

## ELLIS ARTS ACADEMY

### School Improvement Plan 2007

Board Approval Date:	3/18/2008
Plan Submission Date & Ref No:	3/19/2008 - SIP07 - 001758
ISBE Monitoring Date:	ISBE Monitoring Not Started.

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

**PRELIMINARY INFORMATION**

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School & District Information

RCDTS Code Number : 041012050252024

District Name: ROCKFORD SD 205

School Name : ELLIS ARTS ACADEMY

Superintendent: Linda Hernandez

Principal :DR PATRICK HARDY

District Address: 201 S MADISON ST

School Address : 222 S CENTRAL AVE

City/State/Zip : ROCKFORD, IL 61104 2092

City/State/Zip : ROCKFORD, IL 61102 2011

District Phone : (815) 966-3101

School Phone : (815) 966-3909

District Email :

School Email :

Is this for a Title I School? Yes

**ELLIS ARTS ACADEMY - 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	Restructuring
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	Academic Watch Status

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	52.5		Yes	67.0		Yes	93.0	Yes		
White	100.0	Yes	100.0	Yes	67.9		Yes	83.0		Yes				
Black	100.0	Yes	100.0	Yes	48.2	49.1	Yes	63.1		Yes	93.2			
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	10.9		No	24.4		No				
Economically Disadvantaged	100.0	Yes	100.0	Yes	52.2		Yes	65.6		Yes				

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

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

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Item 2 - Annual Measurable Achievement Objectives Report for 2007

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

**ELLIS ARTS ACADEMY - 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 (%)	93.1	93.1	93.2	92.1	92.8	93.0
Truancy rate (%)	6.4	6.6	5.2	5.8	9.2	5.1
Mobility rate (%)	15.6	19.1	22.9	23.6	9.9	12.1
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 (#)	664	716	726	636	602	559
Economically disadvantaged (%)	75.8	81.7	70.7	82.1	87.5	90.2
Limited English proficient (LEP) (%)	2.1	0.0	1.8	2.0	1.5	1.1
Students with disabilities (%)						
White, non-Hispanic (%)	33.7	26.7	21.1	16.7	14.8	15.9
Black, non-Hispanic (%)	58.7	64.8	71.3	70.8	73.8	74.1
Hispanic (%)	5.9	6.7	6.1	5.5	6.0	4.3
Native American or Alaskan Native (%)	0.0	0.0	0.0	0.0	0.0	0.2
Asian/Pacific Islander (%)	1.7	1.8	1.5	1.1	1.0	0.4

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

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

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
<b>S C H O O L</b>	2001	41.5	52.2	4.2	2.2	-	-
	2002	33.7	58.7	5.9	1.7	-	-
	2003	26.7	64.8	6.7	1.8	-	-
	2004	21.1	71.3	6.1	1.5	-	-
	2005	16.7	70.8	5.5	1.1	-	6.0
	2006	14.8	73.8	6.0	1.0	-	4.5
	2007	15.9	74.1	4.3	0.4	0.2	5.2
<b>D I S T R I C T</b>	2001	51.0	31.1	14.5	3.1	0.2	-
	2002	49.1	31.5	16.1	3.1	0.2	-
	2003	47.7	31.8	17.2	3.1	0.2	-
	2004	46.0	32.3	18.3	3.2	0.2	-
	2005	44.3	31.0	19.2	3.1	0.1	2.3
	2006	42.5	30.5	20.6	3.1	0.2	3.2
	2007	40.7	30.8	21.5	3.0	0.1	4.0
<b>S T A T E</b>	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

## ELLIS ARTS ACADEMY - 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 (%)
<b>S C H O O L</b>	2001	1.5	80.1	100.0	92.3	20.0	56.0	8.7	-	-
	2002	2.1	75.8	95.0	93.1	15.6	45.0	6.4	-	-
	2003	-	81.7	100.0	93.1	19.1	51.0	6.6	-	-
	2004	1.8	70.7	100.0	93.2	22.9	38.0	5.2	-	-
	2005	2.0	82.1	100.0	92.1	23.6	36.0	5.8	-	-
	2006	1.5	87.5	100.0	92.8	9.9	57.0	9.2	-	-
	2007	1.1	90.2	100.0	93.0	12.1	30.0	5.1	-	-
<b>D I S T R I C T</b>	2001	9.0	53.3	99.5	91.8	16.6	2,562.0	10.3	6.7	73.9
	2002	10.3	56.9	95.7	93.1	16.8	2,248.0	8.3	6.0	74.9
	2003	6.5	56.9	96.3	92.8	16.8	1,717.0	6.2	7.8	81.3
	2004	12.2	55.1	99.8	92.7	19.0	2,306.0	8.3	6.6	69.4
	2005	12.0	57.6	98.2	91.5	20.9	2,436.0	9.6	8.9	73.1
	2006	12.0	65.7	99.0	92.3	18.1	2,626.0	9.4	3.0	71.0
	2007	12.3	68.4	91.9	92.6	15.0	1,868.0	6.6	3.2	75.0
<b>S T A T E</b>	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,091.0	2.5	3.5	85.9

## ELLIS ARTS ACADEMY - 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)
<b>S C H O O L</b>	2001	648	-	-	-	-	-	-
	2002	664	77	75	55	90	67	-
	2003	716	77	84	80	84	81	-
	2004	726	74	83	93	92	80	-
	2005	636	70	58	59	78	83	-
	2006	602	73	66	55	78	67	-
	2007	559	67	69	57	56	62	-
<b>D I S T R I C T</b>	2001	26,502	2,094	2,177	2,242	1,966	2,002	1,170
	2002	26,674	2,158	2,121	2,118	2,165	1,929	1,506
	2003	27,330	2,109	2,200	2,149	2,221	2,124	1,531
	2004	27,576	2,083	2,120	2,172	2,227	2,164	1,552
	2005	27,464	2,061	2,107	2,102	2,105	2,141	1,483
	2006	27,456	2,097	2,055	2,053	2,094	2,044	1,443
	2007	27,787	2,197	2,100	2,092	2,072	2,137	1,541
<b>S T A T E</b>	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

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

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

**ELLIS ARTS ACADEMY - 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
<b>All</b>	-	39.0	27.2	44.7	46.9	36.5	34.1	34.4	34.5	44.1	32.5	40.3	50.0	72.6	71.0
<b>White</b>	-	50.1	-	50.0	-	62.9	62.6	84.6	-	72.8	41.9	73.4	75.0	69.2	76.9
<b>Black</b>	-	34.8	23.6	36.3	44.0	24.0	25.9	16.3	32.6	40.9	29.5	14.3	41.1	73.2	70.0
<b>Hispanic</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Asian/Pacific Islander</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Native American</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Multi-racial/Ethnic</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>LEP</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Students w/Disabilities</b>	-	-	-	9.1	10.0	-	6.3	7.1	-	-	-	27.3	-	-	30.0
<b>Economically Disadvantaged</b>	-	38.6	23.4	44.4	44.1	34.3	33.3	32.2	35.2	44.9	28.3	32.2	48.5	69.8	71.7

**ELLIS ARTS ACADEMY - 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	44.7	46.9	40.4	32.4	34.5	44.1	62.3	64.1	48.1	60.4	72.6	71.0
White	50.0	-	-	38.5	-	72.8	85.7	-	66.7	83.3	69.2	76.9
Black	36.3	44.0	39.6	26.5	32.6	40.9	50.0	57.1	40.3	48.6	73.2	70.0
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	9.1	10.0	9.1	12.5	-	-	-	-	-	-	-	30.0
Economically Disadvantaged	44.4	44.1	37.5	33.9	35.2	44.9	58.4	62.2	46.9	58.4	69.8	71.7

**ELLIS ARTS ACADEMY - 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
<b>All</b>	-	50.0	46.3	71.7	68.7	44.8	31.8	23.4	43.1	64.4	13.8	21.9	12.7	58.1	62.9
<b>White</b>	-	62.5	-	70.0	-	75.0	50.0	69.2	-	81.8	25.8	43.4	25.0	76.9	76.9
<b>Black</b>	-	43.4	42.6	68.2	64.0	29.5	27.4	7.0	39.5	59.0	6.8	5.6	7.3	51.2	57.5
<b>Hispanic</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Asian/Pacific Islander</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Native American</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Multi-racial/Ethnic</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>LEP</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Students w/Disabilities</b>	-	-	20.0	18.2	20.0	-	6.3	-	-	30.0	9.1	-	-	-	10.0
<b>Economically Disadvantaged</b>	-	49.1	44.5	71.4	66.1	42.7	30.6	19.6	44.4	61.3	11.7	17.5	12.3	60.4	60.3

**ELLIS ARTS ACADEMY - 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	71.7	68.7	56.5	61.9	43.1	64.4	52.8	79.5	50.0	69.3	58.1	62.9
White	70.0	-	-	61.6	-	81.8	85.7	-	71.4	83.3	76.9	76.9
Black	68.2	64.0	52.1	61.2	39.5	59.0	38.9	75.0	42.3	63.9	51.2	57.5
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	18.2	20.0	27.3	25.0	-	30.0	-	-	-	-	-	10.0
Economically Disadvantaged	71.4	66.1	55.3	61.8	44.4	61.3	52.1	78.4	46.9	68.1	60.4	60.3

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

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

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**Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?**

According to the data provided in our school report card, our school has made significant progress over the last three years. Our students met the federal targets in all subgroups for the last two years with one exception. In the 2006-2007 school year our Special Education students did not perform well and did not make adequate yearly progress as a subgroup. Both reading and math scores are on the rise with an average of 10 percent gains in 3rd, 4th, and 5th grades and there is evidence of significant improvement with 6th, 7th, and 8th grade students. 8th grade scores have shown a 30 percentage point increase. Math scores declined 4 percent in 3rd grade but all other grade levels increased. Improvements ranged from 7 percent gains to 36 percent gains. Scores also continue to improve in reading and math for African American and economically disadvantaged students. However, there is also evidence that African American student performance continues to lag behind the performance of white students. In reading the achievement gap is 20 percentage points and there is a 19 percentage point gap in math. Special Education students did not perform well in either math nor reading with a disappointing 10.9 percent meeting/exceeding in reading and 24.4 percent meeting or exceeding in math. Therefore, Special Education is clearly an area of significant concern.

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

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

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

There are several factors that continue to contribute to our continual overall improvement as well as the areas that challenge us. Our truancy rate dropped 4 percentage points between 2006 and 2007 to 5.1 percent. Though still too high, our mobility rate has also declined by 3 points to 9.9 percent. This provides evidence that students are in school more and are therefore receiving more instruction. We have experienced both a change in administration and teaching staff, which has resulted in a staff averaging 15 years of teaching experience and 65 percent have earned Master's degrees. Our staff is more experienced and better trained than in previous years. We are an Arts Academy that previously did not enjoy a high level of parental involvement outside of parent teacher conferences. Parents did not attend performance in high numbers in the daytime or evening. Currently, we consistently have standing room only at performances in an Theatre that seats over 300. We can conclude from this that parents and the school community are buying into and accepting the academic program and teaching model that our school offers. On the other hand, there are factors that have impacted those areas in which we are challenged. There remains low turn out for Parent Teacher Organization meetings. The highest attendance in 2006-2007 was 5 parents. Our teachers were not teaching Special Education students consistently on grade level and those students were not experiencing the same curriculum as other students when appropriate. We continue to see students entering our school in kindergarten without basic academic and social skills. A significant challenge is what is referred to in our district as "charge back students." These are students that do not attend our school but whose scores are reported with ours. This year we had a significant number of special education students, in proportion to our enrollment, that were charge back students. Some relief will come during the upcoming testing period as the number of charge back students will decrease; however, possible fluctuation upward in future years is a continual risk and concern. These students do not receive instruction in our school and we have no interaction with them. The number of special education students charged back to us helped to give us a subgroup for this population of students where we previously did not have one. As a result of years of lack luster academic performance, many of our high performing students have transferred to other schools which is reflected in our declining enrollment the last three years. Nevertheless, we currently experiencing a change in this last point, as we now have a waiting list for students desiring to enroll in both our middle and elementary schools. We are beginning to turn around what once was a terrible reputation thus making the school and its arts emphasis more appealing.

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

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

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

The report card data mentioned above causes us to conclude that improvement is still required with African American, economically disadvantaged, and of course, special education students. Though African American and economically disadvantaged students continue to show improvement, they are still significantly out performed by white students who receive identical instruction. In particular, their performance in reading must improve. Also, special education students must begin to show improvement in their academic performance. Report Card data for this group, in particular, indicates a significant amount of work ahead.

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

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

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**Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?**

Students in 3rd, 4th, and 5th grade are assessed three times a year in reading using the On The Mark Assessment tool. Middle school students are assessed in reading using the Scholastic Reading Inventory. Results from both assessments indicate that our students continue to face challenges in reading. The Running Record is an important component of the On The Mark Assessment Tool. Current results indicate that large percentages of 3rd through 5th grade student are simply not reading at grade level. In 3rd grade only 35 percent of students are currently meeting benchmarks, 43 percent in 4th grade and 40 percent in 5th grade. The Scholastic Reading Inventory also indicates that special education students, in particular, are not demonstrating significant growth in reading. While there has been minimal improvement, many special education students in middle school continue to read at levels equivalent to 2nd through 5th grade. Lexile scores range from the 600s to the low 300s in many cases. According to currently Lexile scores, 55% of 8th grades students, 51% of 7th grade students, and 52% of 6th grade students test at proficient/advanced levels.

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

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

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

We know that a primary factor in the above mentioned results is the fact that special education students were not receiving grade level instruction in reading. There were also few interventions focused on this population of students. While African American and economically diasadvantaged students did make Adequate Yearly Progress, our concerns are the lack of significant growth and the gap between black and white student performance. One of the contributing factors includes previous inconsistencies in instructional programming as they were constantly changing or sporadic in terms of use. Other factors were a lack of motivation on the parts of students and teachers, an inexperienced staff, and lack of parental support.

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

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

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

From that data mentioned above, we can conclude that African American and economically disadvantaged students continue to show minimal growth in reading. We also see that our special education students' performance in reading must also significantly improve. Students must be exposed to grade level instruction and consistent instructional programs.

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

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

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Item 1 - Attributes and Challenges

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

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

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

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Item 1 - Attributes and Challenges

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

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

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

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Item 1 - Attributes and Challenges

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

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

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

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

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

**ELLIS ARTS ACADEMY - 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?**

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

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

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Item 2 - Educator Qualifications

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

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

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

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Item 3 - Parent Involvement

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

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

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

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Item 3 - Parent Involvement

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

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

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

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Item 3 - Parent Involvement

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

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

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

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

- 1) Special Education students must be exposed to grade level instruction in both reading and math
- 2) African American and Economically Disadvantaged students must continue to receive consistent instruction from research based programs in order to continue to show growth.
- 3) Reading Interventions must continue to be focused on African American and Economically Disadvantaged students.
- 4) We must focus more researched based interventions on special education students.

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

### Section II-Action Plan

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

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

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

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

### Section II-Action Plan

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#### Part A. Objective 1

#### **Title : Reading**

**Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.**

While only 48.2% of African American students, 52.2% of Economically Disadvantaged Students and 10.9% of Special Education students reach proficiency on the ISAT currently, these subgroups will achieve AYP of at least 62.5% in 2008 and 70% in 2009.

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

**Section II-Action Plan**

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Part A. Objective 1

**Title : Reading**

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

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

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

## ELLIS ARTS ACADEMY - 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 continue to be instructed through the Making Meaning reading program as a component of our Balanced Literacy and Guided Reading initiative.	August 2007	June 2009	During School	Local Funds	2500.00
2. Students will continue to be instructed using the Harcourt Trophies Reading Series as a supplement to the Making Meaning Program.	August 2007	June 2009	During School	Title I	2500.00
3. Special Education students will receive grade level reading instruction through the Balanced Literacy instructional model.	August 2007	June 2009	During School	Title I	500.00
4. Ellis Arts Academy will provide reading tutors who will work with sub-groups not making AYP.	August 2007	June 2009	During School	Title I	22680.00
5. The Soar to Success and Direct Instruction reading interventions will be provided to students in subgroups not making AYP.	August 2007	June 2009	During School	Local Funds	1,500.00
6. Ellis students in sub-groups not making AYP will be enrolled in the After School Program	August 2007	June 2009	After School	Other	68,000.00

## ELLIS ARTS ACADEMY - 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. In-service training for all teachers on Implementing the Balanced Literacy Model.	August 2007	June 2009	Before School	Title I	1000.00
2. In-service workshops for teachers on Implementing the Making Meaning Program.	August 2007	June 2009	Before School	Title I	1,000.00
3. Workshops for all teachers regarding how to effectively align instruction for Special Education students to the Illinois Learning Standards	August 2007	June 2008	Before School	Title I	1,000.00

**ELLIS ARTS ACADEMY - 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. Parents receive monthly tips for assisting their students with reading through the school news letter and website.	October 2007	June 2009	After School	Local Funds	1,000.00
2. Implement a Parent Reading Night during which parents receive information/instruction on reading strategies that can be used at home.	March 2008	June 2009	After School	Title I	1, 000.00
3. Parents are regularly informed of issues with students related to reading through conferences, progress reports, and sharing of assessment results at School Improvement Team Meetings.	January 2008	June 2009	After School	Title I	1,000.00

# ELLIS ARTS ACADEMY - ROCKFORD SD 205

## Section II-Action Plan

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### Part E - Monitoring Process for Objective 1

#### Title : Reading

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

Ellis Arts Academy Staff will monitor the progress of this objective using data from the On The Mark Assessments, Scholastic Reading Inventory, Illinois Standards Achievement Test, and student report cards. Data will be analyzed and discussed by grade level and departmental Data Team meetings. General information will be shared, analyzed, and discussed with parents during Reading Nights, monthly Parent Teacher Organization Meetings, and school newsletters. The school improvement team, which includes teachers, administrators, community stakeholders, and parents will also monitor and discuss progress during monthly meetings.

**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>
Patrick Hardy	Principal
Susan Rotello	Reading Coach
Lynn Delacey	Reading Intervention Specialist

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

### Section II-Action Plan

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#### Part A. Objective 2

#### Title : Math

**Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.**

Currently only 63% of African American Students and 24.4% of Special Education students reach proficiency on the ISAT; however, these subgroups will make AYP of at least 62.5% in 2008 and 70% in 2009.

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

**Section II-Action Plan**

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Part A. Objective 2

**Title : Math**

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

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

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

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

**Section II-Action Plan**

Part B. Student Strategies and Activities for Objective 2

**Title : Math**

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. All Kindergarten through 5th grade students will continue to be instructed through the Everyday Math Program. Some on going professional development for teachers will be provided.	August 2007	June 2009	During School	Local Funds	1,000.00
2. All 6th through 8th grade students will continue to be instructed through the Connected Math Program. Some on-going professional development for teachers will be provided.	August 2007	June 2009	During School	Local Funds	1,500.00
3. Students in subgroups currently not making AYP will be enrolled in the After School Program,	August 2007	June 2009	During School	Other	68,000.00
4. Math Tutors will be provided for students in subgroups not making AYP.	January 2008	June 2008	During School	Title I	22680.00

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

### Section II-Action Plan

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

#### Title : Math

**State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Continued professional development in Everyday Math for K-5 general and special education teachers	January 2008	June 2009	After School	Local Funds	2500.00
2. Continued professional development in the Connected Math Program for 6th-8th grade general and special education teachers	January 2008	June 2008	After School	Local Funds	1500.00
3. Study skills training for teachers and parents during each semester/trimester.	May 2008	June 2009	After School	Title I	5000.00
4. Family Math program training for teachers	June 2008	August 2008	Summer School	Title I	1000.00

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

**Section II-Action Plan**

Part D. Parent Involvement Strategies and Activities for Objective 2

**Title : Math**

**State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Family Math Night during which parents and students receive instruction and tips on improving student performance in Math.	January 2008	June 2009	After School	Title I	1,000.00
2. Parents will receive Math tips and strategies through our school Newlester and Website.	January 2008	June 2008	After School	Local Funds	
3. Parents will receive information and assist in decision making during conferences, Parent Teacher Organization Meetings, through Progress Reports, and School Improvement Team meetings.	September 2008	June 2009	After School	Title I	500.00

# ELLIS ARTS ACADEMY - ROCKFORD SD 205

## Section II-Action Plan

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### Part E - Monitoring Process for Objective 2

#### Title : Math

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

Ellis Arts Academy Staff will monitor the progress of this objective using data from the TIE Assessments, Illinois Standards Achievement Test, and student report cards. Data will be analyzed by grade levels and departmental Data Team meetings. General information will be shared, analyzed, and discussed with parents during Family Math Nights, monthly Parent Teacher Organization Meetings, and school newsletters. The school improvement team, which includes teachers, administrators, community stakeholders, and parents will also monitor and discuss progress during monthly meetings.

#### 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
Patrick Hardy	Principal
Vicki Kested	Assistant Principal
Charles White	Assistant Principal

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

### Section III - Development, Review and Implementation

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#### Part A - Parent Notification

**Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand.**

Ellis has provided parents with written notification of our school academic status with explanation in laymens' terms what that status represents. Ellis has also conducted ISAT Night during which detailed explanations were provided to parents. This was also an opportunity to submit ideas and ask questions regarding future plans for improvement. Letters were also distributed during Parent Teacher Organization Meetings and Administrators made a detailed presentation explaining the available data and answering parents questions. Parents also receive notification from our Family Resource Center when they attempt to actually enroll their students in our school.

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

### Section III - Development, Review and Implementation

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#### 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.**

A broad range of community stakeholders are involved in the development, implementation, and monitoring of Ellis Arts Academy's school improvement plan. Community stakeholders include school administrators, faculty, and staff; our partners from the Rockford Area Arts Council, the Ellis Parent Teacher Organization, and members of the community from agencies such as House of Refuge Church and New York Life. Stakeholders may also be members of the School Improvement Team who attend meetings and contribute ideas for the school's action plan. Stakeholders may also assist with professional development.

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

### Section III - Development, Review and Implementation

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#### 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.

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

### Section III - Development, Review and Implementation

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#### Part D - Teacher Mentoring Process

**Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.**

The major focus of the RPS new teacher induction program is the work of mentors trained in the Frameworks for Professional Teaching available through the New Teacher Center in Santa Cruz, California. Our Illinois partner for training and implementation is The Consortium For Educational Change (CEC). The program is based on the acquisition of Illinois Professional Teaching Standards (IPTTS) taught through the use of Danielson's Frameworks Induction Program. This program incorporates Danielson's Four Domains of Professional Practice: 1) Planning and Preparation, 2) The Classroom Environment, 3) Instruction, and 4) Professional Responsibilities. These domains include methods of inquiry for content knowledge, an understanding of human development, approaches to learning that address diverse learner needs, planning for instruction, the creation of engaging and stimulating learning environments, a range of models for instructional delivery, the development of a range of communication skills, the use of formal and informal assessment strategies to support student academic development, the nurturing of collaborative relationships, and an emphasis on high standards of professional conduct.

In line with the above research and standards, this project values: (1) teaching as a career-long developmental process; (2) teaching as a continuous cycle of teaching, assessment, reflection, and re-teaching; (3) professional standards and a focus on student achievement as central to the improvement of practice; (4) teacher development as occurring best in a collegial environment where the sharing of expertise is valued; and (5) a teacher's professional growth as central to the improvement of student achievement.

All mentors are retired teachers who complete a 12 day training program provided by CEC in the Frameworks program. In addition mentors attend monthly support sessions to improve their practice. Mentors are assigned 3-5 new teachers to guide during the year. Mentors schedule and average of 1.5 hours of work with new teachers each week. Professional development is offered to teachers in specific grade level and subject areas during the year. Professional development is provided by the RPS curriculum department, school based coaching, the Regional Office of Education, Golden Apple Foundation as well as the RPS induction program.

A final evaluation of the mentoring project is submitted the Illinois State Board of education each summer. Mentors maintain time logs that document the time spent each week with each of their protégés and the topic of their sessions. The time logs are submitted to the grant manager for tabulation and review and do not contain confidential information. Time logs will be used for formative assessment during year two of the project. An annual survey of participants is completed to inform the evaluation report.

For the first time in 2007-08 induction support was extended to second year teachers who completed the first year of the mentoring program. All RPS mentoring service are voluntary for first and second year teachers.

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

### Section III - Development, Review and Implementation

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#### Part E - District Responsibilities

**Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). Identify corrective actions taken by the district if applicable.**

The School Improvement Plan for each district building was developed with support and services provided by the Rockford School District. District assistance and participation in the plan included provision of data, data analysis, technical assistance, assessment coordination, intervention design, funding support, professional development opportunities, collaboration with community and curricular support. The following representatives from Rockford District 205 provided resources for the development and implementation of the plan:

The Rockford Board of Education

Mrs. Linda Hernandez, Superintendent of Schools

Mr. Thomas Hoffman, Chief Operations Officer

Ms. Colleen Cyrus, Assistant Superintendent of Student Support

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

Ms. Marcia Strothoff, Assistant Superintendent of Curriculum & Instruction

Dr. Michael Kuzniewski, Executive Director of Research, Federal Programs and Grants

Mr. Edward Portillo, Director of Bilingual Education

Dr. Vinest Steele, Director of Title I

Mr. Bob Corder, Director of Human Resources

Mr. Frank Schepley, Assessment Specialist

Ms. Shirley Chrestman, Special Education Supervisor

Mr. Jon Malone, Special Education Supervisor

Mrs. Linda Oshita, Title I Curriculum Coordinator

Mrs. Anita Hughes, Reading Coordinator

Mrs. Sue Mainville, Math coordinator

Mr. Ed Hayden, Coordinator of Social Work

Ms. Maggie Kempel, Project Coordinator

Ms. Sherrie Bias, NBLB Officer

The primary support intervention for all schools throughout the 2007-2008 and 2008-2009 school years will be a systematic, continuous monitoring of school implementation by the District Leadership Team. Reading and Mathematics progress is summarized on a trimester

basis for elementary schools and a quarterly basis for secondary schools and then presented to the District Leadership Team.

Implementation progress and goal achievement of each plan shall be reviewed, evaluated, and modified on an ongoing basis. The timeline for these reviews is as follows:

Elementary Schools – first Tuesday of each month, September – May;

Middle Schools – first Wednesday of each month, September – May; and

High Schools – first Friday of each month, September – May.

School teams are required to present implementation progress on the various components and goals of the SIP. The progress will be reported to the entire SIP Team, parent organization(s), community stakeholders, and faculty members on a quarterly basis via formal meetings. Input received via the meetings will be reviewed for possible inclusion in the SIP as an amendment. Stakeholder groups must agree upon the proposed revision(s) to the SIP document prior to its/their inclusion in the SIP document.

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

### Section III - Development, Review and Implementation

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#### Part F - State Responsibilities

**Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.**

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

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

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

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

**ELLIS ARTS ACADEMY - ROCKFORD SD 205**

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

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Part G - School Support Team

**List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.**

<u>Name</u>	<u>Title</u>
1. Duane Wilke	RESPRO Consultant
2. Ellen Fuchs	RESPRO Consultant

## ELLIS ARTS ACADEMY - ROCKFORD SD 205

### Section IV-A Local Board Action

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DATE APPROVED by School Board : 3/18/2008

#### A. ASSURANCES

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

#### B. SUPERINTENDENT'S CERTIFICATION

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

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Signature of LEA Superintendent