficit areas for those students who are reading the most significantly below grade level, particularly IEP students.	January 2008	May 2009	During School	Title I	salary

Strategies & Activities	Start Date	End Date		Fund Source	Amount
7. The Student Support Specialist will provide supplemental reading instruction using Reading A to Z with students not meeting the standards with a priority given to IEP students	January 2008	May 2009	During School	Title I	salary
8. The subscription to Reading A to Z will be made available to all staff for use in differentiating instruction	Sept. 2007	May 2009	During School	Title I	\$1,000.00
9. Materials will be purchased to enhance classroom literacy centers and to accomodate differentiated instruction	Feb. 2008	May 2009	During School	Title I	\$500.00
10. The Accelerated Reader computerized program for differentiation of reading instruction will be used by teachers in the computer lab	April 2007	May 2009	During School	Title I	\$3,100.00
11. Data Teams will set monthly pacing guides targeting 2 specific strategies (considered best practice) per month for vocabulary and comprehension development	Sept.. 2007	May 2009	After School	Other	\$00.00
12. Additional materials for the "Principal's Bookshelf" in the Nashold library will be donated by the principal to stimulate increased recreational reading by students	Sept. 2007	May 2009	During School	Other	\$00.00
13. Students needing additional support in reading will be given priority when students are selected to participate in the After School Program	Sept. 2007	May 2009	After School	Local Funds	\$00.00
14. Bilingual students will receive increased exposure and instruction to printed material in English when appropriate	Feb. 2008	May 2008	During School	Other	\$00.00

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Title: Increase Student Achievement in Reading

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Reading coach will model and monitor implementation of Making Meaning in all classrooms	Sept. 2008	May 2009	During School	Title I	salary
2. In-house staff development on the implementation of Accelerated Reader will be provided to all staff	Sept. 2008	May 2009	After School	Other	\$00.00
3. Reading Coach will model and monitor improved implementation of Guided Reading in all classrooms	Sept. 2008	May 2009	During School	Title I	salary
4. Representatives of the staff will attend conference on "Common Sense Strategies to Support Response to Intervention." Information will be shared with staff	Feb. 2008	Feb. 2008	During School	Title I	\$400.00
5. Principal will attend : "Deepening Comprehension" workshop given by Fountas and Pinnell. Information will be shared with staff.	April 2008	April 2008	During School	Title I	\$200.00
6. Special Education Resource teacher will attend workshop on "Successful Co-Teaching strategies"	Feb. 2008	Feb. 2008	During School	Title I	\$200.00
7. Special Education Resource Teacher will attend seminar on "Demystifying Dyslexia"	March 2008	March 2008	During School	Local Funds	\$200.00

Strategies & Activities	Start Date	End Date		Fund Source	Amount
8. Principal and four member team will attend two day workshop on "Common Formative Assessments" given by Larry Ainsworth	Feb. 2008	Feb. 2008	During School	Other	\$00.00
9. Bilingual staff will receive information, training and materials to assist with ISAT preparation for students with limited English proficiency	Feb. 2008	May 2009	During School	Local Funds	\$500.00

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Title: Increase Student Achievement in Reading

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Books and BINGO will be an annual event to encourage and provide free books to families	Sept. 2007	May 2009	After School	Other	\$500.00
2. Lighted Library will be held annually in the spring to encourage family reading activities	March 2008	May 2009	After School	Other	\$200.00
3. Community incentive programs for reading will be made available to teachers and students; Pizza Hut, Rockford sports teams, etc	Sept. 2007	May 2009	During School	Other	\$00.00
4. A representative from the Rockford Public Library will give book talks and applications for library cards twice annually to support family literacy	Sept. 2007	May 2009	During School	Other	\$00.00
5. Information about the public library summer reading program will be distributed to all families in English and Spanish	April 2008	April 2009	During School	Other	\$00.00
6. All parents will be given information about summer school and other reading programs that encourage and support family literacy	Sept. 2007	May 2009	During School	Other	\$00.00
7. All information about school events, etc. will be translated into Spanish to encourage parent involvement	Sept. 2007	May 2009	During School	State Funds	\$00.00

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Title: Increase Student Achievement in Reading

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

Data Teams, Special Education Staff, Leadership Team, Reading Coach and the principal will jointly monitor and oversee the implementation of this action plan. Effectiveness of the strategies and activities designed will be measured throughout the school year through local assessment data, informal observations, formal observations and Common Formative Assessments. Increased levels of student mastery of state standards will be the indicator of success.

The following people will assist in the monitoring process in addition to those listed below: Barbara Reynolds-Student Support Specialist, Melissa Finifrock-Bilingual Title I Reading, Sandy Vincent-Grade 3 Data Team Leader, Diann Pillmore-Grade 4 Data Team Leader, Jennifer Knezel-Grade 5 Data Team Leader and Rhonda Ledger-Reading Coach.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

<u>Name</u>	<u>Title</u>
Peggy Nolte-Heimann	Principal
Madeleine Arnold	Special Education Teacher
Kelley Roganowicz	Special Education Teacher

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part A - Parent Notification

Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand.

The academic status of Nashold Elementary Schol has been communicated to parents in several formats. The local newspaper, the Rockford Register Star, published the ISAT test data and individual school AYP status. At registration in August 2007, every Nashold parent was informed of the school's academic status and was given a packet of information that included their right to request an NCLB transfer to another school. The information packet also included information on SES tutoring available. All information was shared with parents in both English and Spanish. The Principal, Bilingual Title I Parent Support Specialist and the Bilingual School Secretary addressed parent questions and requests for additional information during registration and have continued throughout the year.

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Section III - Development, Review and Implementation

Part B - Stakeholder Involvement

Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.

The Nashold Elementary School Improvement Plan was a collaborative effort on the part of staff, parents and other stakeholders. All members of the certified staff participated in the analysis of data, identification of strength and challenge areas and implications for improved student achievement.

The Bilingual Department provided input related to initiatives designed to address the needs of the LEP subgroup. Parents of Special Education students were involved in the design of interventions to address reading and math needs of students with disabilities.

PTO representatives assisted in planning for family involvement activities that support the goals of the plan. District staff provided support in the collection and interpretation of data. As a RESPRO school, Nashold received weekly support from the RESPRO consultant and continuous support from KIDS. All stakeholders assisted in the design of the action plan as related to the goals and objectives of the two year plan.

The following is a listing of the participating stakeholders:

Leadership and SIP Team:

Madeleine Arnold, Kelley Roganowicz, Barb Reynolds, Rhonda Ledger, Peggy Nolte-Heimann

Other Nashold Staff:

Ernesto Ornelas, Doug Ward, Armando Ramirez, Sandy Vincent, Jackie Haynes, Joanne Blaeser, Diann Pillmore, Joel Koehler, Marcel Baulenas-Seto, Beth Graceffa, Mona Siebel, Estela Crespo, Peggy Chamorro, Penny France, Jennifer Knezel, Shelly Cascio, Dalia Lerma, Stephen Baptist, Barb Reynolds, Brenda Goff, Cheryl Kitto, Patricia Peterson, Melissa Finifrock, Madeleine Arnold, Kelley Roganowicz, Carmen Mandizobal-Gil, Rhonda Ledger, Jan Waldner

Parent Representatives:

Deb Waldner
Suellen Anderson

District Staff:

Linda Hernandez, Colleen Cyrus, Marsha Strothoff, Ed Portillo, Shirley Chrestman, Jon Malone, Frank Shepley, Sue Mainville, Linda Oshita, Vineste Steele

RESPRO:

Mary Flynn, Jan Bowman

Additional Support:

Lorena Rodriguez, Secretary

Michael Tronc, Mentor

Peggy Nolte-Heimann, Principal

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part C - Peer Review

Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of

The Regional Office of Education (ROE) will provide training in the SIP process in November and December 2007. SIP Monitoring/Scoring training will be provided to reviewers in December 2007 and January 2008. Ongoing support from the ROE will support the correct and effective evaluation of School Improvement Plans. Representatives of SIP Teams will meet with their tier-level's District Administrator to discuss their plans and ensure clarity on or before February 15, 2008. SIP Teams will pair with other schools in their tier level during the following two week period to review and refine their plans. Schools will submit thier final plans to the Peer Review Committee on or before February 29, 2008.

The Peer Review Committee shall consist of the Assistant Superintendent for Curriculum and Instruction, the Assistant Superintendent for Student Services, and the Assistant Superintendent for Community Outreach and Procedures. All members of the Peer Review Committee will be trained in the SIP process by the ROE and/or RESPRO staff. School Improvement Plans based on 2007 data will be submitted to the Rockford Board of Education on March 18, 2008. Approved School Improvement Plans will then be submitted to the Illinois State Board of Education immediately following approval by the Rockford Public School Board of Education.

Plans that must be revised based on 2008 data will be peer reviewed utlizing the same process. Dates will be adjusted to reflect the appropriate timeline generated based on receipt of 2008 State Assesment data, e.g. ISAT, IAA or PSAE.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part D - Teacher Mentoring Process

Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

The major focus of the RPS new teacher induction program is the work of mentors trained in the "Frameworks for Professional Teaching" available through the New teacher Center in Santa Cruz, California. Our Illinois partner for training and implementation is The Consortium For Educational Change (CEC). The program is based on the acquisition of Illinois Professional Teaching Standards (IPTTS) taught through the use of Danielson's Four Domains of Professional Practice: 1) Planning and Preparation, 2) The Classroom Environment, 3) Instruction, and 4) Professional Responsibilities. These domains include methods of inquiry for content knowledge, an understanding of human development, approaches to learning that address diverse learner needs, planning for instruction, the creation of engaging and stimulating learning environments, a range of models for instructional delivery, the development of a range of communication skills, the use of formal and informal assessment strategies to support student academic development, the nurturing of collaborative relationships and an emphasis on high standards of professional conduct.

In line with the above research and standards, this project values: (1) teaching as a career-long developmental process;(2) teaching as a continuous cycle of teaching, assessment, reflection, and re-teaching; (3) professional standards and a focus on student achievement as central to the improvement of practice; (4) teacher development as occurring best in a collegial environment where the sharing of expertise is valued; and (5) a teacher's professional growth as central to the improvement of student achievement.

All mentors are retired teachers who complete a 12 day training program provided by CEC in the Frameworks program. In addition, mentors attend monthly support sessions to improve their practice. Mentors are assigned 3-5 new teachers to guide during the year. Mentors schedule and average 1.5 hours of work with new teachers each week. Professional development is offered to teachers in specific grade level and subject areas during the year. Professional development is provided by the RPS curriculum department, school based coaching, the Regional Office of Education, Golden Apple Foundation, as well as the RPS induction program.

A final evaluation of the mentoring project is submitted to the Illinois State Board of Education each summer. Mentors maintain time logs that document the time spent each week with each of their proteges and the topic of their sessions. The time logs are submitted to the grant manager for tabulation and review and do not contain confidential information. Time logs will be used for formative assessment during year two of the project. An annual survey of participants is completed to inform the evaluation report.

For the first time in 2007-2008, induction support was extended to second year teachers who completed the first year of the mentoring

program. All RPS mentoring services are voluntary for first and second year teachers.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part E - District Responsibilities

Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). Identify corrective actions taken by the district if applicable.

The School Improvement Plan for each district building was developed with support and services provided by the Rockford School District. District assistance and participation in the plan included provision of data, data analysis, technical assistance, assessment coordination, intervention design, funding support, professional development opportunities, collaboration with community and curricular support. The following representatives from Rockford District 205 provided resources for the development and implementation of the plan:

The Rockford Board of Education

Mrs. Linda Hernandez, Superintendent of Schools

Ms. Marcia Strothoff, Assistant Superintendent of Curriculum and Instruction

Ms. Colleen Cyrus, Assistant Superintendent of Student Support Services
and Special Education

Dr. Thomas Schmitt, Assistant Superintendent of Community Outreach and
Procedures

Dr. Michael Kuzniewski, Executive Director of Research, Federal Programs and
Grants

Mr. Thomas Hoffman, Chief Operations Officer

Mr. Edward Portillo, Director of Bilingual Education

Dr. Vinest Steele, Director of Title I

Mr. Bob Corder, Director of Human Resources

Mr. Frank Schepley, Assessment Specialist

Ms. Shirley Chrestman, Special Education Supervisor

Mr. Jon Malone, Special Education Supervisor

Mrs. Linda Oshita, Title I Curriculum Coordinator

Mrs. Anita Hughes, Reading Coordinator

Mrs. Sue Mainville, Math Coordinator

Mr. Dennis Styrsky, Director of Purchasing

Mr. Ed Hayden, Coordinator of Social Work

Ms. Maggie Kempel, Project Coordinator

Ms. Sherrie Bias, NCLB Officer

The primary support intervention for all schools throughout the 2007-2008 and 2008-2009 school years will be a systematic, continuous monitoring of school implementation by the District Leadership Team. Reading and Mathematics progress is summarized on a trimester basis for elementary schools and a quarterly basis for secondary schools. Progress is then presented to the District Leadership Team.

Implementation progress and goal achievement of each plan shall be reviewed, evaluated and modified on an ongoing basis. The timeline for these reviews is as follows:

Elementary Schools- first Tuesday of each month, September-May:

Middle Schools- first Wednesday of each month, September-May; and

High Schools, first Friday of each month, September-May.

School teams are required to present implementation progress on the various components and goals of the SIP. The progress will be reported to the entire SIP Team, parent organization(s), community stakeholders, and faculty members on a quarterly basis via formal meetings. Input received via the meetings will be reviewed for possible inclusion in the SIP as an amendment. Stakeholder groups must agree upon the proposed revision(s) to the SIP document prior to its/their inclusion in the SIP document.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part F - State Responsibilities

Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

The Illinois State Board of Education provided access to the Interactive Illinois Report Card. They provided the design of the School Improvement Plan Template and issued the School Improvement Plan Guide. The Illinois State Board of Education, RESPRO and Regional Office of Education provided technical support, professional resources, support staff and training for the development and review of the Nashold Elementary School Improvement Plan.

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part G - School Support Team

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.

<u>Name</u>	<u>Title</u>
1. Mrs. Linda Hernandez	Superintendent of Schools
2. Ms. Marcia Strothoff	Asst. Superintendent of Curriculum and Instruction
3. Mrs. Colleen Cyrus	Superintendent of Student Support
4. Dr. Thomas Schmitt	Asst. Superintendent of Community Outreach and Procedures
5. Mr. Ed Portillo	Director of Bilingual Education
6. Dr. Vinest Steele	Director of Title I
7. Ms. Jan Bowman	RESPRO Coordinator
8. Mrs. Mary Flynn	RESPRO Consultant

WM NASHOLD ELEM SCHOOL - ROCKFORD SD 205

Section IV-A Local Board Action

DATE APPROVED by School Board : 3/18/2008

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6))
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent