

EISENHOWER MIDDLE SCHOOL

School Improvement Plan 2007

Board Approval Date:	//
Plan Submission Date & Ref No:	3/19/2008 - SIP07 - 001766
ISBE Monitoring Date:	ISBE Monitoring Not Started.

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 041012050251006

District Name: ROCKFORD SD 205

School Name : EISENHOWER MIDDLE SCHOOL

Superintendent: Linda Hernandez

Principal :JILL DAVIS

District Address: 201 S MADISON ST

School Address : 3525 SPRING CREEK RD

City/State/Zip : ROCKFORD, IL 61104 2092

City/State/Zip : ROCKFORD, IL 61107 1199

District Phone : (815) 966-3101

School Phone : (815) 229-2450

District Email :

School Email :

Is this for a Title I School? No

EISENHOWER MIDDLE 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?	No
Is this School making AYP in Reading?	No	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	79.3		Yes	79.0		Yes	94.3	Yes		
White	100.0	Yes	100.0	Yes	86.9		Yes	87.8		Yes				
Black	100.0	Yes	100.0	Yes	63.5		Yes	60.3		Yes				
Hispanic	100.0	Yes	100.0	Yes	77.9		Yes	75.9		Yes				
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	25.0	42.0	No	28.1	44.2	No	91.9			
Economically Disadvantaged	100.0	Yes	100.0	Yes	74.5		Yes	72.8		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 (%)	92.9	93.6	94.5	94.2	94.7	94.3
Truancy rate (%)	15.1	2.2	2.9	3.3	2.6	1.1
Mobility rate (%)	10.1	9.5	17.6	13.5	11.4	9.8
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 (#)	917	934	930	919	917	914
Economically disadvantaged (%)	47.0	44.6	36.7	40.3	50.3	56.5
Limited English proficient (LEP) (%)	8.1	0.9	9.9	9.8	8.5	7.7
Students with disabilities (%)						
White, non-Hispanic (%)	53.0	55.4	57.2	54.8	51.1	48.1
Black, non-Hispanic (%)	30.1	28.5	24.8	24.5	24.2	25.6
Hispanic (%)	13.5	13.4	15.4	17.4	20.3	19.9
Native American or Alaskan Native (%)	0.2	0.1	0.3	0.3	0.3	0.0
Asian/Pacific Islander (%)	3.2	2.7	2.3	2.8	2.9	3.4

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Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	52.2	30.0	13.6	4.0	0.2	-
	2002	53.0	30.1	13.5	3.2	0.2	-
	2003	55.4	28.5	13.4	2.7	0.1	-
	2004	57.2	24.8	15.4	2.3	0.3	-
	2005	54.8	24.5	17.4	2.8	0.3	0.1
	2006	51.1	24.2	20.3	2.9	0.3	1.1
	2007	48.1	25.6	19.9	3.4	-	3.0
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	8.0	46.2	100.0	92.1	10.4	181.0	19.8	-	-
	2002	8.1	47.0	100.0	92.9	10.1	150.0	15.1	-	-
	2003	0.9	44.6	100.0	93.6	9.5	22.0	2.2	-	-
	2004	9.9	36.7	100.0	94.5	17.6	28.0	2.9	-	-
	2005	9.8	40.3	100.0	94.2	13.5	30.0	3.3	-	-
	2006	8.5	50.3	100.0	94.7	11.4	25.0	2.6	-	-
	2007	7.7	56.5	100.0	94.3	9.8	11.0	1.1	-	-
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	914	-	-	-	-	-	-
	2002	917	-	-	-	308	305	-
	2003	934	-	-	-	315	318	-
	2004	930	-	-	-	304	316	-
	2005	919	-	-	-	320	295	-
	2006	917	-	-	-	299	317	-
	2007	914	-	-	-	311	308	-
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.

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

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	-	-	-	-	-	-	-	-	-	-	49.4	61.7	72.6	78.2	84.1
White	-	-	-	-	-	-	-	-	-	-	61.7	72.1	82.9	87.7	90.6
Black	-	-	-	-	-	-	-	-	-	-	30.0	43.6	43.1	59.7	70.3
Hispanic	-	-	-	-	-	-	-	-	-	-	34.9	53.5	74.3	70.5	82.8
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	81.8	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	17.4	17.0	25.8	36.6	30.4
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	32.0	43.3	61.3	67.4	80.1

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

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	-	-	-	-	-	-	71.9	75.9	74.0	74.8	78.2	84.1
White	-	-	-	-	-	-	85.0	85.6	84.6	83.9	87.7	90.6
Black	-	-	-	-	-	-	42.8	61.3	51.9	52.5	59.7	70.3
Hispanic	-	-	-	-	-	-	75.0	67.3	74.0	80.7	70.5	82.8
Asian/Pacific Islander	-	-	-	-	-	-	77.0	100.0	-	90.9	81.8	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	75.1	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	29.7	21.9	38.5	24.2	36.6	30.4
Economically Disadvantaged	-	-	-	-	-	-	60.0	72.0	66.1	68.6	67.4	80.1

EISENHOWER MIDDLE 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	-	-	-	-	-	-	-	-	-	-	50.9	50.0	47.5	73.1	82.2
White	-	-	-	-	-	-	-	-	-	-	62.1	59.6	62.0	85.4	89.5
Black	-	-	-	-	-	-	-	-	-	-	23.2	34.5	16.5	45.2	66.3
Hispanic	-	-	-	-	-	-	-	-	-	-	58.1	38.1	35.9	67.2	82.8
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	72.7	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	16.7	8.0	12.5	42.9	28.0
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	31.3	30.4	29.1	59.5	79.6

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

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	-	-	-	-	-	-	76.7	78.0	78.4	76.0	73.1	82.2
White	-	-	-	-	-	-	88.9	85.7	86.6	87.5	85.4	89.5
Black	-	-	-	-	-	-	47.1	62.7	58.2	55.7	45.2	66.3
Hispanic	-	-	-	-	-	-	80.0	70.9	84.0	75.4	67.2	82.8
Asian/Pacific Islander	-	-	-	-	-	-	84.6	100.0	-	90.9	72.7	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	93.8	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	34.3	21.2	30.8	25.8	42.9	28.0
Economically Disadvantaged	-	-	-	-	-	-	67.0	71.9	73.1	67.8	59.5	79.6

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

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?

Eisenhower Middle School did not make Adequate Yearly Progress (AYP) in 2007 and has been placed on State Improvement "Academic Watch Status" (Eisenhower Middle School is not Title 1 funded). In general, reading scores have increased steadily over a three year span (62.7% M/E in 2004; 79.3% M/E in 2007). The same can be said of math scores (50.8% M/E in 2004; 79.0% in 2007).

The School Report Card Data identifies the following areas of weakness:

1. Students with disabilities are not making AYP in the areas of reading or math.
2. Students with disabilities made AYP once since 2004 with the help of Safe Harbor.

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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.

1. The majority of students with IEP's have reading levels at least 2 years below grade level.
2. There has been a significant increase in the number of students receiving free and reduced lunch (2005 40.3%; 2006 50.3%; 2007 56.5%).
3. Many students with IEP's have not been exposed to the general education curriculum.

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

Section I-A Data & Analysis - Report Card Data

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

Based on the data and contributing factors, there is a need to:

1. Increase the students with IEP's exposure to the general education curriculum.
2. Continue to provide opportunities for vertical and horizontal articulation.
3. Provide reading interventions for lower performing students.
4. Increase the before and after school support for student's with IEP's.
5. Continue training special education staff in general curriculum.

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

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?

EISENHOWER MIDDLE 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.

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

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

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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?

EISENHOWER MIDDLE 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?

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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?

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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?

EISENHOWER MIDDLE 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?

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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?

EISENHOWER MIDDLE 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?

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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?

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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?

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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.

1. Increase before and after school support for students with IEP’s.
2. Continue to teach reading strategies across the curriculum.
3. Expose students with IEP’s to the general curriculum as much as possible.
4. Provide opportunities for vertical and horizontal articulation.

EISENHOWER MIDDLE 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.

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 1

Title : 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.

While our current achievement in reading for students with disabilities is 25% meeting/exceeding for ISAT, this subgroup will make AYP of 62.5% in 2008 and 70% in 2009.

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 1

Title : 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.

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : 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. Student Strategy #1 All students with disabilities will receive reading instruction appropriate to their level.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
2. Activity 1a. Reading intervention classes, such as SOAR, will be kept below 15 students.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
3. Activity 1b. Students will receive instruction using Question-Answer-Response strategies, reciprocal teaching, guided reading, word etymology, vocabulary development and cooperative learning to increase student achievement.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
4. Activity 1c. Word walls will be utilized across the curriculums to teach vocabulary.	September 4, 2007	June 3, 2008	During School	Local Funds	\$0.00
5. Student Strategy #2 All students with disabilities will be exposed to the general curriculum as much as possible.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
6. Activity 2a. Special education teachers will co-teach in the regular education classroom that contain students with disabilities.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
7. Activity 2b. Special education teachers will teach self-contained students with disabilities the general curriculum they co-teach in.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00

Strategies & Activities	Start Date	End Date		Fund Source	Amount
8. Student Strategy #3 All students with disabilities will be provided opportunities for practice and enrichment.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
9. Activity 3a. Homework Club will provide support and reteaching of essential skills.	September 11, 2007	May 28, 2008	After School	Local Funds	\$2400.00
10. Activity 3b. Elective classes will provide technology for support, practice, and enhancement of essential skills.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
11. Classroom libraries at appropriate lexile level are provided for student access and reading development skills.	August 27, 2007	June 3, 2008	During School	Local Funds	\$3000.00

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : 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. Professional Development Strategy #1 Teachers will receive training and practice in instructional and assessment strategies that support learning for all students.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
2. Activity 1a. Reading Coach will train students in effective teaching strategies during monthly staff meetings.	August 27, 2007	June 2, 2008	Before School	Local Funds	\$0.00
3. Activity 1b. Reading coach will be available to model and help teachers to implement reading strategies across the curriculum.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
4. Professional Development Strategy #2 Language arts teachers will be trained in various interventions eg. SOAR, Bridges, etc.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
5. Activity 2a. Intervention Reading classes like SOAR will be kept as small as possible. (14 students or less)	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
6. Professional Development Strategy #3 Teachers will align curriculum and assessments to Illinois State Standards and District Power Standards.	August 27, 2007	June 3, 2008	After School	Local Funds	\$0.00

Strategies & Activities	Start Date	End Date		Fund Source	Amount
7. Activity 3a. Lesson plans will be monitored weekly for use of District Power Standards.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
8. Teachers will be trained in QAR, reciprocal teaching, word etymology, vocabulary development, and cooperative learning.	August 27, 2007	June 3, 2008	Before School	Local Funds	\$0.00

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : 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. Parent Involvement Strategy #1 Parents will have greater access to information related to their students' education.	August 27, 2007	June 3, 2008	After School	Local Funds	\$0.00
2. Activity 1a. Parents will receive their students Scholastic Inventory Reading score which explains current reading levels twice yearly.	August 27, 2007	June 3, 2008	After School	Local Funds	\$0.00
3. Activity 1b. Parent/Teacher conferences will be held twice during the school year to update parents on student progress.	November 7-8, 2007	March 5-6, 2008	After School	Local Funds	\$0.00
4. Activity 1c. Each student will be given a student agenda to record assignments in. Teachers and parents may use them to communicate.	August 27, 2007	June 3, 2008	During School	Local Funds	\$5,000.00
5. Activity 1d. Parents will be given a magnet containing the Homework Hotline Number and Extensions for each team. Teachers will update the Homework Hotline every day after school.	August 27, 2007	June 3, 2008	After School	Local Funds	\$600.00
6. Parents receive "reading lists" generated from SRI testing that meet personal needs of each student.	December 15, 2007	June 1, 2008	During School	Local Funds	\$400.00

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Reading

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

STUDENT STRATEGY #1= All students with disabilities will receive reading instruction appropriate to their level.

MONITORING TOOLS= Scholastic Reading Inventory, Standardized tests, Teacher Observations, Student Products, TIE test (district generated)

STUDENT STRATEGY #2= All students with disabilities will be exposed to the general education curriculum as much as possible.

MONITORING TOOLS= Master Schedule, Teacher observations, Coteaching classes

STUDENT STRATEGY #3= All students with disabilities will be provided opportunities for practice and enrichment.

MONITORING TOOLS= Homework Club attendance, teacher generated data tests in elective classes.

PROFESSIONAL DEVELOPMENT STRATEGY #1= Teachers will receive training and practice in instructional and assessment strategies that support learning for all students.

MONITORING TOOLS= reading coach schedule in classrooms, lesson plans, classroom observations.

PROFESSIONAL DEVELOPMENT STRATEGY #2= Language arts teachers will receive training in various interventions eg. SOAR, Bridges, etc.

MONITORING TOOLS= district presentations, reading coach training, classroom observations, lesson plans.

PROFESSIONAL DEVELOPMENT STRATEGY #3= Teachers will align curriculum and assessments to Illinois Standards and District Power Standards.

MONITORING TOOLS= lesson plans, classroom observations.

PARENT INVOLVEMENT STRATEGY #1= Parents will have greater access to information related to their students' education.

MONITORING TOOLS= Phone logs, e-mail contacts, attendance at conferences.

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 _____

Jill K. Davis

Principal

Elizabeth Long

Assistant Principal

Janet Carter

Reading Coach

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 2

Title : 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.

While our current achievement in math for the students with disabilities subgroup is 28.1% meeting/exceeding for ISAT, this subgroup will make AYP of at least 62.5% in 2008 and 70% in 2009 or Safe Harbor.

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 2

Title : 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.

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : 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. Student Strategy #1 All students with disabilities will receive math instruction appropriate to their level.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
2. Activity 1a. Coteaching classes will be kept below 30% of students with IEPs.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
3. Activity 1b. Students will receive instruction utilizing the Connected Math Program.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
4. Student Strategy #2 All students with disabilities will be exposed to the general education curriculum as much as possible.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
5. Activity 2a. Special education teachers will coteach in the regular education classroom that contain students with disabilities.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
6. Activity 2b. Special education teachers will teach self-contained students the general curriculum they coteach in.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
7.			Before School	Title I	

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : 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. Professional Development Strategy #1 Teachers will receive training and practice in instructional and assessment strategies that support learning for all students.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
2. Activity 1a. Math Coach will train teachers in effective teaching strategies during monthly staff meetings.	August 27, 2007	June 3, 2008	Before School	Local Funds	\$0.00
3. Activity 1b. Math Coach will be available to model and implement effective math strategies.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
4. Professional Development Strategy #2 Math teachers and appropriate special education teachers will be trained in the Connected Math Program.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
5. Activity 2a. Connected Math materials will be utilized and modified in self-contained classrooms.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
6. Professional Development Strategy #3 Teachers will align curriculum and assessments to Illinois State Standards and District Power Standards.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00
7. Activity 3a. Lesson plans will be monitored weekly for use of District Power Standards.	August 27, 2007	June 3, 2008	During School	Local Funds	\$0.00

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : 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. Parent Involvement Strategy #1 Parents will have greater access to information related to their students' education.	August 27, 2007	June 3, 2008	After School	Local Funds	\$0.00
2. Activity 1a. Parent Teacher conferences will be held twice during the school year to update parents on student progress.	November 7-8, 2007	March 5-6, 2008	After School	Local Funds	\$0.00
3. Activity 1b. Each student will be given an agenda to record assignments in. Teachers and parents may use them to communicate.	August 27, 2007	June 3, 2008	During School	Local Funds	\$5000.00
4. Activity 1c. Parents will be given a magnet with Homework Hotline number and extensions for each team. Teachers will update this hotline daily.	August 27, 2007	June 3, 2008	After School	Local Funds	\$600.00

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Math

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

STUDENT STRATEGY #1= All students with disabilities will receive math instruction appropriate to their level.

MONITORING TOOLS= Individual Education Plans, student products, teacher generated assessments, teacher observations, district generated assessment TIE, Pre-Post test for each Connected Math book, state assessments.

STUDENT STRATEGY #2= All students with disabilities will be exposed to the general education curriculum as much as possible.

MONITORING TOOLS= master schedule, IEPs, local and state assessments, pre-post test for each Connected Math book.

PROFESSIONAL DEVELOPMENT STRATEGY #1= Teachers will receive training in instructional and assessment strategies that support learning for all students.

MONITORING TOOLS= IEP goals, summer school referrals, numbers of students in self-contained math classes, numbers of students in cotaught classes.

PROFESSIONAL DEVELOPMENT STRATEGY #2= Math teachers and appropriate special education teachers will be trained in the Connected Math program.

MONITORING TOOLS= attendance at district trainings, classroom observations

PROFESSIONAL DEVELOPMENT STRATEGY #3= Teachers will align the curriculum and assessments to the Illinois State Standards and the District Power Standards.

MONITORING TOOLS= lesson plans, classroom observations

PARENT INVOLVEMENT STRATEGY #1= Parents will have greater access to information related to their students' education.

MONITORING TOOLS= attendance at conferences, email contacts, phone logs

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 _____

Jill K. Davis

Principal

Todd Zimmerman

Assistant Principal

Jane Picken

Math Implementor

EISENHOWER MIDDLE 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.

Eisenhower Middle School parents are provided written notice in regards to the school's academic status. Incoming 6th grade parents are notified at an Open House in May. They are given a copy of the school report card and it is explained in length. Current parents are sent written notice in the mail. This newsletter contains graphs and explanations of the school's current status. ISAT results are handed out by school counselors at Parent Teacher Conferences. Questions are answered as needed.

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

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.

EISENHOWER MIDDLE 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 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 on 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 Board of Education 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 reviewed 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.

EISENHOWER MIDDLE 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 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 schedules an 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 program 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.

EISENHOWER MIDDLE 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

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. Ed 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 the 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.

EISENHOWER MIDDLE 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 has provided several resources to the 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.

EISENHOWER MIDDLE 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.

Name _____

Title _____

1.

EISENHOWER MIDDLE SCHOOL - ROCKFORD SD 205

Section IV-A Local Board Action

DATE APPROVED by School Board : //

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