

BERNARD W FLINN MIDDLE SCHOOL

Restructuring Plan 2007

Board Approval Date:	4/22/2008
Plan Submission Date & Ref No:	4/23/2008 - RES07 - 002059
ISBE Monitoring Date:	ISBE Monitoring Not Started.

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PRELIMINARY INFORMATION

School & District Information

This section has not been completed on the screen.

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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				

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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 (%)	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 (%)	0.0	0.0	0.0	0.0	0.0	0.0

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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	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
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	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	-	-
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	49,056.0	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	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	-
D I S T R I C T	2001	26,502	2,094	2,177	2,242	1,966	2,002	1,170
	2002	26,674	2,158	2,121	2,118	2,165	1,929	1,506
	2003	27,330	2,109	2,200	2,149	2,221	2,124	1,531
	2004	27,576	2,083	2,120	2,172	2,227	2,164	1,552
	2005	27,464	2,061	2,107	2,102	2,105	2,141	1,483
	2006	27,456	2,097	2,055	2,053	2,094	2,044	1,443
	2007	27,787	2,197	2,100	2,092	2,072	2,137	1,541
S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

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Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

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

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

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

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

Groups	Grade 3 - Reading					Grade 5 - Reading					Grade 8 - Reading				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	-	-	-	-	-	-	-	-	-	43.6	48.7	60.7	68.5	70.8
White	-	-	-	-	-	-	-	-	-	-	51.2	58.6	68.6	75.4	76.6
Black	-	-	-	-	-	-	-	-	-	-	29.2	28.2	48.6	41.9	58.2
Hispanic	-	-	-	-	-	-	-	-	-	-	18.2	48.9	55.4	69.7	68.1
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	100.0	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	20.5	8.3	10.3	20.0	32.6
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	35.4	40.7	47.4	59.4	65.8

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

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

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	-	-	-	-	-	-	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

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

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

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

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	-	-	-	-	-	-	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

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Section II-A Plan Activities - Restructuring Options

Plan Requirements - District and school planners should consider what has occurred in a school that has brought it to restructuring. The restructuring plan should take into account the actions initiated in prior years. The actions required under the restructuring plan may be seen as deeper, broader, or more targeted to meet identified needs. Each restructuring plan must be submitted to ISBE with the approval of the local board no later than six months after the district's receipt of formal notification regarding the school's AYP status.

4. implementing any other major restructuring of the school's governance that makes fundamental reform in:
 - i. governance and management, and/or

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Section II-B Plan Activities - Plan Description

A. Restructuring Plan Description

Describe the plan for restructuring the school.

Rockford Public Schools, District 205, has embarked on a multi-faced, multi-year reformation project to create more effective schools. The District is committed to restructuring curricula, staff, programming, professional development, and resource allocations to ensure all schools meet or exceed achievement targets established by the Illini Plan to meet NCLB mandates (annual AYP targets) and to foster personal development for all students in 2008, 2009, and beyond. Rockford Public Schools has created District-wide, tier-of-school level, and building level strategies, activities, and programming changes to create more positive and productive schools. Our Restructuring Plan for Flinn is crafted to meet District goals within the culture, climate, and specific needs of the school.

Flinn Middle School only failed to meet the 2007 AYP target or Safe Harbor for Mathematics in the Students with Disabilities subgroup. The Mathematics scores in 2007 will meet AYP targets in 2008, save for Black and Students with Disabilities subgroups. Reading scores, though, would fail to meet the 2008 target in Black, Hispanic, Students with Disabilities, and Economically Disadvantaged subgroups. The trend data is positive for Flinn. More students have been meeting AYP targets each of the last four years in tested areas with longitudinal data (at least 3 years). All subgroups posted increased or very stable achievement levels when comparing 2007 to 2006 scores.

Flinn's demographic data has not changed significantly during the past three years. The school's Free and Reduced lunch rate has hovered in the mid-60s during the past three years. The mobility and truancy rates have decreased over the past three years, while the Attendance Rate has slightly increased.

Flinn's Principal was replaced in 2006; the principal is now Mr. Don Rundall. Just 10% of the teaching staff has been changed during the past three years, allowing the professional development and new curricula to be enacted in a stable environment. All faculty members are now Highly Qualified under NCLB parameters.

We believe the committed principal and faculty will be able to continue the effective implementation of the broad-ranging reforms contained within this plan and the District's Three Year Education Plan at Flinn. While the only group that failed to meet in 2007 was Students with Disabilities, the ever-increasing AYP targets suggest that general, widespread improvement efforts continue to be warranted.

Flinn Middle School is not a Title I school and therefore not subject to NCLB-mandated sanctions. The school staff members have been working diligently to improve the school's achievement levels for all students. They have been utilizing their Data Teams and have also created detailed, specific strategies that are contained within their School Improvement Plan.

It is significant to note that the District's reformation plan, called, "Steps to Restructured Success," believes improving each school and the District is a long-range process. There are no quick fixes. Substantive school reform takes at least three to five years of intensive intervention from expert practitioners (Guiding Principles . . . Research-Based Solutions for 21st Century Schools, 2003). Our elementary schools are in the 4th year of reform efforts and have seen District-wide averages on the ISAT increase in Reading from 45% meet/exceeds to 57% and from 60% meet/exceeds in Mathematics to 75%. Our middle schools are in the third year and have seen District-wide averages on the ISAT increase in Reading from 49% meet/exceeds to 63% and from 37% meet/exceeds in Mathematics to 65%. Our high schools are in the first year of the reforms intended to alter their composition, practices, and culture. We are making substantial progress across the District, with most schools making double digit gains in student achievement. We believe these gains will continue as better prepared students matriculate through the entire system and our reforms take deep root in the culture and climate of each school, the District, and our community.

Rockford Public Schools is providing a two-tier administrative professional development program for its administrators in FY2008. One tier of programming this year has been an Administrators Academy series, which has provided inservice on legal requirements, RPS205 policies and procedures, and various student services. The goal of the AA series has been to provide workable knowledge on a range of topics to daily practitioners in our schools. The second tier of programming has been with principals at tier-level meetings. Curriculum Coordinators and Supervisors have provided training to principals at their monthly meetings.

The District is changing to a single-tier professional development plan in FY2009 to broaden the reach of Curriculum Coordinators and Supervisors' expert training in their curricular areas. The new program will be entitled Leadership Seminars and will feature major curriculum presentations to tier-level (elementary, middle, and high) administrators five times during the school year. This change in curriculum presentations from FY2008 will increase the knowledge of approximately 130 administrators versus the 52 who now receive the training. It is expected that as all administrators become better versed in the curricular areas, they will be better able to assist and evaluate teachers in their instructional efficacy, which in turn should lead to higher student achievement. School principals will be trained and/or updated in management and procedural issues at their monthly, tier-level meetings.

Rockford Public Schools has partnered with our RESPRO to provide high quality, research-based professional development for its administrators led by consultants from the Center for Performance Assessment, now called the Center for Leadership and Learning. In 2006, 2007, and 2008, Doug Reeves, Larry Ainsworth, and other consultants have led development activities for District administrators in Instruction Strategies, Assessment Strategies (ILS-based), and Data Teams, and formed Leadership Cadres, which focused on change leadership, implementation of the strategies and data-driven decision-making.

The CPA/CLL training provided, and will continue to provide, a common vocabulary, base knowledge in school improvement and expert analysis for effective implementation on the several facets of school reform presented. The training continues through FY2008. The RESPRO and District leadership are awaiting notification of the FY2009 budget before revising our jointly-produced administrative

professional development plan.

Rockford Public Schools, in 2008, is in the third year of a five-year plan to restructure all middle schools. These District-wide, tier-specific changes address Response to Intervention, English Language Arts, Social Studies, Mathematics, Science, and Student Assignment. Each of the changes have been contemplated and/or implemented to provide better vertical articulation of curriculum, greater Standards acquisition by students through tighter alignment with ILS, increased demonstration of usable skills through inter-disciplinary strategy usage, and improved development opportunities through greater connectivity between students and families and their schools.

In the fall of 2006, a group of community members studied current student assignment practices (parent/guardian choice) and developed a student assignment process based on zones. The Board of Education adopted the proposal in early 2007 and implementation began with 6th grade students for the FY2008 year. The proposal closed one middle school (Wilson) and those students were sent to the remaining six middle schools, with the majority of students going to West Middle School (altering about 25% of the general and special education populations, gifted program enrollment excluded), and a sizable contingent going to Kennedy Middle School (altering about 13% of the general and special education populations). The other four middle schools had their populations change less than 5% from Wilson's student transfers.

The move to zoned attendance centers will take three years to fully implement as the Board of Education adopted the proposal to zone students in the entry grade and roll the zones up. All middle schools will be fully zoned by FY2010. Early anecdotal evidence indicates that the beliefs listed below will come to fruition as the schools become fully zoned.

It is believed that zoned attendance centers for middle students will improve student achievement and development due to the following factors:

- Instructional organization is determined by student need, not the current choice system
- Manages transiency issues at the zone and school level
- Facilitates long term planning with information from the Operations and Student Services offices, as opposed to the current one-year focus
- Allows for schools to adjust to enrollment peaks at grade levels, rather than the current strand approach that is inflexible
- Allows schools to tailor services and programs to particular community needs
- Allows support services to follow families through feeder patterns
- Bus ride times should decrease, resulting in better use of time and fewer disciplinary referrals
- Support parental involvement by creating common learning communities within contained geographical areas
- Mobile and new residents can relocate with confidence about school assignment and build positive relationships
- Builds parental commitment on facts, not perceptions
- Parents/guardians and students can contact other like stakeholders in an easier, more direct way than the current city-wide choice system
- Promotes long range investment and commitment to the child's schools
- Unites community groups with common missions and focuses resources

- Establishes the school as a “center” for community activities and growth

Parents/guardians would still be afforded some choices for their child’s education through NCLB transfers and possible enrollment in citywide schools of choice, which are sometimes referred to as Magnet Schools. The citywide schools of choice for middle school students are: Barbour (Spanish Language Immersion program), Ellis Arts Academy (CAPA), and Washington (Gifted program).

Our middle school students have bucked national trends on standardized tests; they have made substantial gains over the past four years. Our District-wide average meets/exceeds percentage in Reading has increased from 49% to 63% in the past three years. Gains in mathematics scores have been even greater, increasing from 37% M/E to 65% over the same time period.

To better assist students in Reading, we have restructured our English Language Arts curriculum, adopted different assessment tools, and are teaching Reading strategies in Social Studies classes (started in August 2007). We believe these various activities have started to make a positive impact and will enable students to meet AYP Targets as more interventions and inter-disciplinary time augments ELA class periods’ teaching.

For FY2006, we adopted Scholastic Reading Inventory (SRI) as our common assessment tool in reading for middle school students. Teachers utilized the assessment to obtain greater insight into each student’s specific need(s), better communicate to parents as to how they could assist their child learn more, and re-group students into the most appropriate instructional level on a semester-by-semester basis. For FY2008, we adopted the Enterprise Edition of the SRI to allow greater transferability of data between District schools for each student.

In FY2006, we restructured our Language Arts/Reading curriculum to provide 15 levels of instruction at the middle school level versus the previous utilized three levels. Prior to 2006 we offered a language arts course, Anthology, at each grade level. We now offer Language Exclamation! A, B, and C, Soar to Success 4, 5, 6, 7, and 8, Bridges I, II, and III, Anthology 6, 7, and 8, and Communications. Students are assessed each semester using the SRI and enrolled in the course for the next semester that best meets their deficiencies or builds upon strengths.

We also mandated that students enrolled in a Language Arts course, whereas it was optional previously. These instructional level offerings, with varied intervention curricula, have started affecting student achievement levels as evidenced by SRI and ISAT scores (composite), fueling the rise from 49% M/E to 63%.

In the winter/spring of 2008, District administrators began to research and finalize the selection of a Universal Screening Tool to use for the implementation of the Response to Intervention pedagogical framework. It is anticipated that select schools in the District will begin with initial implementation of the RTI model in 2009. This shift to RTI will produce quicker and better intervention services to all students, and should assist students who have or obtain an IEP to an even greater degree as there will not be the lag between identification and service

that now exists in law.

In the fall of 2007, a team of educators began to research literacy strategy-based Social Studies textbooks for sixth grade students, under the leadership of Kathy Cassioppi, Social Studies Curriculum Coordinator, with assistance from Reading Coordinators. A new series from Houghton Mifflin was selected and purchased in winter of 2008. Staff development activities will be conducted in summer 2008, and the new series utilized beginning August 2008. We believe using common literacy strategies across another curricular area will assist all students in mastering the strategies and improving their skills in reading through more experiences with each one (Marzano, et al.).

These reforms in English Language Arts build upon each other and are common to all of our middle schools. We expect our reading scores to continue to increase across all grade levels and subgroups due to this substantive restructuring of content, sequence, and delivery.

We adopted a new Mathematics text series, Connected Math, in 2006. The series was implemented on a “roll-up” basis. Sixth grade students were taught using Connected Math in 2006, seventh grade switched in 2007, and eighth grade in 2008. We have seen scores increase dramatically. Our composite scores have increased 28% over the past four years to 63%. To facilitate in the continuation of our gains, the District is creating a website for parents to use with their students at home. The site should be fully operation in the 2008-2009 school year.

We believe the increase in composite math scores will continue unabated due to our professional development, implementation of the strategies and activities becoming better as teachers gain experience with the new series, and the consistent involvement of parents/guardians. These District-wide reforms are augmented by building-specific activities and strategies.

The Science curriculum was restructured in 2006. Sixth and seventh grade received Holt’s new series and Physics was introduced in eighth grade, utilizing Physics First as the text. Introducing Physics in eighth grade enabled teachers to lead students through hands-on discovery of the physical world around them and the relevancy of higher-level math skills. While Science scores are not calculated into AYP computations, we believe increasing students’ background knowledge and demonstrating the relevance of lessons learned will support increased achievement in English Language Arts and Mathematics.

Our middle schools have been greatly restructured and are showing positive effects. Math scores are up 28% and Reading scores are up nearly 15%. We believe achievement levels will continue to climb as better prepared students matriculate through our system, staff efficacy improves with experience using the new series, students and families are more connected to their schools through zoning, and Special Education service delivery models are revamped. Each middle school has also implemented various improvement strategies and activities.

Each school in any Restructuring phase will be an active participant in a Behavior and Development Task Force during the summer of 2008. Dr. John Wessels in his seminal work, Teaching and Enforcing Positive and Productive Behavior (Ten Sigma, 1995), demonstrates

the necessity of improving student behavior. His research, replicated by others, suggests that up to 13% more instructional time can be gained through proper student and teacher behaviors. Behavior management in schools with less efficient plans lose up to 18% of instructional time, whereas efficient plans reduce the loss to 5-6% of instructional time. Improving attendance, gaining up to 13% more instructional time, and improving the climate and culture of the school should lead to greater achievement levels.

Rockford's 3 Rs Restructuring Plan F.A.Q.

1. Why form Behavior and Development Task Forces?

Because, what we're doing is not working effectively or efficiently. When one looks at the decade's attendance rate, graduation rate, attendance rate, truancy rate, etc. one sees fluctuations, but not significant, long-term improvements across the District in behavioral issues. Standardized test scores are up significantly in grades 3-8.

2. What will the Task Forces do?

They will survey nearly 200 programs to find the best match(es) for Rockford Public Schools. The input from various stakeholders will assist the Task Forces in selecting the best interventions from cognitive-behavioral methodology plans, instructional plans, school and discipline management plans, and therapeutic plans.

3. What is the rationale for this approach rather than doing what we have always done, e.g. stiffer punishments?

Positive changes are made through connecting students to school, giving them hope in their future, and sharing American ideals and values with them. The solution to large, long-term behavioral problems is found in a holistic, student-centered approach that builds from birth through successful adulthood.

"Today's large, impersonal high schools were designed for a different era and a different economy, and they are leaving far too many young people behind. We are asking teachers to succeed in a system that is broken. Millions of young people are drifting through high school without adult attention or the relevant, rigorous coursework necessary to keep them engaged. Consequently, students – particularly African Americans and Hispanics – are dropping out at alarming rates."(High School for the New Millennium, Bill and Melinda Gates Foundation)

"Students who are impulsive, are weakly attached to their schools, have little commitment to achieving educational goals, and whose moral beliefs in the validity of conventional rules for behavior are weak are more likely to engage in crime than those who do not possess these

characteristics. To the extent that schools can influence these risk factors for criminal activity, they can reduce crime in general.” (Gottfredson, Wilson, and Najaka, p. 149)

Rockford’s 3 Rs Restructuring Plan

Action Plan

1. Select Behavior and Development Task Force Leaders
 - a. Hire 4 elementary principals for 10 additional days in summer 2008 to lead groups of 9 or 10 elementary schools in B&D Task Force work
 - b. Designate 1 middle school principal as leader of the Middle School B & D Task Force
 - c. Designate 1 high school principal as leader of the High School B & D task Force
2. Form Task Forces (to consist of administrators, parents/guardians, teachers, and interested community members) in June 2008
3. Research relevant programs and strategies to increase students’ connectedness to school, perceptions of relevancy between schools’ lessons and life, and improve school climate and culture
4. Make recommendations to Education Committee and/or Board of Education in August or September 2008
5. Implement programs as expediently as possible
6. Track relevant data for first semester FY2009
7. Report to Board of Education in January 2009
8. Track relevant data for second semester FY2009
9. Report to Board of Education in June 2009

Rockford’s 3 Rs Restructuring Plan

READY for School

- Prepared with materials
- Prepared with right frame of mind
- Prepared with background knowledge
- Prompt

RESPECT

- For oneself

- For others
- For school
- For community

REACHING Higher

- For next grade level
- For next tier level
- For next opportunity
- For college, career, and life

Rockford Public Schools will require a new accountability report at Flinn, starting in September 2008. This new report, entitled, "Data Dashboard," will be submitted to Linda Hernandez, Superintendent, and/or her designee by each District School in Restructuring phases. The Data Dashboard will monitor the attendance rate, discipline referrals, and proficiency targets in English Language Arts and Mathematics. This brief report will increase accountability and ensure monthly tracking of key performance and development data.

Middle School Action Plan

Time Period: Activity: Person(s) Responsible: Costs/Source:

Summer 2007 Prepare for newly zoned, incoming 6th grade class Dr. Thomas Schmitt and Building Principals Fund 10

August 2007-June 2008 Continue Reading Intervention program with two periods of English Language Arts Building Principals and Reading Intervention Specialists Fund 10

August-October 2007 Implement new Scholastic Reading Inventory software with system-wide management component Maureen Murphy, MS Language Arts Coordinator, Tim McFadden, Technology Coordinator and Reading Intervention Specialists \$12,000, Fund 10.

August 2007-August 2008 Define and develop Response to Intervention. Expand second tier offerings, e.g. additional levels of Language ! Colleen Cyrus, Asst. Supt., and Marcia Strothoff, Asst. Supt. No costs associated with planning and development. Costs will be incurred for implementation.

December 2007- March 2008 Develop revised Social Studies curriculum for grades 5-8. Utilize a literacy-based series for new curriculum Kathy Cassioppi, Social Sciences Coordinator \$ 540,000 for textbooks, covered by Illinois Textbook Loan Program and Fund 10.

April-May 2008 Present Social Science changes to Board of Education Marcia Strothoff and Kathy Cassioppi None

June-August 2008 Develop a plan to better connect students with their schools through various intervention programs. Administrators will lead Behavior and Development Committees for tier level intervention plans. Administrators selected by the District Cabinet \$15,000, Fund 10

June-August 2008 Multiple development opportunities for staff in Reading, Writing, Special Education, Social Science, and Freshman Foundation principles Colleen Cyrus and Marcia Strothoff Various grants cover the cost of stipends and presenters' fees

August 2008-June 2009 Initial implementation activities for Response to Intervention program Colleen Cyrus and Special Education Administrators All costs to be borne by IDEA grant

August 2009-June 2010 Implement refined Response to Intervention plan Colleen Cyrus, Special Education Administrators, and Building Principals IDEA grant and Fund 10

August 2009 Full Implementation of zoned attendance center plan reached Colleen Cyrus None

August 2009 Full implementation of Physics First curriculum for 8th grade reached Building Principals None

August 2009 Implement "Cluster Meetings" for zoned schools to articulate curriculum, pedagogy, and student life issues. Assistant Superintendents and Building Principals none

August 2009 Full implementation of Language I, at all levels, is reached Building Principals Fund 10

BERNARD W FLINN MIDDLE SCHOOL

Section IV-A Local Board Action

DATE APPROVED by School Board : 4/22/2008

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

BERNARD W FLINN MIDDLE SCHOOL

ISBE Monitoring - Part I