

Rockford East High School

School Improvement Plan 2008

Local Board Approved	
Submitted	
Plan Resubmitted	
ISBE Monitoring Completed	

PRELIMINARY INFORMATION

RCDT Number	041012050250002		
District Name	ROCKFORD SD 205	School Name	ROCKFORD EAST HIGH SCHOOL
Superintendent	LINDA HERNANDEZ	Principal	EARL HERNANDEZ
District Address	201 S MADISON ST	School Address	2929 CHARLES ST
City/State/Zip	ROCKFORD,IL 61104 2092	City/State/Zip	ROCKFORD,IL,61108 1799
District Telephone#	8159663000 Extn:3101	School Telephone#	8152292100 Extn:0
District Email	hernandl@rps205.com	School Email	hernanea@rps205.com

Is this plan for a Title I School? False

**Section I-A Data & Analysis - Report Card Data
Item 1 - 2008 AYP Report**

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 year 5

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	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		62.5			62.5			90.0		75.0	
All	99.1	Yes	99.1	Yes	27.5		No	22.8		No			61.3	No
White	100.0	Yes	100.0	Yes	33.7	49.0	No	28.9	38.0	No			64.8	
Black	100.0	Yes	100.0	Yes										
Hispanic	98.1	Yes	98.1	Yes										
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	99.4	Yes	99.4	Yes	25.4	33.2	No	21.2	22.8	No			57.9	

Four Conditions Are Required For Making Adequate Yearly Progress

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2007.

** Safe Harbor Targets of 62.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

**Section I-A Data & Analysis - Report Card Data
Item 2 - 2008 AMAO Report**

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

**Section I-A Data & Analysis - Report Card Data
Item 3 - School Information**

School Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	87.5	91.0	90.2	87.1	84.5	87.1	89.2	88.7
Truancy Rate (%)	26.5	16.7	10.5	27.1	31.7	22.9	11.3	11.9
Mobility Rate (%)	28.0	29.2	31.7	34.7	49.3	59.4	32.0	37.8
HS Graduation Rate, if applicable (%)	69.9	64.5	77.1	66.7	69.6	62.6	68.5	61.3
HS Dropout Rate, if applicable (%)	7.8	8.2	10.9	10.9	19.4	8.3	4.7	0.8
School Population (#)	1689	1723	1745	1804	1718	1603	1706	1525
Economically Disadvantaged (%)	38.3	47.0	50.1	44.0	57.3	56.6	63.5	73.2
Limited English Proficient (LEP) (%)	12.7	17.2	12.5	16.9	15.4	14.3	13.6	16.7
Students with Disabilities (%)								
White, non-Hispanic (%)	56.5	54.1	51.7	44.0	41.0	42.4	38.7	40.0
Black, non-Hispanic (%)	21.7	21.4	22.9	30.0	33.2	33.6	35.2	28.5
Hispanic (%)	19.4	22.1	23.1	23.6	23.0	21.3	22.6	27.3
Asian/Pacific Islander (%)	2.3	2.3	2.2	2.2	2.5	2.2	1.7	2.6
Native American or Alaskan Native(%)	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.1
Multiracial/Ethnic (%)	-	-	-	-	0.1	0.5	1.6	1.6

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

**Section I-A Data & Analysis - Report Card Data
Item 4 - Student Race/Ethnicity**

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	1999	61.1	19.2	15.6	4.0	0.2	-
	2000	58.7	19.7	18.2	3.3	0.1	-
	2001	56.5	21.7	19.4	2.3	0.1	-
	2002	54.1	21.4	22.1	2.3	0.1	-
	2003	51.7	22.9	23.1	2.2	0.1	-
	2004	44.0	30.0	23.6	2.2	0.2	-
	2005	41.0	33.2	23.0	2.5	0.2	0.1
	2006	42.4	33.6	21.3	2.2	0.1	0.5
	2007	38.7	35.2	22.6	1.7	0.1	1.6
	2008	40.0	28.5	27.3	2.6	0.1	1.6
D I S T R I C T	1999	55.2	29.6	11.8	3.2	0.2	-
	2000	53.0	30.5	13.1	3.1	0.2	-
	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
	2008	39.3	30.3	22.1	3.0	0.1	5.1

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	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
2008	54.0	19.2	19.9	3.9	0.2	2.7	

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

**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	1999	9.0	29.4	93.6	86.8	27.0	333	22.0	11.3	69.4
	2000	8.6	39.0	100.0	90.2	25.4	362	23.7	8.5	69.1
	2001	12.7	38.3	100.0	87.5	28.0	417	26.5	7.8	69.9
	2002	17.2	47.0	88.0	91.0	29.2	290	16.7	8.2	64.5
	2003	12.5	50.1	100.0	90.2	31.7	192	10.5	10.9	77.1
	2004	16.9	44.0	100.0	87.1	34.7	508	27.1	10.9	66.7
	2005	15.4	57.3	100.0	84.5	49.3	484	31.7	19.4	69.6
	2006	14.3	56.6	100.0	87.1	59.4	373	22.9	8.3	62.6
	2007	13.6	63.5	40.6	89.2	32.0	184	11.3	4.7	68.5
	2008	16.7	73.2	65.3	88.7	37.8	181	11.9	0.8	61.3
D I S T R I C T	1999	6.9	46.0	96.4	90.8	16.4	2938	11.7	10.9	73.6
	2000	8.2	52.6	97.0	91.4	15.8	2981	11.9	7.4	74.7
	2001	9.0	53.3	99.5	91.8	16.6	2562	10.3	6.7	73.9
	2002	10.3	56.9	95.7	93.1	16.8	2248	8.3	6.0	74.9
	2003	6.5	56.9	96.3	92.8	16.8	1717	6.2	7.8	81.3
	2004	12.2	55.1	99.8	92.7	19.0	2306	8.3	6.6	69.4
	2005	12.0	57.6	98.2	91.5	20.9	2436	9.6	8.9	73.1
	2006	12.0	65.7	99.0	92.3	18.1	2626	9.4	3.0	71.0
	2007	12.3	68.4	91.9	92.6	15.0	1868	6.6	3.2	75.0
	2008	13.8	71.5	95.7	92.4	28.4	1624	5.8	2.2	71.8

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	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056	2.5	3.5	85.9
2008	7.5	41.1	96.8	93.3	14.9	49858	2.5	4.1	86.5	

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

**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	1999	1592	-	-	-	-	-	-
	2000	1602	-	-	-	-	-	-
	2001	1689	-	-	-	-	-	-
	2002	1723	-	-	-	-	-	375
	2003	1745	-	-	-	-	-	370
	2004	1804	-	-	-	-	-	357
	2005	1718	-	-	-	-	-	312
	2006	1603	-	-	-	-	-	306
	2007	1706	-	-	-	-	-	280
	2008	1525	-	-	-	-	-	215
D I S T R I C T	1999	26547	-	-	-	-	-	-
	2000	26436	-	-	-	-	-	-
	2001	26502	2094	2177	2242	1966	2002	1170
	2002	26674	2158	2121	2118	2165	1929	1506
	2003	27330	2109	2200	2149	2221	2124	1531
	2004	27576	2083	2120	2172	2227	2164	1552
	2005	27464	2061	2107	2102	2105	2141	1483
	2006	27456	2097	2055	2053	2094	2044	1443
	2007	27787	2197	2100	2092	2072	2137	1541
	2008	27622	2293	2163	2088	2015	2076	1526

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	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
S T A T E	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	155356	153480	154719	162594	159038	150475
2008	2074167	155578	152895	153347	160039	161310	149710	

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

**Section I-A Data & Analysis - Report Card Data
Item 7 - Educator Data, Staff Capacity and Professional Development**

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
D I S T R I C T	1999	1662	19	49181	27	73	20	23	-	-
	2000	1691	17	49048	32	68	19	23	-	-
	2001	1765	17	50543	34	66	19	22	-	-
	2002	1758	17	50685	34	66	19	22	3	1
	2003	1750	17	52459	34	66	20	23	3	2
	2004	1700	18	56305	31	69	19	24	-	3
	2005	1635	19	62144	28	72	20	25	3	1
	2006	1721	15	58512	34	66	19	22	3	5
	2007	1766	15	60203	35	65	19	22	2	3
	2008	1833	15	61177	35	65	19	21	2	6
S T A T E	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
	2008	131488	12	60871	47	53	18	18	1	1

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

**Section I-A Data & Analysis - Report Card Data
Item 8a - Assessment Data (Reading)**

PSAE - % Meets + Exceeds for Reading for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	39.3	43.0	30.7	34.3	29.1	28.5
White	53.4	59.3	41.1	48.0	43.9	35.3
Black	18.3	25.0	18.7	16.5	12.9	17.0
Hispanic	11.6	17.6	6.1	22.6	19.4	27.7
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	4.5	-	-	-	-	23.1
Students with Disabilities	16.0	0.0	6.3	9.7	0.0	14.3
Economically Disadvantaged	22.9	28.6	25.2	25.0	23.7	27.5

**Section I-A Data & Analysis - Report Card Data
Item 8b - Assessment Data (Mathematics)**

PSAE - % Meets + Exceeds for Mathematics for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	31.7	29.6	19.7	29.2	22.6	20.5
White	43.0	42.7	27.8	40.5	32.7	26.5
Black	10.2	6.8	6.7	10.1	9.9	12.2
Hispanic	9.3	14.7	6.1	25.8	12.9	17.0
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	9.1	-	-	-	-	15.4
Students with Disabilities	12.0	7.7	0.0	6.4	0.0	0.0
Economically Disadvantaged	15.7	14.3	14.3	23.4	16.1	19.0

Section I-A Data & Analysis - Report Card Data

Data – *What do the School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?*

East High School 's PSAE reading scores have decreased from 32.6% to 27.5% in 2008 overall. The White subgroup has declined by 9.6% to 33.7%. The Economically Disadvantaged sub group showed a slight decline from 25.8% to 25.4% in 2008.

East High School 's math scores have increased slightly from 21.4% to 22.8% in 2008 overall. The White subgroup decreased slightly from 31.1% to 28.9%. The Economically Disadvantaged sub group made gains from 14.2% to 21.2% in math in 2008.

East High School 's graduation rate declined from 68.5% to 61.3% in 2008. The Economically Disadvantaged sub group's graduation rate declined from 70.2% to 57.9% in 2008.

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

- East High School's rate of economically disadvantaged students has increased from 63.5 to 73.2--a 9.7 percent increase-- possibly affecting student performance in both reading and mathematics.
- The school district policy dictates that students failing classes move on to the next level course without satisfactorily completing the prerequisite (Algebra to Geometry). Elementary and middle schools in the district promote students who may not have passed any classes.
- Middle school connected math and high school algebra are not aligned as is indicated in the drop in math scores when one compares the 8th grade ISAT data with the PSAE data of the same students three years later.
- High school reading instruction is provided in 5 sections of reading class, which is an elective based on SRI scores.
- The increase in mobility rate and truancy may have had a negative effect on the graduation rate.
- East High School's truancy (11.3 to 11.9), mobility (32 to 37.8) and the increase of the LEP subgroup from 13.6 - 16.7% in 2008, perhaps account for some of the decrease in the graduation rate from 68.5 to 61.3.
- A tutoring program is offered, but is under-utilized as is indicated by poor attendance in the program.
- By studying the results of the PSAE for individual students, it appears that approximately 22% of the students are present at the test, but choose not to take the tests, which results in a score of zero.

What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

Based on data and contributing factors, there is a need for Rockford East High School to:

1. Provide instruction for teachers in reading and writing across the curriculum and effective teaching strategies, as well as use data to drive instructional decisions and interventions.
2. Create additional student practice in ACT/Work Keys format.
3. Provide teacher in-service in teaching economically disadvantaged students.
4. Teach students strategies for success and expand interventions for students in specific disciplines.
5. Encourage attendance at after-school tutoring.
6. Educate students and their families on the importance of the PSAE and importance and advantages of a high school diploma.
7. Articulate both vertically and horizontally in the K-12 reading and math curricula.

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 are indicated by these data? What areas of strength are apparent?

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

Conclusions - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

Section I-C Data & Analysis - Other Data (Optional)
Item 1 - Attributes and Challenges

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

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

Conclusions - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

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?

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

Conclusions - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

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?

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

Conclusions - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

Section I-D Data & Analysis - Key Factors

Section I-D - Key Factors – From the preceding screens (I-A, I-B, I-C-1, 2, 3) identify key factors that are within the school's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

Based on data and contributing factors, there is a need for Rockford East High School to:

1. Provide instruction for teachers in reading, math, and writing across the curriculum
2. Provide teachers instruction in teaching economically disadvantaged students
3. Train teachers on the use of formative and summative assessments to inform instruction and in formats of testing that are more advantageous to student success
4. In-service teachers to utilize differentiated instruction through Relationships, Relevance, and Rigor framework
5. Create opportunities for collaboration among teachers
6. Develop a needs assessment for parents and students given at the beginning of the year to determine opportunities for support that could be provided by the school
7. Increase parental academic involvement at East by offering them a scheduled forum to voice their opinions and express their ideas for improvement
8. Advertise and encourage attendance at after school tutoring

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	All students will make the targeted AYP performance levels for 2009-70% meets or exceeds on the PSAE in reading and 77.5% in 2010 or	1,4,6,3,

	Safe Harbor for the same two years.	
2	All students will make the targeted AYP performance levels for 2009: 70% meets or exceeds on the PSAE in mathematics and 77.5% in 2010 or Safe Harbor for the same two years.	2,5,7,3,
3	East High School will make the targeted AYP graduation rate of 78% in 2009 and 80% in 2010.	3,

The following deficiencies [not objectives] have been identified from the most recent AYP Report for your school.

1	School is deficient in Reading Meets and Exceeds
2	School is deficient in Mathematics Meets and Exceeds
3	School is deficient in Graduation Rate
4	White students are deficient in Reading Meets and Exceeds
5	White students are deficient in Mathematics Meets and Exceeds
6	Economically Disadvantaged students are deficient in Reading Meets and Exceeds
7	Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds

Section II-A Action Plan - Objectives

Objective: 1

All students will make the targeted AYP performance levels for 2009-70% meets or exceeds on the PSAE in reading and 77.5% in 2010 or Safe Harbor for the same two years.

Objective 1 Description:

We want to increase the reading performance of East High School students in all subgroups through the use of researched-based strategies that provide accurate data, and then use that data to guide our instruction in a supportive educational environment. We are also adding action steps to better open the lines of communication among all members of East High School's learning community, including parents, staff, and the community at large.

This objective addresses the following areas of AYP deficiency	
1	School is deficient in Reading Meets and Exceeds
2	White students are deficient in Reading Meets and Exceeds
3	Economically Disadvantaged students are deficient in Reading Meets and Exceeds
4	School is deficient in Graduation Rate

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : All students will make the targeted AYP performance levels for 2009-70% meets or exceeds on the PSAE in reading and 77.5% in 2010 or Safe Harbor for the same two years.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Teachers will provide ACT and Work Keys preparation thru bell-ringer activities specific to content area throughout the school year. Data will be reviewed monthly to determine areas of weakness/ strengths with modifications of instruction to follow.	1/5/2009	6/1/2010	During School	Other	
2	Increase attendance for at-risk students before and after school tutoring programs. Promotion activities will include: posters, announcements, advertising at open house and parent-teacher conferences, as well as encouragement from counselors.	9/1/2008	6/1/2009	During School	Other	
3	Teachers will learn student empowerment strategies specific to content areas and the Relationships, Relevance, and Rigor framework. School Improvement Coaches will oversee the development of lessons/ strategies in monthly department meetings.	10/10/2008	6/1/2009	During School	Local Funds	
4	Students will participate in Think-Link reading assessments to ascertain formative individual and group student data on reading comprehension sub skills. Results from these assessments will help to guide instruction and intervention in preparation for the PSAE test.	11/17/2008	4/23/2010	During School	Local Funds	
5	Based on Scholastic Reading Inventory scores, students will be placed in reading level groups to address their reading weaknesses.	6/2/2008	6/1/2010	During School	Local Funds	
6	Smaller Learning Communities and Freshman Foundation programs will continue to be refined to stimulate student academic success, utilizing the school within a school philosophy.	6/2/2008	6/1/2010	During School	Local Funds	
7	Students will receive extra practice and help on reading weaknesses in the ELO program for 9th grade and the SAO program for 10th -12th grades. Each of these programs calls for students to receive additional instruction and practice in weakness areas and then be re-assessed in those areas.	9/1/2008	6/1/2010	During School	Local Funds	
8	All students in their English classes will be keeping track of their progress toward reading standards through the use of standards-based portfolios.	9/1/2008	6/1/2010	During School	Local Funds	

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 1 Title : All students will make the targeted AYP performance levels for 2009-70% meets or exceeds on the PSAE in reading and 77.5% in 2010 or Safe Harbor for the same two years.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	East High School teachers will receive training in understanding effects of poverty in relation to education. Interdepartmental studies will be run by the administration and school improvement coaches. "The Framework for Understanding Poverty" by Ruby Payne will be discussed. The BEEP instructional model (Beginning, engagement, practice, end) will then be developed and applied to each subject area.	11/3/2008	6/1/2009	During School	Local Funds	

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
2	Teachers will collaborate within professional learning communities and data teams to develop common formative and summative assessments to help identify student academic progress.	9/1/2008	6/1/2010	During School	Local Funds	
3	Teachers will receive training in differentiated learning instruction, using the Relationships, Relevance, and Rigor framework. Teachers will share ideas in monthly department meetings and data team meetings and agree on applying at least 2-3 common strategies during the month.	10/10/2008	6/1/2009	During School	Local Funds	
4	Interdepartmental teacher committee will create a common rubric for evaluating writing assignments. All departments will help to develop the rubric during monthly department meetings. Once the rubric is developed, the faculty will calibrate the rubric by grading student work.	10/10/2008	6/1/2009	During School	Local Funds	
5	Teachers will receive training and practice in instructional and assessment strategies for reading across the curriculum and in utilizing the Think-Link assessments and data formatively to improve instruction.	11/17/2008	6/1/2010	During School	Other	
6	Teachers, parents, and counselors will receive training in ACT/ Work Keys preparation activities utilizing an established successful model of instruction.	1/5/2009	6/1/2010	During School	Local Funds	
7	East High School staff, students, and parents will participate in a climate and culture survey done by Gary Fields. A planning improvement committee will then be assembled to develop and carry out action plans for addressing areas of need within the school.	9/1/2008	6/1/2009	During School	Other	

Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 1 Title : All students will make the targeted AYP performance levels for 2009-70% meets or exceeds on the PSAE in reading and 77.5% in 2010 or Safe Harbor for the same two years.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	East High School staff, students, and parents will participate in a climate and culture survey done by Gary Fields. A planning improvement committee will then be assembled to develop and carry out action plans for addressing areas of need within the school.	9/24/2008	6/1/2009	During School	Other	
2	At open house, the Booster club, tutoring representatives, and academic departments will have booths set-up to answer questions from parents and students.	9/3/2008	6/1/2010	After School	Local Funds	
3	Parent/Teacher conferences will be held on two days each semester. All parents will be notified and invited to attend.	11/13/2008	4/2/2010	After School	Local Funds	
4	Parents will participate in an advisory committee with administrators, teachers, and students. This committee will collaborate on issues surrounding academic achievement at East High School. This committee will meet at least once a semester.	1/5/2009	6/1/2010	After School	Local Funds	
5	East High School will put out a newsletter to parents once a month to keep them apprised of important information.	9/1/2008	6/1/2010	During School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 1 Title : All students will make the targeted AYP performance levels for 2009-70% meets or exceeds on the PSAE in reading and 77.5% in 2010 or Safe Harbor for the same two years.

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

Student achievement data on standardized and local assessment tests will be analyzed to determine if current teaching methodologies are positively affecting student academic success. Representatives from the Administration, English department, and Curriculum coordinators will meet quarterly to review the data. The Principal's Advisory Committee will also meet once a month to review the implementation of the SIP plan and to review the data of the effectiveness of the action plans contained in the SIP plan.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Mr. Earl Hernandez	Principal
Mr. Mark Wallace	Assistant Principal
Mrs. Deena Lantz	Assistant Principal

Section II-A Action Plan - Objectives

Objective: 2

All students will make the targeted AYP performance levels for 2009: 70% meets or exceeds on the PSAE in mathematics and 77.5% in 2010 or Safe Harbor for the same two years.

Objective 2 Description:

We want to increase the mathematics performance of East High School students in all subgroups through the use of researched-based strategies that provide accurate data, and then use that data to guide our instruction in a supportive educational environment. We are also adding action steps to better open the lines of communication among all members of East High School's learning community, including parents, staff, and the community at large.

This objective addresses the following areas of AYP deficiency	
1	School is deficient in Mathematics Meets and Exceeds
2	White students are deficient in Mathematics Meets and Exceeds
3	Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds
4	School is deficient in Graduation Rate

Section II-B Action Plan - Student Strategies and Activities

Objective 2 Title : All students will make the targeted AYP performance levels for 2009: 70% meets or exceeds on the PSAE in mathematics and 77.5% in 2010 or Safe Harbor for the same two years.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Teachers will provide ACT and Work Keys preparation thru bell-ringer activities specific to content area once per week throughout the school year. Data will be reviewed monthly to determine areas of weakness/ strengths with modifications of instruction to follow.	1/5/2009	6/1/2010	During School	Other	
2	Increase attendance for at-risk students in before and after school tutoring programs. Promotion activities will include: posters, announcements, advertising at open house and parent-teacher conferences, as well as encouragement from counselors.	9/1/2008	6/1/2009	During School	Other	
3	Teachers will learn student empowerment strategies specific to content areas and the Relationships, Relevance, and Rigor framework. School Improvement Coaches will oversee the development of lessons/ strategies in monthly department meetings.	10/10/2008	6/1/2009	During School	Other	
4	Students will participate in Think-Link math assessments to ascertain formative individual and group student data on math comprehension sub skills. Results from these assessments will help to guide instruction and intervention in preparation for the PSAE test.	11/17/2008	4/23/2010	During School	Local Funds	
5	Algebra and Algebra Essentials teachers will use math manipulatives to help reinforce math concepts.	9/1/2008	6/1/2010	During School	Local Funds	
6	Smaller Learning Communities and Freshman Foundation programs will continue to be refined to stimulate student academic success, utilizing the school within a school philosophy.	9/1/2008	6/1/2010	During School	Local Funds	
7	Students will receive extra practice and help on math weaknesses in the ELO program for 9th grade and the SAO program for 10th -12th grades. Each of these programs calls for students to receive additional instruction and practice in weakness areas and then be re-assessed in those areas.	9/1/2008	6/1/2010	During School	Local Funds	

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 2 Title : All students will make the targeted AYP performance levels for 2009: 70% meets or exceeds on the PSAE in mathematics and 77.5% in 2010 or Safe Harbor for the same two years.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	East High School teachers will receive training in understanding effects of poverty in relation to education. Interdepartmental studies will be run by the administration and school improvement coaches. "The Framework for Understanding Poverty" by Ruby Payne will be discussed. The BEEP instructional model (Beginning, engagement, practice, end) will then be developed and applied to each subject area.	10/10/2008	6/1/2009	During School	Local Funds	
2	Teachers will collaborate within professional learning communities and data teams to develop common formative and summative assessments to help identify student academic progress.	9/1/2008	6/1/2010	During School	Local Funds	
3	Teachers will receive training in differentiated learning instruction, using the Relationships, Relevance, and Rigor framework. Teachers will share ideas in monthly department meetings and data team meetings and agree on applying at least 2-3 common strategies during the month.	9/1/2008	6/1/2009	During School	Local Funds	
4	Teachers will receive professional development training in math strategies by attending workshops or conferences recommended by the Illinois State Board of Education.	8/4/2008	6/1/2010	During School	Local Funds	
5	Teachers will receive training and practice in instructional and assessment strategies for mathematics across the curriculum and in utilizing the Think-Link assessments and data formatively.	11/17/2008	6/1/2010	During School	Other	
6	Teachers, parents, and counselors will receive training in ACT/ Work Keys preparation activities utilizing an established successful model of instruction.	1/5/2009	6/1/2010	During School	Local Funds	
7	East High School staff, students, and parents will participate in a climate and culture survey done by Gary Fields. A planning improvement committee will then be assembled to develop and carry out action plans for addressing areas of need within the school.	9/24/2008	6/1/2009	During School	Other	

Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 2 Title : All students will make the targeted AYP performance levels for 2009: 70% meets or exceeds on the PSAE in mathematics and 77.5% in 2010 or Safe Harbor for the same two years.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	East High School staff, students, and parents will participate in a climate and culture survey done by Gary Fields. A planning improvement committee will then be assembled to develop and carry out action plans for addressing areas of need within the school.	9/1/2008	6/1/2009	During School	Other	
2	At open house, the Booster club, tutoring representatives, and academic departments will have booths set-up to answer questions from parents and students.	9/1/2008	6/1/2010	After School	Local Funds	

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
3	Parent/Teacher conferences will be held on two days each semester. All parents will be notified and invited to attend.	11/13/2008	4/2/2010	After School	Local Funds	
4	Parents will participate in an advisory committee with administrators, teachers, and students. This committee will collaborate on issues surrounding academic achievement at East High School. This committee will meet at least once a semester.	1/5/2009	6/1/2010	After School	Local Funds	
5	East High School will put out a newsletter to parents once a month to keep them apprised of important information.	9/1/2008	6/1/2010	During School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 2 Title : All students will make the targeted AYP performance levels for 2009: 70% meets or exceeds on the PSAE in mathematics and 77.5% in 2010 or Safe Harbor for the same two years.

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

Student achievement data on standardized and local assessment tests will be analyzed to determine if current teaching methodologies are positively affecting student academic success. Representatives from the Administration, Math department, and Curriculum coordinators will meet quarterly to review the data. The Principal's Advisory Committee will also meet once a month to review the implementation of the SIP plan and to review the data of the effectiveness of the action plans contained in the SIP plan.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Mr. Earl Hernandez	Principal
Mr. Mark Wallace	Assistant Principal
Mrs. Deena Lantz	Assistant Principal

Section II-A Action Plan - Objectives

Objective: 3

East High School will make the targeted AYP graduation rate of 78% in 2009 and 80% in 2010.

Objective 3 Description:

Under the umbrella of our Relationships, Relevance, and Rigor instructional framework, we are going to make our lessons more engaging and relevant for students to foster their desire to want to be engaged in their own education; therefore, helping to increase our graduation rate. We are also looking to partner with parents and our community to help us in this endeavor as well. We plan to use data from formative assessments to better target sub skills that students need to improve upon and to help us drive our instruction.

This objective addresses the following areas of AYP deficiency

1	School is deficient in Graduation Rate
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Section II-B Action Plan - Student Strategies and Activities

Objective 3 Title : East High School will make the targeted AYP graduation rate of 78% in 2009 and 80% in 2010.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Teachers will learn and implement student empowerment strategies specific to content areas and the Relationships, Relevance, and Rigor framework to engage students in their own education and increase their success in school	10/10/2008	6/1/2009	During School	Local Funds	
2	Smaller Learning Communities and Freshman Foundation programs will continue to be refined to stimulate and support student academic success.	6/2/2008	6/1/2010	During School	Local Funds	
3	Students will receive extra practice and help to address weaknesses in the ELO program for 9th grade and the SAO program for 10th -12th grades. Each of these programs calls for students to receive additional instruction in the areas of weakness and then to be reassessed in those areas.	9/1/2008	6/1/2009	After School	Local Funds	

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 3 Title : East High School will make the targeted AYP graduation rate of 78% in 2009 and 80% in 2010.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	East High School teachers will receive training in understanding effects of poverty in relation to education. Interdepartmental studies will be run by the administration and school improvement coaches. "The Framework for Understanding Poverty" by Ruby Payne will be discussed. The BEEP instructional model (Beginning, engagement, practice, end) will then be developed and applied to each subject area.	11/3/2008	6/1/2009	During School	Local Funds	
2	Teachers will collaborate within Professional Learning Communities and data teams to develop common formative and summative assessments to help identify and support student academic progress.	9/1/2008	6/1/2010	During School	Local Funds	
3	Teachers will receive training in differentiated learning instruction, using the Relationships, Relevance, and Rigor framework. Teachers will share ideas in monthly department meetings and data team meetings and agree on applying at least 2-3 common strategies during the month.	10/10/2008	6/1/2009	During School	Local Funds	

Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 3 Title : East High School will make the targeted AYP graduation rate of 78% in 2009 and 80% in 2010.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	East High School staff, students, and parents will participate in a climate and culture survey done by Gary Fields. A planning improvement committee will then be assembled to develop and carry out action plans for addressing areas of need within the school.	9/24/2008	6/1/2009	During School	Other	
2	Parents will participate in an advisory committee with administrators, teachers, and students. This committee will collaborate on issues surrounding academic achievement at East High School. This committee will meet at least once a semester.	1/5/2009	6/1/2010	After School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 3 Title : East High School will make the targeted AYP graduation rate of 78% in 2009 and 80% in 2010.

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

Student achievement data on standardized and local assessment tests will be analyzed to determine if current teaching methodologies are positively affecting student academic success. Representatives from the Administration, English department, and Curriculum coordinators will meet quarterly to review the data.

The Principal's Advisory Committee will also meet once a month to review the implementation of the SIP plan and to review the data of the effectiveness of the action plans contained in the SIP plan.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Earl Hernandez	Principal
Mark Wallace	Assistant Principal
Deena Lantz	Assistant Principal

**Section III - Plan Development, Review and Implementation
Part A. Parent Notification***

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.

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. (**Requirement for Title I Schools only.*)

Rockford East High School has reported the school's academic status to parents and the surrounding community using multiple outlets.

Information is conveyed to the general public via School Board meetings, School District Web site, and local media outlets (Newspaper, Radio, and Television Stations). In addition, the information is also conveyed to the parents of East High School students in the school's newsletter mailed to each household.

**Section III - Plan Development, Review and Implementation
Part B. Stakeholder Involvement**

Stakeholder Involvement - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

Rockford East High School's Principals Advisory Committee (PAC) is responsible for the development, implementation, and review of the School Improvement

Plan. This committee consists of school administration, teachers, counselors, and parents. Also, tentative action plans were presented at the department meetings in October, 2008 and feedback on those action plans was solicited from all teachers at those meetings. The final action plans were then derived based on that feedback.

The school community (parents, administration, faculty) participated in a building wide survey during the Spring of 2007, from which data was derived to help develop the School Improvement Plan.

In September 2008, Gary Fields, Senior Consultant from the International Center for Leadership in Education, conducted a school-wide climate and culture evaluation in which he met with several focus groups consisting of staff, students, parents, and school community members. Mr. Fields also observed several classes and then shared his findings with the entire school community in a written report.

Names and titles of school improvement team or plan developers:

	Name	Title
1	Earl Hernandez	Principal
2	Mark Wallace	Assistant Principal
3	Deena Lantz	Assistant Principal
4	George Bathje	Social Studies Teacher/ SIP Chair
5	Lynn Buscemi	Lead Guidance Counselor
6	Janis Finley	Math Teacher
7	Michelle Gambini	English Department Head/ Teacher
8	Jessica Gerrond	Special Education/ Hearing Impaired Teacher
9	Colleen Hoffman	Foreign Language Teacher
10	Deborah Johnson	Librarian
11	Carol Johnston	Science Teacher
12	Michelle Jones	Fine Arts Teacher
13	Sara Okey	English Teacher
14	Lynne Olson	Fine Arts Teachers
15	Sherry Guarino	RESPRO School Improvement Coach
16	Barbara LaSalle	RESPRO School Improvement Coach
17	David Lantz	Parent

18	Teri Bates	Parent
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Section III - Plan Development, Review and Implementation Part C. Peer Review Process

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 Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. Peer review and subsequent local board approval must be completed within 45 days of receiving the school improvement plan.

For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

Describe the peer review process including participants and date(s) of peer review.

The Regional Office of Education (ROE) will provide training in the SIP process in September and October 2008. SIP Monitoring/Scoring training will be provided to reviewers in October and November 2008. Ongoing support from the ROE will support the correct and effective evaluation of East High School's Improvement Plans. Our SIP team will pair with other schools in our tier level during November 2008 to review and refine our plans. Representatives of East High School SIP Team will submit their peer-reviewed SIP to the District Review Team prior to November 24, 2008. Schools then will submit their final plans to Dr. Thomas Schmitt for processing to the Board of Education on or before December 1, 2008.

The District Review Committee shall consist of Ms. Marcia Strothoff, Assistant Superintendent for Curriculum and Instruction, Ms. Colleen Cyrus, Assistant Superintendent for Student Services, and Dr. Thomas Schmitt, Assistant Superintendent for Community Outreach and Procedures. All members of the District Review Committee will be trained in the SIP process by ROE a staff. School Improvement Plans based on 2008 Data will be submitted to the Board of Education for final approval on December 18, 2008. Approved School Improvement Plans will be submitted to the Illinois State Board of Education following approval by the Rockford Public Schools' Board of Education, prior to December 23, 2008.

East High School has produced a School Improvement Plan based on 2008 data to include incorporation of Response to Intervention (RtI) Plans.

Section III - Plan Development, Review and Implementation

Part D. Teacher Mentoring Process

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 (IPTS) 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. Each mentor is assigned 3-5 new teachers to guide during the year. Mentors schedule 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 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 manger 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. All RPS mentoring services are voluntary for first and second year teachers.

Section III - Plan Development, Review and Implementation

Part E. District Responsibilities

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). If applicable, identify corrective actions or restructuring options taken by the district.

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

Ms. Pamela Laughlin, Assistant Superintendent of Human Resources

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

Ms. Marcia Strothoff , Assistant Superintendent of Curriculum & Instruction

Mr. Edward Portillo, Executive Director of Research, Federal Programs and Grants

Dr. Vinest Steele , Director of Title I

Mr. Paul Yankee, Director of Bilingual Education

Mr. Bob Corder, Director of Human Resources

Mr. Frank Schepley, Assessment Specialist

Ms. Shirley Chrestman, Special Education Assistant Director

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, NCLB Officer

The primary support intervention for all schools throughout the 2008-2009 and 2009-2010 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.

Corrective Actions taken by a district for a Title I school that failed to meet Adequate Yearly Progress for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv).

Restructuring Options (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school.

Section III - Plan Development, Review and Implementation Part F. State Responsibilities

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 and 2008 than previously. Results from standardized tests proctored in spring 2008 were provided, preliminarily, in early September, 2008 and were made public in late September 2008.

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 Barb Henderson, 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. RESPRO also helped to establish the Gary Fields climate and culture assessment days as well as follow-up days for planning based on Gary Fields assessment.

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.

Section III - Plan Development, Review and Implementation
Part G. School Support Team

State Responsibilities – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or RESPRO consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide sustained and intensive support for those schools to make adequate yearly progress. Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools in academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

	Name	Title
1	Lori Fanello	Member of Peer Review Team
2	Barb Fedderson	KIDS Consultant
3	Gary Fields	High School Re-Design Consultant
4	Sherry Guarino	SIP Coach
5	Carol Gustafson	Member of Peer Review Team
6	Barb LaSalle	SIP Coach
7	Karen Ljungsted	Member of Peer Review Team
8	Judy Rigby	Member of Peer Review Team

Section IV-A Local Board Action

DATE APPROVED by Local 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 ensures alignment of curriculum, instruction, and assessments 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 the plan on behalf of the school the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of the plan completion from the **Submit Your Plan** page (Section IV-C) the plan shall be deemed to be executed by the superintendent on behalf of the school.

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

- Have the areas of low achievement been clearly identified?
- Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness?
- Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students?
- Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities?

LOCAL ASSESSMENT DATA (OPTIONAL)

- If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?
- Do these local assessment results add clarity to the state assessment data?
- Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA (OPTIONAL)

- If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?
- Do the other data add clarity to the state assessment data?
- Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

IDENTIFICATION OF KEY FACTORS

- Have data or research been used to determine the key factors believed to cause low performance?
- Are the key factors within the district's capacity to change or control?

CLARITY OF OBJECTIVES

- Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan?
- Do the objectives address all areas of AYP deficiency?

ALIGNMENT OF STRATEGIES AND ACTIVITIES

- Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
- Will the selected strategies and activities likely improve student learning and achievement?
- Are the strategies and activities measurable?
- Are the measures of progress for the strategies and activities clearly identified?
- Are expectations for classroom behavior and practice related to the objectives clear?

	Is professional development aligned with the strategies and activities for students?
	Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?
	Do the parent involvement strategies clearly align with the strategies and activities? for students?
	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
	Are timelines reasonable and resources coordinated to achieve the objectives?
MONITORING	
	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION	
	Does this plan 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 parents can understand? (Title I Schools Only)
STAKEHOLDER INVOLVEMENT	
	Does the plan describe how stakeholders have been consulted?
	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?
PEER REVIEW	
	Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?
TEACHER MENTORING PROCESS	
	Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession?
DISTRICT RESPONSIBILITIES	
	Is it clear what support the district will provide to ensure the success of the plan?
	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school?
STATE RESPONSIBILITIES	

	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?
SCHOOL SUPPORT TEAM	
	Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan?
APPROVAL DATE OF LOCAL BOARD	
	The plan indicates the approval date of this plan.

PART II - COMMENTS