

MCINTOSH SCIENCE AND TECH MAGNET

School Improvement Plan 2007

Board Approval Date:	3/18/2008
Plan Submission Date & Ref No:	3/19/2008 - SIP07 - 001770
ISBE Monitoring Date:	ISBE Monitoring Not Started.

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 041012050252043

District Name: ROCKFORD SD 205

Superintendent: DR LINDA HERNANDEZ

District Address: 201 S MADISON ST

City/State/Zip : ROCKFORD, IL 61104 2092

District Phone : (815) 966-3101

District Email :

Is this for a Title I School? Yes

School Name : MCINTOSH SCIENCE AND TECH MAGNET

Principal :Leslee Dimke

School Address : 525 N PIERPONT AVE

City/State/Zip : ROCKFORD, IL 61101 5094

School Phone : (815) 966-3275

School Email : dimkel@rps205.com

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2007-08 Federal Improvement Status	Corrective Action
Is this School making AYP in Mathematics?	Yes	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	48.5		No	74.1		Yes	93.5	Yes		
White	100.0	Yes	100.0	Yes										
Black	100.0	Yes	100.0	Yes	40.2	44.7	Yes	65.5		Yes	93.2			
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	47.5	52.1	No	73.3		Yes	93.5			

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

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.

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

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 (%)	92.7	93.5	93.8	93.5	93.4	93.5
Truancy rate (%)	1.5	4.3	4.4	4.9	8.8	8.1
Mobility rate (%)	22.3	23.9	21.1	13.1	16.7	17.8
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	-	-	0.0	0.0	0.0	0.0
HS dropout rate, if applicable (%)	-	-	0.0	0.0	0.0	0.0
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	300	284	364	471	433	418
Economically disadvantaged (%)	86.0	86.6	81.9	94.3	87.1	96.4
Limited English proficient (LEP) (%)	22.7	22.9	23.1	25.1	7.2	5.7
Students with disabilities (%)						
White, non-Hispanic (%)	29.3	25.4	20.1	17.2	22.4	23.0
Black, non-Hispanic (%)	40.7	44.0	45.1	44.4	51.7	54.1
Hispanic (%)	28.3	28.9	33.5	31.8	20.3	17.9
Native American or Alaskan Native (%)	0.3	0.7	0.8	0.4	0.5	0.2
Asian/Pacific Islander (%)	1.3	1.1	0.5	0.2	0.0	0.0

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

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	39.1	32.4	27.1	1.3	-	-
	2002	29.3	40.7	28.3	1.3	0.3	-
	2003	25.4	44.0	28.9	1.1	0.7	-
	2004	20.1	45.1	33.5	0.5	0.8	-
	2005	17.2	44.4	31.8	0.2	0.4	5.9
	2006	22.4	51.7	20.3	-	0.5	5.1
	2007	23.0	54.1	17.9	-	0.2	4.8
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

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

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	22.1	84.3	100.0	92.8	24.2	61.0	20.0	-	-
	2002	22.7	86.0	100.0	92.7	22.3	5.0	1.5	-	-
	2003	22.9	86.6	100.0	93.5	23.9	13.0	4.3	-	-
	2004	23.1	81.9	100.0	93.8	21.1	17.0	4.4	-	-
	2005	25.1	94.3	100.0	93.5	13.1	23.0	4.9	-	-
	2006	7.2	87.1	100.0	93.4	16.7	41.0	8.8	-	-
	2007	5.7	96.4	66.0	93.5	17.8	35.0	8.1	-	-
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

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

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	299	-	-	-	-	-	-
	2002	300	-	-	-	-	-	-
	2003	284	-	-	-	-	-	-
	2004	364	92	-	-	-	-	-
	2005	471	89	97	-	-	-	-
	2006	433	74	64	78	-	-	-
	2007	418	73	62	71	-	-	-
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	-	-	-	-	-	-

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

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.

MCINTOSH SCIENCE AND TECH MAGNET - 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	-	37.7	42.3	41.6	49.2	-	-	-	51.8	47.3	-	-	-	-	-
White	-	42.9	53.3	54.5	52.6	-	-	-	57.2	70.6	-	-	-	-	-
Black	-	31.0	41.0	32.4	53.1	-	-	-	37.8	35.9	-	-	-	-	-
Hispanic	-	46.2	33.3	46.7	33.3	-	-	-	75.0	40.0	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	34.3	40.6	38.9	47.6	-	-	-	52.0	45.6	-	-	-	-	-

MCINTOSH SCIENCE AND TECH MAGNET - 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	41.6	49.2	44.9	46.0	51.8	47.3	-	-	-	-	-	-
White	54.5	52.6	56.3	61.6	57.2	70.6	-	-	-	-	-	-
Black	32.4	53.1	37.8	33.3	37.8	35.9	-	-	-	-	-	-
Hispanic	46.7	33.3	50.0	50.0	75.0	40.0	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	7.7	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	38.9	47.6	44.1	45.0	52.0	45.6	-	-	-	-	-	-

MCINTOSH SCIENCE AND TECH MAGNET - 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	-	61.8	59.1	57.2	78.3	-	-	-	74.0	74.0	-	-	-	-	-
White	-	61.9	73.3	63.6	79.0	-	-	-	80.9	83.3	-	-	-	-	-
Black	-	57.1	51.3	45.9	78.2	-	-	-	62.2	64.1	-	-	-	-	-
Hispanic	-	75.0	58.3	73.3	73.4	-	-	-	87.6	90.0	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	41.2	-	-	-	-	21.4	-	-	-	-	-
Economically Disadvantaged	-	60.9	57.9	55.6	76.2	-	-	-	72.6	73.9	-	-	-	-	-

MCINTOSH SCIENCE AND TECH MAGNET - 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	57.2	78.3	69.5	74.6	74.0	74.0	-	-	-	-	-	-
White	63.6	79.0	75.0	84.6	80.9	83.3	-	-	-	-	-	-
Black	45.9	78.2	62.2	63.7	62.2	64.1	-	-	-	-	-	-
Hispanic	73.3	73.4	83.3	85.8	87.6	90.0	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	41.2	23.1	-	-	21.4	-	-	-	-	-	-
Economically Disadvantaged	55.6	76.2	69.1	75.0	72.6	73.9	-	-	-	-	-	-

MCINTOSH SCIENCE AND TECH MAGNET - 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?

McIntosh Schools's report card data indicates that black students are not achieving in reading as well as their white counterparts or economically disadvantaged students especially in the 4th and 5th grades. Our math scores for meeting or exceeding have fluctuated over the past years. They are not going up or down consistently.

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

Section I-A Data & Analysis - Report Card Data

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

The staff at McIntosh School feels there are numerous factors that have contributed to these results. The mobility rate at the school has increased the last two years, and the number of students receiveing government subsidized meals has increased dramatically. Also, our district has been released from sanctions in a court-ordered desegregation lawsuit. There has been a chang in racial balance at McIntosh School. In 2001, we had 39.1% white and 32.4% black. By the 2007 year, we had 23.0% white and 54.1% black. In addition, the level of parental involvment is considerably low.

MCINTOSH SCIENCE AND TECH MAGNET - 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?

The staff at McIntosh School is aware that reading and writing has to be the primary focus of our school improvement plan. More professional development needs to be addressed with a balanced literacy framework to make the most out of our literacy time. Also, the staff feels professional development in the area of writing will significantly increase our scores.

MCINTOSH SCIENCE AND TECH MAGNET - 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?

Our district uses the On The Mark assessment written by the Wright Group. It assesses our school's reading levels, phonological awareness, phonemic awareness, spelling, word study, extended response, writing, and letter sounds. These data indicated to us that our Kindergarten and 1st grade sight words were an issue. At the end of the 2006-2007 school year, 36% of Kindergarteners met the benchmark while 46% of the 1st grade met the benchmark. Furthermore, this hinders our Running Record scores. These are the percentages of students that met the benchmark for Non-fiction and Fiction: 1st grade 8%, 26%; 2nd grade 11%, 41%; 3rd grade 25%, 58%; 4th grade 32%, 32%; 5th grade 36%, 51%. Therefore, the areas we decided to address are sight words and reading strategies to improve accuracy and comprehension especially in non-fiction.

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

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

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

The factors that contribute to these results are a broad range of items. Lack of prior knowledge and life experience make connections to world, self, and text difficult for many of our students. In addition, we feel that our students need more practice with a wider variety of reading strategies. Teachers also need to spend more quality time with each guided reading group teaching reading strategies and story retell strategies. Finally, many students need help expanding their vocabulary. Limited vocabulary is hindering many students' comprehension.

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

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

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

In order to improve reading comprehension and sight words, we will continue grade level data teams and set at least a reading goal per meeting. Our staff will undergo a multitude of professional development in the areas of reading that include comprehension strategies, retell strategies, guided reading, running records, and writing with 6 Traits. Common planning periods would be essential to us attaining our goals. This will provide teachers with time to collaborate and share their knowledge. In order to do so, our building needs to have five days of music, art and P.E..

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

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

Item 1 - Attributes and Challenges

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

W. Ray McIntosh is part of the Rockford Public School District 205. In the past McIntosh has been a K-2 magnet school. Beginning with the year 2003-2004, our school began transitioning back to a traditional elementary school. Currently enrollment is 409. The highly qualified staff according to NCLB standards at McIntosh is dedicated to the goals of enhancing students' skills and raising achievement scores, while keeping in mind the necessity of providing a safe and positive learning environment. McIntosh uses the Balanced Literacy approach and 6 Traits Writing Programs. Both are research-based programs developed on the premise that all children can learn to read and write successfully. Children are assessed for initial placement in flexibly designed guided reading groups. As the students mature in skill development and confidence, they can advance to increasingly more challenging material at their own pace. Small group instruction with no more than six students in a group contribute to this. In addition, the 6 Traits Writing program was added to the 90 minute reading blocks during the 2006-2007 school year increasing the literacy block to 120 minutes. We utilize the latest in instructional technology to supplement classroom instruction. Each classroom is equipped with at least 3 computers which most are internet accessible. Classrooms also regularly attend Lightspan Lab as an additional tool for the improvement of math and reading. The TIE 2000 instructional management system is utilized to provide data to teachers which is analyzed to drive and refocus instruction. Several McIntosh teachers have been trained in Technology Enhanced Learning funded through a federal grant. In addition to these programs at McIntosh we utilize the Everyday Math Program, thematic units, and a "hands-on" approach to instruction. McIntosh provides an after school extended day program which concentrates on improving student performance in reading and math. Because McIntosh has been placed on the State Early Academic Warning List, we have received monies for after school program grants and have added 30 minutes academic learning time to our school day. Additional certified intervention specialists such as Title I Reading K-2, and a Reading Coach have been added to our staff.

MCINTOSH SCIENCE AND TECH MAGNET - 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?

The demographics data collected in 1.1 reflect significant challenges for McIntosh. A significant challenge in raising our students' achievement scores is reflected in the high mobility averages of the past three school years. 2003-2004: 21.1%; 2004-2005: 13.1%; and 2005-2006: 16.7% 2006-2007: 17.8%. High urban mobility is a national phenomenon that presents complex challenges for schools held accountable for their students' achievement over time. The number of students at McIntosh with subsidized meals has increased over the last four years from 81.9% for 2003-2004; 94.3% for 2004-2005, with a decrease to 87.1 % in 2005-2006 and an increase to 96.4% in 2006-2007. After over ten years of being under a court ordered desegregation plan, our school had achieved racial integration by the late 1990s. However, now that the district is no longer under that court order, McIntosh Elementary is fast losing its racial balance as evidenced by the comparison chart below listing percentages of ethnicity during the 1999-2000 school year when the district was under the court order and the 2005-2006 school year:

Ethnic composition	1999-2000 --court order in effect	2006-2007 court order not in effect
African American	35%	54.1%
Hispanic	24%	17.9%
Caucasian	40%	23%

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

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

Item 1 - Attributes and Challenges

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

Although it seems there are many challenges out of our control, the faculty at McIntosh will continue to be held accountable of the instruction for its students. As the students in the upper grades leave McIntosh Elementary and the school returns fully to its neighborhood status, it is likely that McIntosh will become even more racially identifiable. Regardless of its racial composition, McIntosh Elementary will be committed to offering an equitable education to all. School improvement efforts need to be focused on the changing demographics of the building.

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

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

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

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

The Illinois School Report Card data indicate that in the Rockford Public School District, the average number of years of teaching experience among its employees dropped by three years from 2005 to 2006 and remained the same in 2007. Additionally, the percentage of teachers holding a Master's Degree in the Rockford School District declined sharply. At McIntosh School, the average number of years of teaching experience is 7 years and those holding a masters degree is 48%.

MCINTOSH SCIENCE AND TECH MAGNET - 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?

Research indicates that it is better for more experienced, veteran teachers to instruct students coming from a low socio-economic status. Although the staff at McIntosh is highly-qualified, many of its members have a low number of years in the classroom.

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

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

Item 2 - Educator Qualifications

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

It is imperative for the McIntosh staff to remain Highly Qualified regarding the NCLB standards. To do this, high quality professional development opportunities for the teachers must be provided, and the expectation from the administration must be that those activities must be implemented in the classroom curriculum. It is important for the district to continue offering CPDUs for these professional development training sessions, as they encourage staff members to attend.

MCINTOSH SCIENCE AND TECH MAGNET - 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?

McIntosh School has several methods of communicating with parents, including assignment notebooks for upper grades (3-5), parent surveys, lightspan, parent/teacher conferences, PTO, newsletters, music programs, open house, and assemblies which for most of these activities there is a sign in sheet. With the exception of the family banquets, parent attendance at school events, including parent-teacher conferences, is low. Community involvement includes, family night at the YMCA, athletic events, holiday programs, after school tutoring with Burpee Museum of Natural History. Volunteers can participate in PTO, classroom activities, field trips, room parents, book fair, musical performances. Celebrations that parents and community members are invited to participate in include, lightspan, conferences, mother/daughter banquet, father/son banquet, Grandparents breakfast.

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

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

Item 3 - Parent Involvement

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

Most families qualify for government subsidized meals, and our families face many hardships on a daily basis. Therefore, parents are less able to provide extensive opportunities for their children to build background knowledge and to participate in enriching activities.

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

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

Item 3 - Parent Involvement

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

Since our two banquets were highly attended, it is important to weave academic standards in with food. McIntosh will serve some sort of refreshment or meal at each parent/family event, in hopes that attendance at those events will increase. At those events, educational sessions will be offered on the importance of reading with children, ways to encourage writing at home, and other topics revolving around literacy. Students who attend these functions will receive a book to take home to build their libraries.

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

Section I-D Data & Analysis - Key Factors

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

1. Parent involvement -We will be sure to provide something to eat at our school functions to ensure attendance at our functions.
2. Professional development for educators - Our staff needs more professional development in the areas of reading and writing with a balanced literacy approach.
3. The school day is not long enough, and extending our day will give us extra time for reading strategies and writing.

MCINTOSH SCIENCE AND TECH MAGNET - 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. School is deficient in Reading Meets and Exceeds
2. Economically Disadvantaged students are deficient in Reading Meets and Exceeds

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

MCINTOSH SCIENCE AND TECH MAGNET - 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.

Currently 48.5% of all students and 47.5% of economically disadvantaged students are meeting or exceeding the state standards. We want to increase their performance level to 62.5% in 2008 and 70% in 2009 as measured by the ISAT.

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 1

Title : Reading

This objective covers the following AYP deficiency areas.

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

MCINTOSH SCIENCE AND TECH MAGNET - 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. Students will participate in 6 traits writing on a daily basis.	10-01-07	06-01-09	During School	Title I	\$0
2. Guided reading groups with emphasis on non-fiction text to increase background knowledge.	09-01-07	06-01-09	During School	Title I	\$0
3. Implement the use of Making Meaning Program to increase student reading comprehension.	09-01-07	06-01-09	During School	Title I	\$0

MCINTOSH SCIENCE AND TECH MAGNET - 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. Running Records (formal and informal) to determine what strategies the student uses.	8-27-07	6-03-09	During School	Title I	\$0
2. Guided reading groups, how to group, what to do with them.	8-27-07	6-03-09	During School	Title I	\$0
3. Reading strategies- list them and how to use them.	8-27-07	6-03-09	During School	Title I	\$0
4. Review of Making Meaning reading comprehension program.	8-27-07	6-03-09	During School	Title I	\$0
5. 6 Traits training with outside agency to enhance writing and improve reading.	8-27-07	6-03-09	After School	Title I	\$1000.00
6. Grade Level data teams will focus on one students achievement goal on reading through the use of weekly informal reading assessments.	8-27-07	6-03-09	After School	Title I	\$610.00

MCINTOSH SCIENCE AND TECH MAGNET - 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. Books for Breakfast- Parents come before school with child and read a book; each child receives a free book.	10-19-07	10-19-07	Before School	Title I	\$200.00
2. Father/Son Dinner- A speaker will address the importance of reading with children.	4-10-08	4-10-08	After School	Title I	\$200.00
3. Mother/Daughter Dinner- A speaker will address the importance of reading with children.	5-08-08	5-08-08	After School	Title I	\$200.00
4. School wide reading homework plan requiring each student to read for 20 minutes every night.	9-01-07	6-03-09	After School	Title I	\$800.00
5. Books for Breakfast- Parents come before school with child and reach a book; each child receives a free book.	10-16-08	10-16-08	Before School	Title I	\$200.00
6. Father/Son Dinner- A speaker will address the importance of reading with children.	4-02-09	4-02-09	After School	Title I	\$200.00
7. Mother/Daughter Dinner- A speaker will address the importance of reading with children.	5-07-09	5-07-09	After School	Title I	\$200.00
8. Tea Time- Parents come before school with child and receive a free book.	5-22-08	5-22-08	Before School	Title I	\$200.00
9. Tea Time- Parents come before school with child and receive a free book.	5-21-09	5-21-09	Before School	Title I	\$200.00

MCINTOSH SCIENCE AND TECH MAGNET - 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.

Objective 1, Strategy 1 - Monitored by Principal, Reading Coach, Grade Level Data Team Leaders, Title 1 Teacher. Student achievement data will be reviewed and instructional strategies revised at monthly data teams meetings.

Objective 1, Strategy 2 - Monitored by classroom teachers. Each teacher in grades K-5 will maintain a chart and record students returning homework.

Objective 1, Strategy 3 - Monitored by Principal, Reading Coach, Title I teacher, Parent Liasion. At the end of each month, teachers will submit a list of names to students that have missed 1 assignment or less per month.

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

<u>Name</u>	<u>Title</u>
Leslee Dimke	Principal
Jenner Irvin	Reading Coach
Thelma Haynie	Parent Liasion

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 2

Title : Writing

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.

Currently 48.5% of all students and 47.5% of economically disadvantaged students are meeting or exceeding state standards. We want to increase their performance level to 62.5% in 2008 and 70% in 2009 as measured by the ISAT.

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 2

Title : Writing

This objective covers the following AYP deficiency areas.

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

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Writing

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Students will participate in six trait writing instruction in their classroom and teachers will submit monthly student samples.	9-01-07	6-01-09	During School	Title I	\$0
2. Students will participate in the extended response continuum as developed and adopted by the extended response committee.	9-01-07	6-01-09	During School	Title I	\$0
3. Students will participate in a writing workshop format.	11-01-07	6-01-09	During School	Title I	\$0

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Writing

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. A Literacy For All representative will provide training in the Six Trait.	01-18-08	01-18-08	During School	Title I	\$1000.00
2. Reading Coach will model Writing Workshop in classrooms.	9-01-07	6-01-09	During School	Title I	\$0
3. Reading Coach will provide a review of the Extended Response continuum as developed by the Extended Response Committee.	9-01-07	6-01-09	During School	Title I	\$0
4. A Literacy For All representative will provide mini-lessons for teachers to observe.	08-21-08	08-21-08	During School	Title I	\$1000.00
5. A Literacy For All representative will provide trainging in writer's workshop.	10-10-08	10-10-08	During School	Title I	\$1000.00

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Writing

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. Literacy Council Night- Activities to encourage writing in children.	11-14-07	11-14-07	After School	Title I	\$100.00
2. Eat and Read- Each student will receive a book at the Father/Son Dinner and Mother/Daughter Dinner and take it home.	4-10-08	5-08-08	After School	Title I	\$200.00

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Writing

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

Objective 2, Strategies 1 and 2 - Monitored by Principal and Reading Coach. Teachers will submit student writing samples monthly to ensure the 6-Trait writing method is being implemented.

Professional Development will be monitored by the Reading Coach and Principal.

Parent involvement will be monitored by Title 1 teacher, and Parent Liasion.

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
Leslee Dimke	Principal
Jenner Irvin	Reading Coach
Thelma Haynie	Parent Liasion

MCINTOSH SCIENCE AND TECH MAGNET - 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.

A letter is sent to parents in both English and Spanish, advising them on the school's academic status identification, and offering transfers to other schools, as well as supplemental education services (SES). This letter is provided through the school district's central office, sent to affected school sites, and then distributed to families.

MCINTOSH SCIENCE AND TECH MAGNET - 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.

Four members of the school improvement team attended a day-long training session on completing the school improvement e-plan last March. After, the team was then expanded to include a representative from each grade level. Our Parent Liason, Mrs. Haynie, has a developed relationship with our parents. They have voiced their concerns. The team members are:

Leslee Dimke, Principal
Jenner Irvin, Reading Coach
Marilyn Morgan, Kindergarten teacher
Martha Lucas, 1st grade teacher
Kari Wyatt, 4th grade teacher
Laura Bremer, 5th grade teacher
Rosie Shelman, Library Paraprofessional
Thelma Haynie, Parent Liason

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part C - Peer Review

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

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

MCINTOSH SCIENCE AND TECH MAGNET - 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 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.

MCINTOSH SCIENCE AND TECH MAGNET - 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. 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.

MCINTOSH SCIENCE AND TECH MAGNET - 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 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.

MCINTOSH SCIENCE AND TECH MAGNET - 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. Joan Ursin

Data Teams Coordinator

MCINTOSH SCIENCE AND TECH MAGNET - ROCKFORD SD 205

Section IV-A Local Board Action

DATE APPROVED by School Board : 3/18/2008

A. ASSURANCES

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

B. SUPERINTENDENT'S CERTIFICATION

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

Signature of LEA Superintendent