

## **BERNARD W FLINN MIDDLE SCHOOL**

### **School Improvement Plan 2007**

Board Approval Date:	3/18/2008
Plan Submission Date & Ref No:	3/19/2008 - SIP07 - 001764
ISBE Monitoring Date:	ISBE Monitoring Not Started.

**BERNARD W FLINN MIDDLE SCHOOL**

**PRELIMINARY INFORMATION**

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School & District Information

This section has not been completed on the screen.

## BERNARD W FLINN MIDDLE SCHOOL

### 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?	No
Is this School making AYP in Reading?	Yes	2007-08 Federal Improvement Status	
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	65.7		Yes	66.6		Yes	92.4	Yes		
White	100.0	Yes	100.0	Yes	72.4		Yes	72.6		Yes				
Black	100.0	Yes	100.0	Yes	52.7		Yes	46.4	45.2	Yes	91.7			
Hispanic	100.0	Yes	100.0	Yes	55.8		Yes	66.3		Yes				
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	29.3	29.6	Yes	27.1	33.5	No	90.9			
Economically Disadvantaged	100.0	Yes	100.0	Yes	60.6		Yes	61.7		Yes				

**BERNARD W FLINN MIDDLE SCHOOL**

**Section I-A      Data & Analysis - Report Card Data**

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Item 2 - Annual Measurable Achievement Objectives Report for 2007

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

**BERNARD W FLINN MIDDLE SCHOOL**

**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 (%)	91.5	92.6	91.6	90.3	91.8	92.4
Truancy rate (%)	10.9	6.9	6.9	9.1	9.2	3.8
Mobility rate (%)	9.9	8.8	9.6	19.6	11.0	7.1
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	0.0	-	0.0	0.0	0.0	0.0
HS dropout rate, if applicable (%)	0.0	-	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 (#)	928	938	931	919	907	914
Economically disadvantaged (%)	56.0	48.1	54.9	62.6	68.8	66.6
Limited English proficient (LEP) (%)	6.8	0.0	9.6	9.2	8.6	8.0
Students with disabilities (%)						
White, non-Hispanic (%)	56.9	57.8	56.9	55.8	53.5	52.6
Black, non-Hispanic (%)	26.2	25.1	24.6	23.8	24.0	22.4
Hispanic (%)	13.9	14.6	15.4	15.6	17.4	19.1
Native American or Alaskan Native (%)	0.0	0.0	0.1	0.1	0.0	0.1
Asian/Pacific Islander (%)	3.0	2.6	3.0	3.5	3.5	3.2

**BERNARD W FLINN MIDDLE SCHOOL**

**Section I-A Data & Analysis - Report Card Data**

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
<b>S C H O O L</b>	2001	57.5	25.7	14.0	2.7	-	-
	2002	56.9	26.2	13.9	3.0	-	-
	2003	57.8	25.1	14.6	2.6	-	-
	2004	56.9	24.6	15.4	3.0	0.1	-
	2005	55.8	23.8	15.6	3.5	0.1	1.2
	2006	53.5	24.0	17.4	3.5	-	1.5
	2007	52.6	22.4	19.1	3.2	0.1	2.5
<b>D I S T R I C T</b>	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
<b>S T A T E</b>	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

## BERNARD W FLINN MIDDLE SCHOOL

### 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 (%)
<b>S C H O O L</b>	2001	5.3	52.1	98.4	91.8	15.5	133.0	14.5	-	-
	2002	6.8	56.0	100.0	91.5	9.9	110.0	10.9	-	-
	2003	-	48.1	100.0	92.6	8.8	68.0	6.9	-	-
	2004	9.6	54.9	100.0	91.6	9.6	69.0	6.9	-	-
	2005	9.2	62.6	100.0	90.3	19.6	82.0	9.1	-	-
	2006	8.6	68.8	100.0	91.8	11.0	90.0	9.2	-	-
	2007	8.0	66.6	100.0	92.4	7.1	37.0	3.8	-	-
<b>D I S T R I C T</b>	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
<b>S T A T E</b>	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

## BERNARD W FLINN MIDDLE SCHOOL

### 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)
<b>S C H O O L</b>	2001	921	-	-	-	-	-	-
	2002	928	-	-	-	312	303	-
	2003	938	-	-	-	316	323	-
	2004	931	-	-	-	305	317	-
	2005	919	-	-	-	309	306	-
	2006	907	-	-	-	303	310	-
	2007	914	-	-	-	297	307	-
<b>D I S T R I C T</b>	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
<b>S T A T E</b>	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	-	-	-	-	-	-

**BERNARD W FLINN MIDDLE SCHOOL**

**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 (%)
<b>D I S T R I C T</b>	<b>2001</b>	1,765.0	17.3	50,543	33.9	66.0	18.6	21.8	-	-
	<b>2002</b>	1,758.0	17.2	50,685	34.0	65.9	19.0	21.8	3.3	1.4
	<b>2003</b>	1,750.0	17.2	52,459	33.8	66.1	19.8	22.7	3.1	2.0
	<b>2004</b>	1,700.0	17.7	56,305	30.8	69.1	19.2	23.9	-	2.9
	<b>2005</b>	1,635.0	18.5	62,144	27.7	72.3	20.3	24.6	2.9	0.6
	<b>2006</b>	1,721.0	15.4	58,512	34.3	65.7	19.3	22.1	2.9	4.7
	<b>2007</b>	1,766.0	15.4	60,203	35.2	64.8	19.2	22.3	2.2	2.6
<b>S T A T E</b>	<b>2001</b>	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	<b>2002</b>	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	<b>2003</b>	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	<b>2004</b>	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	<b>2005</b>	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	<b>2006</b>	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	<b>2007</b>	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.

**BERNARD W FLINN MIDDLE SCHOOL**

**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
<b>All</b>	-	-	-	-	-	-	-	-	-	-	43.6	48.7	60.7	68.5	70.8
<b>White</b>	-	-	-	-	-	-	-	-	-	-	51.2	58.6	68.6	75.4	76.6
<b>Black</b>	-	-	-	-	-	-	-	-	-	-	29.2	28.2	48.6	41.9	58.2
<b>Hispanic</b>	-	-	-	-	-	-	-	-	-	-	18.2	48.9	55.4	69.7	68.1
<b>Asian/Pacific Islander</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	100.0	-
<b>Native American</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Multi-racial/Ethnic</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>LEP</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Students w/Disabilities</b>	-	-	-	-	-	-	-	-	-	-	20.5	8.3	10.3	20.0	32.6
<b>Economically Disadvantaged</b>	-	-	-	-	-	-	-	-	-	-	35.4	40.7	47.4	59.4	65.8

**BERNARD W FLINN MIDDLE SCHOOL**

**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	-	-	-	-	-	-	59.5	65.7	52.9	59.1	68.5	70.8
White	-	-	-	-	-	-	68.3	71.4	60.8	64.8	75.4	76.6
Black	-	-	-	-	-	-	45.3	51.9	37.0	49.2	41.9	58.2
Hispanic	-	-	-	-	-	-	53.0	57.6	50.0	50.7	69.7	68.1
Asian/Pacific Islander	-	-	-	-	-	-	60.0	-	-	-	100.0	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	72.7	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	18.0	21.9	15.2	13.3	20.0	32.6
Economically Disadvantaged	-	-	-	-	-	-	55.8	61.8	43.9	53.2	59.4	65.8

**BERNARD W FLINN MIDDLE SCHOOL**

**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
<b>All</b>	-	-	-	-	-	-	-	-	-	-	34.7	30.3	43.1	71.1	62.8
<b>White</b>	-	-	-	-	-	-	-	-	-	-	40.8	37.5	53.9	77.0	72.2
<b>Black</b>	-	-	-	-	-	-	-	-	-	-	15.4	6.9	21.9	45.2	40.1
<b>Hispanic</b>	-	-	-	-	-	-	-	-	-	-	29.4	37.0	39.3	76.7	63.7
<b>Asian/Pacific Islander</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	100.0	-
<b>Native American</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Multi-racial/Ethnic</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>LEP</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Students w/Disabilities</b>	-	-	-	-	-	-	-	-	-	-	7.1	-	12.8	28.2	32.6
<b>Economically Disadvantaged</b>	-	-	-	-	-	-	-	-	-	-	32.2	25.7	28.6	64.6	54.0

**BERNARD W FLINN MIDDLE SCHOOL**

**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	-	-	-	-	-	-	61.8	74.3	51.9	59.1	71.1	62.8
White	-	-	-	-	-	-	67.6	78.2	65.6	62.7	77.0	72.2
Black	-	-	-	-	-	-	43.1	53.8	29.3	47.0	45.2	40.1
Hispanic	-	-	-	-	-	-	65.1	78.8	35.0	58.2	76.7	63.7
Asian/Pacific Islander	-	-	-	-	-	-	80.0	-	-	-	100.0	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	72.7	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	20.5	27.3	19.1	10.9	28.2	32.6
Economically Disadvantaged	-	-	-	-	-	-	57.4	72.8	40.7	54.3	64.6	54.0

## BERNARD W FLINN MIDDLE SCHOOL

### Section I-A Data & Analysis - Report Card Data

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**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?**

Our areas of weakness as indicated by our school Report card are:

IEP Math - 27.1

IEP Reading - 29.3

African American Math - 46.4

African American Reading - 52.7

Economically Disadvantaged Reading - 60.6

Economically Disadvantaged Math - 61.7

7th Grade overall

Flinn's scores made significant gains in 2006 & 2007, while taking on more at-risk and FRL students, after remaining flat for years. Our truancy rate was the lowest it has been this decade.

## BERNARD W FLINN MIDDLE SCHOOL

### Section I-A Data & Analysis - Report Card Data

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

The AGS math curriculum for IEP students in instructional classes is too difficult. It lacks hands-on discovery-based instruction. Also, it does not expose students to grade level concepts needed for ISAT.

Instructional English for IEP students has district-wide curriculum. Teachers have used an inconsistent approach based on available supplies in buildings. This instruction is disjointed and follows no pacing or plan. Additional strategy work in reading would complement the Language Arts classes.

Math and Reading instruction for low-socioeconomic and African-American students should be differentiated and have small group interaction. Instruction for high-risk students should be strategic and discerning.

## BERNARD W FLINN MIDDLE SCHOOL

### Section I-A Data & Analysis - Report Card Data

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

Curriculum for Instructional English and Science needs to be a priority. For these students to succeed, interactive, engaging materials targeting success need to be used. Materials currently are a lower reading level, but content is consistent with ISAT standards and assessment frameworks.

Curriculum for Instructional math must consist of CMP materials being administered to all students by highly qualified teachers who are trained in the curriculum. Data teams, with a special education teacher on each, will drive curriculum. We must continue to use the co-teaching model to provide proper instruction to students with IEP's

Instructional Language Arts/Math proposed to be combined and use a functional academic curriculum at the instructional level of the students.

## BERNARD W FLINN MIDDLE SCHOOL

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

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**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?**

Scholastic Reading Inventory (SRI) is given twice to all students taking the ISAT, once in December for Language Arts class placement in January, and once in May for Language Arts class placement in September. These data can also determine areas of need for student programming in district-wide reading interventions.

January data for Intervention Reading programs:

- DI(SRA)- One student out of 27 passed out of the intervention program
- Lang!- Ten out of 38 passed to a higher intervention, 4 to grade level
- SOAR 6,7,8- 44 out of 144 passed to Anthology, which is on grade level
- Bridges 6,7,8- 84 out of 136 passed to Anthology, which is on grade level

Presently, 61% of all students are reading in a grade level program.

TIE quarterly assessments were given after first and second quarters for both LA and English. These assessments are aligned to the assessment frameworks and curriculum taught in each quarter.

Pretests, given before every book in the Connected Math Series, guide instruction. The data outlines the level of concept mastery our students have pertaining to the information covered in the unit. This allows teachers to concentrate most on the weakest areas. Each test shows the strengths and weaknesses for each individual class and student. Following the completion of each book, students take a similar posttest. This test shows the amount of growth after instruction. Significant gains can be determined from this assessment.

Math data teams have reported that 80% of students are not meeting standards in extended response writing practice sessions.

Areas of weakness in Language Arts is the Direct Instruction (SRA) intervention. It is not effective in moving students to grade level and many recycle through the same text more than once. Within the two other intervention programs, Lang! and SOAR, many students moved to a higher level and in both programs achieved grade level status.

LA/English quarterly TIE assessments showed an overall weakness in all grade levels in text structure. Also, skills needing practice were sentence structure, point of view, sentence types, and literary elements and devices.

Math areas of weakness are extended response writing and seventh grade pre to posttest growth.

## BERNARD W FLINN MIDDLE SCHOOL

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

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

Factors contributing to areas of weakness in TIE results:

- Area not focused on curriculum
- Inadequate teacher training on specific strategy
- Practice on skill may be sporadic and inconsistent

Direct Instruction (SRA)

- Program does not fit the needs of the student because of learning style
- Students at that level may need a variety of interventions
- Absenteeism
- Motivation/boredom

Pre and post test results are successful because of discovery of mathematical concepts/algorithms, exposure, practice and/or mastery of grade level-based curriculum. Also, on-going Connected Math trainings for teachers in strategies and skills.

Extended responses are weak because students are not personally invested in success.

## BERNARD W FLINN MIDDLE SCHOOL

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

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

At Flinn, Lang! Intervention is producing better results for our low level students than DI. DI teachers often speak of frustration with the program because of the lack of critical thinking involved. DI is a rote phonics program missing the comprehension piece which was moved to high school. Most research on literacy focuses on balanced literacy in which programs must have all components and teach strategic reading. It would be beneficial to our lowest students to adapt the curriculum to functional reading and math materials, so they can experience success and gain skills. More teacher training on effective reading strategies and use of bell-ringers to consistently reinforce areas of need on the TIE test.

Sixth grade math students are making gains of 78.5% or better from pre to post tests in math. Seventy percent on post tests is expected for each student. Data teams conduct weekly practice sessions with explicit teacher instruction and then the class scores are posted to visually track improvement. Seventh grade gains are an average of 31% from pre to post test.

## BERNARD W FLINN MIDDLE SCHOOL

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

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#### 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?**

Flinn's attendance rate is 92.4%. Approximately 8% of our students are not in attendance on a daily basis. The students not in attendance have difficulty in the classroom due to missed instruction.

Flinn's truancy rate for 2006-2007 was 3.8%. While this has decreased from previous years, it is still a factor that affects overall school achievement. Again, missed instruction results in difficulty learning the necessary concepts.

Flinn's economically disadvantaged percentage is 66.6%. This is comparable to our district, but is approximately 25% higher than the state average. Being economically disadvantaged is not the only factor impacting achievement levels of our students. Other factors may include, a family's inability to support student learning at home because of lack of content knowledge, work commitments, and previous negative school experiences; and lack of parental involvement in the school process due to apathy and/or failure to see the value and purpose of education.

## BERNARD W FLINN MIDDLE SCHOOL

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

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#### Item 1 - Attributes and Challenges

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

These challenges have negatively affected student performance results. Attendance and truancy issues make it difficult to teach students all the required material needed for them to succeed. Additionally, the economically disadvantaged homes and excessive community crime rate prevents many of our families from participating in the school learning environment, and actively supporting their child's learning. On the other hand, our decreasing truancy rate initiative and our successful after school program are helping us to have a positive affect on student performance.

## BERNARD W FLINN MIDDLE SCHOOL

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

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#### Item 1 - Attributes and Challenges

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

The Century 21 after school program assists any Flinn student in reading and math as well as providing a safe environment from community crime issues. Rockford district needs to continue to support the city-wide truancy initiative. Additionally, parent involvement is vital for student achievement.

## BERNARD W FLINN MIDDLE SCHOOL

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

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#### 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?**

Number of years taught: 1 - 33 years

Average 14.7 years

53 teachers

11 SPEDs- 10 LBS1 - Unlimited

1 Speech/Lang

1 Diagnostician LBS1 - Unlimited

3 Counselors- 2 Masters, 1 Masters in 2008

3 Administrators- all MA +75 Certification

Education Level: Teachers only

Masters=  $40/53 = 75\%$

1 NBCT

3 Type 75

1 Specialist

BA/BS=  $13/53 = 25\%$

3 completing Masters in 2008

3 beginning Masters program

Flinn has 53 certified teachers, 3 administrators and 3 counselors. Seventy five percent of the teachers hold a Masters degree with three more completing one in 2008. This will increase the number of teachers who have an advanced degree to 81%. Three more teachers have recently enrolled in a Masters degree program. Additionally, three teachers have administrative certification, one has a specialist certificate and one is National Board certified.

The teaching staff has taught from 1-33 years, averaging 14.7 years of experience. The staff has a wide range of diversity in experience, 22 teachers have from 1-10 years, 12 teachers from 11-20 years, and 19 teachers have 21-33 years. The range of experience and number of advanced degrees allows for meaningful mentoring, a rich exchange of ideas among teachers from different generations, and students

experiencing a highly motivated teaching staff dedicated to enriching their teaching expertise.

## BERNARD W FLINN MIDDLE SCHOOL

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

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#### Item 2 - Educator Qualifications

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

Rockford district percentage of teachers with a Master's degree is 64.8%. Flinn's percentage is currently 75% and approaching 81% in 2008. We are just below the district's average in teaching experience, 14.7 for Flinn compared to 15.4 years for the district. All grade levels made increases in student scores meeting or exceeding in reading 2005-06 to 2006-07. In math, students increased in both sixth and seventh grade, eighth grade showed a decline in 06-07.

Sixth grade math had the highest number of meeting and exceeding scores at Flinn for 2006-2007. Additionally, sixth grade math showed the most growth in one year increasing from 61.8% to 74.3% when analyzing all math and reading in all grades. Two of our sixth grade teachers currently have a math endorsement. One of the sixth grade Math teachers is currently in the NIMS program completing a Mathematics endorsement. Another sixth grade teacher will enroll this year. Approximately forty-three percent of our sixth grade Math teachers have taught the Connected Math program for four years.

## BERNARD W FLINN MIDDLE SCHOOL

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

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#### Item 2 - Educator Qualifications

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

Continuing education for staff members is a priority when a comparison is made between our district and Flinn. Staying current in best practices is a priority and can only assist students in ongoing improvement.

Math certification should be encouraged for math teachers because of the tremendous success of the math teachers in sixth grade. Students in seventh grade in 2005-2006 and moved to eighth in 2006-2007 had a unique situation occur as seventh graders resulting in a decline in Math for 2006-2007. Half of the seventh graders had a first year math teacher with ineffective classroom management; therefore, little teaching was accomplished even after extensive teacher remediation and support. The other half of the seventh graders had three different first-year math teachers who each resigned after only a few weeks. The fourth teacher, hired in December, had some teaching experience, was successful, and finished the year. This significant disruption in Math for that year has led to slower growth and gaps in math for this class.

## BERNARD W FLINN MIDDLE SCHOOL

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

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#### Item 3 - Parent Involvement

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

Flinn's PTP averaged 6 people in 2006-2007 and 9 people in 2007-2008. At sixth grade orientation 263 families participated to meet teachers, tour the building, and listen to a curriculum overview. For open house, 347 families were represented. For the conferences in the Fall of 2006, Spring of 2007, and Fall of 2007, there were 342 students, 412 students, and 507 students who were represented respectively. Parents are accommodated for conferences and teachers and administrators make many more contacts with parents throughout the school years via phone calls and email.

Eighth grade Reality Store, in the Spring of 2007 had twenty parent volunteers and 20 community volunteers involving 8 agencies. All eighth graders participated over one day with previous lessons on economics, finance, and consumer science designed by teachers and community members in the banking industry.

Lack of parental involvement in PTP for the last two years has had an impact on Flinn staff and students. PTP is not well attended and even when incentives are offered, attendance is dismal. Parent participation in every other school venue is enthusiastic and increasing.

## BERNARD W FLINN MIDDLE SCHOOL

### 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?**

The lack of parental involvement in activities such as PTP, has negatively affected student performance. When parents are not involved in school, they are not as apt to be able to help with homework and reinforce important academic concepts. Also, when parents don't make their attendance at school important, the importance of education is not enforced at home.

On the other hand, the many parents that are involved in conferences, dances, sporting events, and other school activities consistently help to enforce the importance of school. Parental involvement is crucial to positive student performance.

**BERNARD W FLINN MIDDLE SCHOOL**

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

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Item 3 - Parent Involvement

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

Parental involvement must be a priority. As a school, we need to find ways to get parents in the building, involved and interested.

## BERNARD W FLINN MIDDLE SCHOOL

### Section I-D Data & Analysis - Key Factors

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**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.**

The key factors that are within the school’s capacity to change or control are profession staff development in reading: including QAR, text structure, reciprocal teaching, quantum learning, content area reading, vocabulary development, differentiated instruction, and functional reading, professional staff development in math: Connected Math, differentiated instruction, and functional math, as well as the curriculum in instructional classes for IEP students.

## **BERNARD W FLINN MIDDLE SCHOOL**

### **Section II-Action Plan**

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

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

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

**BERNARD W FLINN MIDDLE SCHOOL**

**Section II-Action Plan**

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Part A. Objective 1

**Title : Improve math proficiency at all grade levels.**

**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.**

We will bring IEP student subgroups to the targeted 62.5 or safe harbor by 2010.

**BERNARD W FLINN MIDDLE SCHOOL**

**Section II-Action Plan**

---

Part A. Objective 1

**Title : Improve math proficiency at all grade levels.**

**This objective covers the following AYP deficiency areas.**

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

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

**BERNARD W FLINN MIDDLE SCHOOL**

**Section II-Action Plan**

Part B. Student Strategies and Activities for Objective 1

**Title : Improve math proficiency at all grade levels.**

**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. All instructional math classes will use the Connected Math Program with modifications.	August 07	June 09	During School	Local Funds	300.00
2. Monitoring Connected Math program at all grade levels.	August 07	June 09	During School	Local Funds	0.00
3. Implement differentiated instruction in math skills.	August 07	June 09	During School	Local Funds	0.00
4. Continue co-teaching model.	August 07	June 09	During School	Local Funds	0.00
5. Implement functional math for lowest math students	August 08	June 09	During School	Local Funds	0.00

**BERNARD W FLINN MIDDLE SCHOOL**

**Section II-Action Plan**

Part C. Professional Development Strategies and Activities for Objective 1

**Title : Improve math proficiency at all grade levels.**

**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.**

<b>Strategies &amp; Activities</b>	<b>Time Line</b>			<b>Budget</b>	
	<b>Start Date</b>	<b>End Date</b>		<b>Fund Source</b>	<b>Amount</b>
1. Continue to provide CMP training to all regular education and special education math teachers.	August 07	June 09	During School	Local Funds	2800.00
2. CMP implementation workshop.	August 07	August 07	Summer School	Local Funds	90.00
3. CMP training for administrators	August 07	August 07	Summer School	Local Funds	0.00
4. In-building training for functional math curriculum	August 08	June 09	During School	Local Funds	0.00

**BERNARD W FLINN MIDDLE SCHOOL**

**Section II-Action Plan**

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Part D. Parent Involvement Strategies and Activities for Objective 1

**Title : Improve math proficiency at all grade levels.**

**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.**

<b>Strategies &amp; Activities</b>	<b>Time Line</b>			<b>Budget</b>	
	<b>Start Date</b>	<b>End Date</b>		<b>Fund Source</b>	<b>Amount</b>
1. Math overview will be presented at the monthly PTP meetings.	August 07	June 09	After School	Other	0.00
2. Written overview placed in parent newsletter.	August 07	June 09	During School	Other	0.00

# BERNARD W FLINN MIDDLE SCHOOL

## Section II-Action Plan

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Part E - Monitoring Process for Objective 1

**Title : Improve math proficiency at all grade levels.**

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

Pre/Post assessment

MIS records and reports data to the district office.

4th quarter TIE test

Illinois Standards Achievement Test

Classroom observations

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

Name \_\_\_\_\_

Title \_\_\_\_\_

Kathy Biavati

Math Instructional Specialist

Don Rundall

Principal

## **BERNARD W FLINN MIDDLE SCHOOL**

### **Section II-Action Plan**

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#### **Part A. Objective 2**

#### **Title : Improve reading proficiency at all grade levels.**

**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.**

We will bring IEP students subgroups to the targeted 62.5 or safe harbor by 2010.

**BERNARD W FLINN MIDDLE SCHOOL**

**Section II-Action Plan**

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Part A. Objective 2

**Title : Improve reading proficiency at all grade levels.**

**This objective covers the following AYP deficiency areas.**

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

**BERNARD W FLINN MIDDLE SCHOOL**

**Section II-Action Plan**

Part B. Student Strategies and Activities for Objective 2

**Title : Improve reading proficiency at all grade levels.**

**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. Placement in an intervention reading class according to students' SRI score.	August 07	June 09	During School	Local Funds	0.00
2. Implement instructional English curriculum that incorporates ability level materials.	August 07	June 09	During School	Local Funds	250.00
3. Implement reciprocal teaching across the curriculum.	August 07	June 09	During School	Local Funds	0.00
4. Utilize co-teaching and small group instruction.	August 07	June 09	During School	Local Funds	0.00
5. QAR questioning techniques across the curriculum.	August 07	June 09	During School	Local Funds	0.00
6. Quarterly TIE testing	October 07	June 09	During School	Local Funds	0.00
7. Scholastic Reading Inventory testing	December 07	June 09	During School	Local Funds	0.00
8. Implement functional reading for lowest readers.	August 08	June 09	During School	Local Funds	0.00

## BERNARD W FLINN MIDDLE SCHOOL

### Section II-Action Plan

#### Part C. Professional Development Strategies and Activities for Objective 2

#### Title : Improve reading proficiency at all grade levels.

**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. QAR training	August 07	August 07	Before School	Local Funds	0.00
2. Text Structure training	January 08	January 08	Before School	Local Funds	0.00
3. Stategies in the Content area workshop	August 07	December 07	During School	Local Funds	225.00
4. Quantum Learning training	August 07	June 09	Summer School	Local Funds	475.00
5. Reading training which included coteaching, SRA/direct instruction, soar to success and language!	August 07	June 09	Summer School	Local Funds	0.00
6. Vocabulary and comprehension strategies training.	May 08	May 08	During School	Local Funds	0.00
7. Differentiated Instruction training.	May 08	May 08	During School	Local Funds	0.00
8. Functional reading training in building	August 08	June 09	During School	Local Funds	0.00

**BERNARD W FLINN MIDDLE SCHOOL**

**Section II-Action Plan**

Part D. Parent Involvement Strategies and Activities for Objective 2

**Title : Improve reading proficiency at all grade levels.**

**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. Reading overview will be presented at the monthly PTP meetings.	August 07	June 09	After School	Other	0.00
2. Written overview placed in parent newsletter.	August 07	June 09	After School	Other	0.00

**BERNARD W FLINN MIDDLE SCHOOL**

**Section II-Action Plan**

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Part E - Monitoring Process for Objective 2

**Title : Improve reading proficiency at all grade levels.**

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

Reading Intervention Specialist and administrative team will analyze achievement data.

RIS will develop a list of students to receive small group instruction.

RIS will provide instrtional support.

Classroom observations.

RIS will lead trainings in QAR and text structure, comprehension and vocabulary strategies.

Student growth reports distributed to all LA teachers.

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

Name \_\_\_\_\_

Title \_\_\_\_\_

Pat Bushard

Reading Intervention Specialist

Don Rundall

Principal

Special Ed. Dept.

DI Specialist

## **BERNARD W FLINN MIDDLE SCHOOL**

### **Section II-Action Plan**

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#### **Part A. Objective 3**

##### **Title : Improve writing proficiency at all grade levels.**

**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.**

We will bring IEP student subgroups to the targeted 62.5 or safe harbor by 2010.

**BERNARD W FLINN MIDDLE SCHOOL**

**Section II-Action Plan**

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Part A. Objective 3

**Title : Improve writing proficiency at all grade levels.**

**This objective covers the following AYP deficiency areas.**

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

**BERNARD W FLINN MIDDLE SCHOOL**

**Section II-Action Plan**

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Part B. Student Strategies and Activities for Objective 3

**Title : Improve writing proficiency at all grade levels.**

**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.**

<b>Strategies &amp; Activities</b>	<b>Time Line</b>			<b>Budget</b>	
	<b>Start Date</b>	<b>End Date</b>		<b>Fund Source</b>	<b>Amount</b>
1. Explicit instruction of writing techniques through six trait strategies.	August 07	June 09	During School	Local Funds	0.00
2. Explicit instruction and practice of extended response writing.	August 07	June 09	During School	Local Funds	0.00

**BERNARD W FLINN MIDDLE SCHOOL**

**Section II-Action Plan**

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Part C. Professional Development Strategies and Activities for Objective 3

**Title : Improve writing proficiency at all grade levels.**

**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.**

<b>Strategies &amp; Activities</b>	<b>Time Line</b>			<b>Budget</b>	
	<b>Start Date</b>	<b>End Date</b>		<b>Fund Source</b>	<b>Amount</b>
1. Six Trait Writing workshops	August 07	June 09	Before School	Local Funds	0.00
2. ISAT Extended Response trainings	August 07	June 09	During School	Local Funds	0.00

## BERNARD W FLINN MIDDLE SCHOOL

### Section II-Action Plan

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#### Part D. Parent Involvement Strategies and Activities for Objective 3

##### Title : Improve writing proficiency at all grade levels.

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. Writing overview will be presented at the monthly PTP meetings.	August 07	June 09	After School	Local Funds	0.00
2. Written overview of writing strategies placed in parent newsletter.	August 07	June 09	After School	Local Funds	0.00

**BERNARD W FLINN MIDDLE SCHOOL**

**Section II-Action Plan**

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Part E - Monitoring Process for Objective 3

**Title : Improve writing proficiency at all grade levels.**

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

Monthly or bi-monthly Data teams

Content area meetings

Math Instruction Specialist and Reading Intervention Specialist will monitor and analyze.

District generated assessment.

Department generated assessment.

ISAT practice and assessment.

Quarterly TIE assessment.

Classroom observations.

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

Name

Title

Pat Bushard

Reading Intervention Specialist

Kathy Biavati

Math Instructional Specialist

Don Rundall

Principal

## BERNARD W FLINN MIDDLE SCHOOL

### Section III - Development, Review and Implementation

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#### 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.**

Parental notification was accomplished by mailing individual results home, newsletters containing school-wide scores, and conferences reiterating individual strengths and weaknesses as determined by ISAT results.

## BERNARD W FLINN MIDDLE SCHOOL

### 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 stakeholders within the staff had opportunities to discuss and consult with the school improvement team on teaching strategies and curriculum delivery. Data teams, encompassing all subject teachers and grade levels, were actively involved in disaggregating grade level and content area data and comparing results of student scores. Additionally, data coaches from the regional board office met with data teams to redefine and clarify standards and goals.

Parent support was minimal, however valuable insight, gathered from surveys and discussions at monthly parent-teacher partnership, was shared and considered when developing the plan.

## BERNARD W FLINN MIDDLE SCHOOL

### 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 next two week period to review and refine their plans. Schools will submit their 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 ROE and/or RESPRO staff. School Improvement Plans based on 2007 Data will be submitted to the Board of Education on March 18, 2008. Approved School Improvement Plans will be submitted to the Illinois State Board of Education immediately following approval by the Rockford Public Schools' Board of Education.

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

## BERNARD W FLINN MIDDLE SCHOOL

### Section III - Development, Review and Implementation

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#### 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 Frameworks Induction Program. This program incorporates 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 of 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 the Illinois State Board of education each summer. Mentors maintain time logs that document the time spent each week with each of their protégés 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 2007-08 induction support was extended to second year teachers who completed the first year of the mentoring program. All RPS mentoring service are voluntary for first and second year teachers.

## BERNARD W FLINN MIDDLE SCHOOL

### Section III - Development, Review and Implementation

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#### 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  
Mr. Thomas Hoffman, Chief Operations Officer  
Ms. Colleen Cyrus, Assistant Superintendent of Student Support  
Dr. Thomas Schmitt, Assistant Superintendent of Community Outreach and Procedures  
Ms. Marcia Strothoff, Assistant Superintendent of Curriculum & Instruction  
Dr. Michael Kuzniewski, Executive Director of Research, Federal Programs and Grants  
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. Ed Hayden, Coordinator of Social Work  
Ms. Maggie Kempel, Project Coordinator  
Ms. Sherrie Bias, NBLB 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 and 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.

## BERNARD W FLINN MIDDLE SCHOOL

### Section III - Development, Review and Implementation

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#### 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 has provided several resources to Rockford Public Schools and this school to assist in the school improvement process. ISBE has provided more timely student achievement data in 2007 than previously. Results from standardized tests proctored in spring 2007 were provided, preliminarily, in June 2007 and were made public in October 2007. ISBE and its partner, Northern Illinois University, have provided the Interactive Illinois Report Card, the School Improvement Plan template, and supporting documents. Individuals from ISBE and NIU have provided technical assistance in using the aforementioned documents.

Our RESPRO staff, led by Jan Bowman, has collaborated with school faculty and the SIP team in data analysis, previous SIP review, and development of this SIP. The RESPRO has also provided financial resources to produce our SIP (stipends for SIP team members, if applicable), provide staff development opportunities, and purchase requisite supplies and materials.

Our Regional Office of Education has provided data and SIP team coaching, technical assistance, and offers numerous staff development opportunities. The ROE offers materials for teachers and administrators to utilize for professional development activities as well.

The RESPRO and ROE staffs have historically provided assistance to school personnel to implement the SIP. We expect the same will continue during the implementation of this plan.

**BERNARD W FLINN MIDDLE SCHOOL**

**Section III - Development, Review and Implementation**

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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. Don Rundall	Principal
2. George Richardson	Asst. Principal
3. Jeff Carlson	Asst. Principal
4. Pat Bushard	Reading Intervention Specialist
5. Kathy Biavati	Math Instructional Specialist
6. Terri Pickett	Teacher

## **BERNARD W FLINN MIDDLE SCHOOL**

### **Section IV-A Local Board Action**

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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.

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Signature of LEA Superintendent