

KENNEDY MIDDLE SCHOOL

School Improvement Plan 2007

Board Approval Date:	3/18/2008
Plan Submission Date & Ref No:	3/19/2008 - SIP07 - 001757
ISBE Monitoring Date:	ISBE Monitoring Not Started.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 041012050251010

District Name: ROCKFORD SD 205

School Name : KENNEDY MIDDLE SCHOOL

Superintendent: Linda Hernandez

Principal :THERESA KALLSTROM

District Address: 201 S MADISON ST

School Address : 4664 N ROCKTON AVE

City/State/Zip : ROCKFORD, IL 61104 2092

City/State/Zip : ROCKFORD, IL 61103

District Phone : (815) 966-3101

School Phone : (815) 654-4880

District Email :

School Email :

Is this for a Title I School? Yes

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2007-08 Federal Improvement Status	Choice
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	61.3		Yes	64.2		Yes	91.1	Yes		
White	100.0	Yes	100.0	Yes	68.2		Yes	75.2		Yes				
Black	100.0	Yes	100.0	Yes	50.7		Yes	47.8	47.7	No	89.5			
Hispanic	100.0	Yes	100.0	Yes	64.5		Yes	66.7		Yes				
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	18.5	27.7	No	27.7	28.5	No	89.4			
Economically Disadvantaged	100.0	Yes	100.0	Yes	57.5		Yes	60.0		Yes				

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Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

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

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Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	92.0	91.5	90.7	89.4	90.5	91.1
Truancy rate (%)	10.7	8.2	8.1	10.1	12.7	3.9
Mobility rate (%)	21.1	23.9	22.0	15.0	19.1	19.3
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	0.0	-	0.0	0.0	0.0	0.0
HS dropout rate, if applicable (%)	0.0	-	0.0	0.0	0.0	0.0
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	595	671	703	709	697	701
Economically disadvantaged (%)	64.5	58.4	61.9	70.8	72.5	74.0
Limited English proficient (LEP) (%)	4.0	0.0	5.1	6.5	5.6	7.8
Students with disabilities (%)						
White, non-Hispanic (%)	55.0	54.5	51.5	44.7	45.5	43.7
Black, non-Hispanic (%)	34.3	34.9	37.1	42.7	39.3	37.1
Hispanic (%)	8.6	9.1	9.7	11.7	13.3	15.5
Native American or Alaskan Native (%)	0.2	0.1	0.3	0.1	0.1	0.1
Asian/Pacific Islander (%)	2.0	1.3	1.4	0.4	0.6	0.9

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Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	54.5	35.1	8.3	1.9	0.2	-
	2002	55.0	34.3	8.6	2.0	0.2	-
	2003	54.5	34.9	9.1	1.3	0.1	-
	2004	51.5	37.1	9.7	1.4	0.3	-
	2005	44.7	42.7	11.7	0.4	0.1	0.3
	2006	45.5	39.3	13.3	0.6	0.1	1.1
	2007	43.7	37.1	15.5	0.9	0.1	2.7
D I S T R I C T	2001	51.0	31.1	14.5	3.1	0.2	-
	2002	49.1	31.5	16.1	3.1	0.2	-
	2003	47.7	31.8	17.2	3.1	0.2	-
	2004	46.0	32.3	18.3	3.2	0.2	-
	2005	44.3	31.0	19.2	3.1	0.1	2.3
	2006	42.5	30.5	20.6	3.1	0.2	3.2
	2007	40.7	30.8	21.5	3.0	0.1	4.0
S T A T E	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

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Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
S C H O O L	2001	3.4	56.0	100.0	91.8	20.1	62.0	10.8	-	-
	2002	4.0	64.5	100.0	92.0	21.1	67.0	10.7	-	-
	2003	-	58.4	100.0	91.5	23.9	58.0	8.2	-	-
	2004	5.1	61.9	100.0	90.7	22.0	62.0	8.1	-	-
	2005	6.5	70.8	87.0	89.4	15.0	70.0	10.1	-	-
	2006	5.6	72.5	100.0	90.5	19.1	99.0	12.7	-	-
	2007	7.8	74.0	100.0	91.1	19.3	30.0	3.9	-	-
D I S T R I C T	2001	9.0	53.3	99.5	91.8	16.6	2,562.0	10.3	6.7	73.9
	2002	10.3	56.9	95.7	93.1	16.8	2,248.0	8.3	6.0	74.9
	2003	6.5	56.9	96.3	92.8	16.8	1,717.0	6.2	7.8	81.3
	2004	12.2	55.1	99.8	92.7	19.0	2,306.0	8.3	6.6	69.4
	2005	12.0	57.6	98.2	91.5	20.9	2,436.0	9.6	8.9	73.1
	2006	12.0	65.7	99.0	92.3	18.1	2,626.0	9.4	3.0	71.0
	2007	12.3	68.4	91.9	92.6	15.0	1,868.0	6.6	3.2	75.0
S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,091.0	2.5	3.5	85.9

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Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2001	589	-	-	-	-	-	-
	2002	595	-	-	-	226	146	-
	2003	671	-	-	-	227	213	-
	2004	703	-	-	-	242	231	-
	2005	709	-	-	-	228	235	-
	2006	697	-	-	-	236	234	-
	2007	701	-	-	-	236	242	-
D I S T R I C T	2001	26,502	2,094	2,177	2,242	1,966	2,002	1,170
	2002	26,674	2,158	2,121	2,118	2,165	1,929	1,506
	2003	27,330	2,109	2,200	2,149	2,221	2,124	1,531
	2004	27,576	2,083	2,120	2,172	2,227	2,164	1,552
	2005	27,464	2,061	2,107	2,102	2,105	2,141	1,483
	2006	27,456	2,097	2,055	2,053	2,094	2,044	1,443
	2007	27,787	2,197	2,100	2,092	2,072	2,137	1,541
S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

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

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

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

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

Groups	Grade 3 - Reading					Grade 5 - Reading					Grade 8 - Reading				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	-	-	-	-	-	-	-	-	-	42.8	47.1	48.9	62.8	63.2
White	-	-	-	-	-	-	-	-	-	-	57.4	59.9	64.5	67.6	77.3
Black	-	-	-	-	-	-	-	-	-	-	21.5	26.9	33.3	55.1	52.7
Hispanic	-	-	-	-	-	-	-	-	-	-	33.3	52.6	40.9	71.4	62.5
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	9.1	9.5	13.5	15.0	16.0
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	32.0	40.8	46.2	59.3	59.7

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

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

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	-	-	-	-	-	-	59.8	58.6	49.3	57.0	62.8	63.2
White	-	-	-	-	-	-	64.4	67.3	66.7	62.2	67.6	77.3
Black	-	-	-	-	-	-	50.0	41.4	32.7	46.8	55.1	52.7
Hispanic	-	-	-	-	-	-	63.4	66.6	52.9	56.2	71.4	62.5
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	54.5	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	17.6	15.8	13.3	9.1	15.0	16.0
Economically Disadvantaged	-	-	-	-	-	-	56.8	53.3	43.8	55.7	59.3	59.7

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

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

Groups	Grade 3 - Mathematics					Grade 5 - Mathematics					Grade 8 - Mathematics				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	-	-	-	-	-	-	-	-	-	23.5	35.1	27.6	55.1	58.7
White	-	-	-	-	-	-	-	-	-	-	32.4	44.5	42.9	66.3	71.3
Black	-	-	-	-	-	-	-	-	-	-	6.1	12.7	14.1	42.3	46.3
Hispanic	-	-	-	-	-	-	-	-	-	-	20.0	47.4	13.6	53.6	65.0
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	-	4.5	2.8	15.0	25.0
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	9.9	26.4	24.7	50.6	51.4

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

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

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	-	-	-	-	-	-	60.1	68.5	48.8	58.0	55.1	58.7
White	-	-	-	-	-	-	69.6	80.7	66.7	68.9	66.3	71.3
Black	-	-	-	-	-	-	43.6	49.3	31.5	39.5	42.3	46.3
Hispanic	-	-	-	-	-	-	60.0	75.0	52.8	50.0	53.6	65.0
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	58.3	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	14.3	26.3	16.7	15.6	15.0	25.0
Economically Disadvantaged	-	-	-	-	-	-	56.6	64.5	40.2	56.8	50.6	51.4

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Section I-A Data & Analysis - Report Card Data

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

Overall our students improved in both reading and math. In reading students went from 63% meets and exceed in 2006 to 64% meets and exceeds in 2007. In reading students went from 55% meets and exceed in 2006 to 58% meets and exceeds in 2007. These results are due to the academic and support programs in place at Kennedy Middle School. It is necessary to continue these academic and support programs.

Our School Report Card data indicates that students with disabilities is a sub-group that is not making the learning targets as set by NCLB in reading and math. Minimal gains were made in reading with 2006 data showing 15% meets and exceeds and in 2007 the sub-group made 16% meets and exceeds. In math this sub-group made significant gains with 2006 data showing 15% meets and exceeds and 2007 data showing 25% meets and exceeds. The strengths for this subgroup is the 10% gain made in math from 2006 to 2007. Additional strengths are the academic and support programs in place at Kennedy Middle School. (See action plans.)

Another sub-group, African-American, is not making the learning targets as set by NCLB in math. Significant gains were made in math with 2006 data showing 42% meets and exceeds and in 2007 the sub-group made 47% meets and exceeds. The strengths for this subgroup is the 5% gain made in math from 2006 to 2007. Additional strengths are the academic and support programs in place at Kennedy Middle School. (See action plans.)

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Section I-A Data & Analysis - Report Card Data

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

Factors contributing to low scores for students with disabilities

Students with disabilities have physical, emotional, or processing problems such as learning disabilities, emotional disorders, and physical handicaps. Staff are not trained in best practices for implementing the regular education curriculum to this population. Staff are not sufficiently trained in co-teaching models or curricular modification. In addition attendance and referrals, which create additional absences, contribute to low scores. Unfinished classwork and lack of homework completion also contributes to low scores because students are not obtaining sufficient practice to master the concepts taught in class.

Factors contributing to low scores for African American students

Staff are not trained in cultural awareness and methodologies for best practices in teaching this sub-group. In addition attendance and referrals, which create additional absences, contribute to low scores. Unfinished classwork and lack of homework also contribute to low scores.

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Section I-A Data & Analysis - Report Card Data

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

Our overall improvement in both reading and math is due to the many academic and support programs that are available at Kennedy Middle School. It is necessary to continue these academic and support programs.

Staff needs additional training in:

1. Best practices for implementing the regular education curriculum with special education students
2. Co-teaching models or curricular modification
3. Cultural awareness and methodologies for best practices in teaching African-American students.

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

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

Kennedy Middle School employs six assessments: the E-TIE (English), the LA-TIE (Language Arts), and Math TIE, the SRI (Scholastic Reading Inventory), the pre and post test for Connected Math. The Math TIE is given 4th quarter only. The E-TIE and the LA-TIEs are given 1st, 2nd, and 4th quarters. The SRI is given in December and May. The Connected Math assessments are given before and after each unit.

The data from the above local assessment shows that an increasing percentage of students in both math and reading are improving. Instruction is driven by the data gathered by LA-TIE and E-TIE assessments. Due to increased SRI scores, we were able to add three sections (one at each of the three grade levels: 6, 7, and 8) of anthology during second semester. Anthology classes are grade level language arts sections. Previously the students were in classes below grade level. Therefore, we were able to eliminate several sections lower than grade level.

Instruction in math is driven by the pre-test weaknesses. As a result of this targeted instruction math skills have improved for all students.

1. Specific areas of weakness from the local assessment in reading include:

- *Comprehension (literal)
- *Inference (drawing conclusions)
- *Inference (significant details)
- *Text Structure identification
- *Multiple meaning words (Using context)

2. Specific areas of weakness in mathematics include:

- *Measurement
- *Algebra concepts

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

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

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

1. Students that come to Kennedy from the elementary schools have varying skill levels in reading and math as measured by the ISAT and the SRI.
2. Not all students are able to demonstrate their learning on standardized tests.
3. Not all students are proficient in essential content and skills in reading and math.

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

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

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

1. Provide a comprehensive program of early identification and support for 6th, 7th, and 8th grade students so they are better prepared to take core curricular courses as identified by ISAT and SRI.
2. Provide instruction and practice in test-taking strategies.
3. Ensure that all students receive instruction and practice in essential content and skills necessary for them to be successful in reading and math.

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

Item 1 - Attributes and Challenges

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

The Rockford District 205 has four high schools, six middle schools, and twenty-seven elementary schools. The surrounding community is home to several post-secondary education institutions: Rock Valley College, Rockford College, Northern Illinois University extension, Judson College, Rasmussen, and Rockford Business College. Kennedy Middle School was built in 1970. It is an attractive, well-maintained, handicapped accessible, modern, one-story, circular building. Kennedy is located in a twenty-acre park-like setting in the rural northwest quadrant of Rockford, Illinois. It served as a junior high from 1971-1989. It was closed until 1999 when it reopened as Kennedy Middle School, serving a 6th and 7th grade population of 325 students. In the second and third years, the student population grew to 550 students, encompassing 6th, 7th and 8th grades. During the 2002-03 school year, the student population reached a maximum of 700 students. This trend continued, and in the 2007-08 school year the population grew to 836.

The Kennedy Middle School administration includes one principal, three assistant principals, and an athletic director. The instructional staff includes 3 counselors, 55 teachers, and 4 support staff members. Kennedy Middle School provides a rich and varied curriculum within ten instructional departments offering more than 27 courses. Our building has had Title I status since 2005.

Kennedy Middle School strives to meet our mission:

The mission of Kennedy Middle School is to prepare our students to fully participate as functioning members in our American society. We intend to create a safe environment in which our students realize their personal dreams, value humanity, embrace education, and appreciate diversity.

In striving to meet the needs of all students the attributes of Kennedy Middle School include:

- * 100% of staff is highly qualified in the field they are presently teaching.
- * Staff-to-student ratio is 15.4 / 1.
- * Administrator-to-student ratio is 279 / 1.
- * Counselor-to-student ratio is 279 / 1.
- * After school tutoring is offered in math, English, social studies, and science four times per week.
- * Nine special education teachers and 12 aides serve 110 students.
- * There are 4 computer labs for General classroom applications, StudyIsland, SRI testing, Computer Applications, and Computer Technology.
- * A media center with a wealth of resources.
- * A Student Support Specialist, a Math Specialist, a Reading Specialist provide extra support to parents, students, and staff.
- * 16.5 % of all staff have a master's degree or higher.

There are many opportunities available for students, teachers, and parents. Despite the following challenges, KMS strives for increased academic achievement for all students.

- * Kennedy implements the PBIS (Positive Behavior Intervention Supports) program.
- * Kennedy has an antibullying program.
- * Kennedy has a daily news program staffed by students broadcasted on television to all classrooms.
- * Kennedy has in-class tutoring
- * Kennedy has 20 co-taught classes in all academic areas
- * Kennedy has a Positive Attitude Room
- * Kennedy has a Conflict Resolution Program
- * Faculty is not racially diverse:
 - ** 14.25% Black
 - ** 0% Hispanic
 - ** 85.75% White
- * The school has a \$7652 expenditure per pupil compared to the \$8482 per pupil state average.
- * There is a need for more parent involvement.
- * The student population speaks 4 different languages.
- * The mobility rate has increase over the last two years.
- * Low income numbers have increas over the last five years.
- * Hispanic sub-group has increased.

This data tells us that the Kennedy Middle School population is becoming more diverse, with greater and varied educational needs.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

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

Item 1 - Attributes and Challenges

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

1. There exists a high absence rate for African-American students.
2. All of the staff does not have a fully effective understanding on how to teach African American students.
3. All of the staff does not have fully effective strategies for motivating students.
4. Not all of the staff consistently sets high expectations for students.
5. Special education teachers have had a high turn-over rate at Kennedy.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

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

Item 1 - Attributes and Challenges

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

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

1. Increase communication with African-American parents regarding their students' attendance, behavior and academic achievement.
2. Increase communication with Special Education parents regarding their students' attendance, behavior and academic achievement.
3. Increase the early identification of all at-risk students through the analysis of test data and provide them with differentiated instruction and assessment.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

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

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

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

Kennedy Middle School's professional teaching staff has an average of 15.0 years of teaching experience, 28.5% of teachers have bachelor's degrees; 71.5 % of teachers have master's degrees or above, and 100 % of teachers are highly qualified as defined by NCLB. 100% of Kennedy teachers have attended PBIS training, anti-bullying training, and ISAT test taking training. Additional 95% have attended QAR and Diverity training. In addition, 60% of the teachers have attended math and reading trainings. Of the present staff 63% received training in Ruby Payne's Poverty in the Classroom. All staff have been trained in the data team process. Data teams meet monthly to monitor common classroom assignments which are based on the Illinois Learning Standards. The data indicates that with the help of experienced staff, Kennedy Middle School can ensure that the people, processes, and procedures needed to sustain improvement in the district are in place.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

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

Item 2 - Educator Qualifications

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

Kennedy Middle School is able to offer an enriched, comprehensive curriculum for all students due in large part to a highly qualified staff.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

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

Item 2 - Educator Qualifications

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

Based on the data and contributing factors, it can be concluded that teachers are able to learn from each other, utilizing open lines of communication through grade level and data team meetings. Having these structures in place allows teachers, administrators, counselors, and support staff to share knowledge and experiences to help all students. However, there is a need to improve staff development, use data to make quality decisions, and develop a culture and climate that accepts change.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

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

Item 3 - Parent Involvement

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

1. The percentage of parent contacts made by Kennedy Middle School is 91.9%, which includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations and written correspondence.
2. The number of parents attending conferences is less than 50.0% of all parents.
3. More parent involvement is needed in all school wide organizations.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

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

Item 3 - Parent Involvement

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

1. Although the percentage of parental contacts is high, the contact may have been a single episode which did not significantly impact student achievement.
2. The structure of parent-teacher conferences has not forged a strong home-to-school connection between parents and classroom instructors.
3. Only three parents are actively involved in our PTO. No parents volunteer to help with our sports programs. One parent volunteers to help with academics.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

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

Item 3 - Parent Involvement

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

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

1. Develop strategies to increase opportunities for communication between school and parents (especially those of at-risk students).
2. Change the structure and format of parent-teacher conferences to encourage more participation.
3. Develop strategies to encourage parent participation in school organizations such as PTO, sports, and academics.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section I-D Data & Analysis - Key Factors

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

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.

Kennedy Middle School staff must provide access to challenging curricula for both regular and special education students. Curriculum/course structures to support students with disabilities need to be implemented, particularly in reading and math. The insistence on high expectations to meet core curricular demands should be provided for both regular and special education students. Inadequate teacher/administrator expectations for meeting essential learning standards in reading and math may be a cause in low-test scores.

Educational trainings for staff, parents, and community members of Kennedy Middle School must be available to address cultural diversity within the community and school to improve student achievement.

To increase parent involvement, Kennedy Middle School administration must provide many avenues for parent/staff communication between school and home. Families and students are supportive of educational intervention when they are knowledgeable about the intervention and can communicate their concerns with school staff. It is necessary to survey parent and community members to gather information about their levels of satisfaction with student achievement.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

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

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

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

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 1

Title : Increased reading achievement for students with disabilities.

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.

The current achievement for Kennedy Middle School in reading for students with disabilities is:

grade 6: 16%

grade 7: 9%

grade 8: 16%

This subgroup will make AYP of at least 62.5% on the ISAT in 2009 or attain the safe harbor target.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 1

Title : Increased reading achievement for students with disabilities.

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.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Increased reading achievement for students with disabilities.

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. Implementing the Bridges Reading programs by McDougall Littell in grades 6, 7, and 8	2007/08	6-5-2010	During School	Title I	1000.00
2. Implementing the Soar to Success By Houghton Mifflin in grades 6, 7, and 8	2007/08	6-5-2010	During School	Title I	1000.00
3. Implementing an Extended Response Writing Program in mathematics, English, Language Arts, Science, Social Studies, Art, PE, Technology, & Music in grades 6, 7. and 8	2007/08	6-5-09	During School	Title I	100.00
4. Implementing the Direct Instruction by SRA in grades 6, 7, and 8	2007/08	6-5-2010	During School	Title I	1000.00
5. Implementing the Language! program by Sopris Westin grades 6 & 7	2007/08	6-5-2010	During School	Title I	800.00
6. Implementing in class tutoring to provide one to one instruction for struggling readers in English class in grades 6, 7, and 8.	2007/08	6-5-2010	During School	Title I	10000.00
7. Implementing before school reading tutoring in grades 6, 7, and 8.	2007/08	6-5-2010	Before School	Title I	800.00
8. Implementing Road to Success after school assignment completion program in English and reading in grade 6, 7, and 8.	2007/08	6-5-2010	After School	Title I	500.00
9. Implementing in class support for grades 6,7, and 8 from Kennedy Reading Intervention specialist	2007/08	6-5-2010	During School	Title I	0

Strategies & Activities	Start Date	End Date		Fund Source	Amount
10. Implementing technology-based ISAT preparation program, StudyIsland, grades 6,7, and 8.	2007/08	6-5-2010	During School	Title I	3500.00
11. Administer District 205 ISAT practice program each month to students in 6th, 7th, and 8th grade English class.	2007/08	6-5-2010	During School	Title I	500.00
12. Administer District 205 ISAT reading assessment each quarter to students in 6th, 7th, and 8th grade Bridges classes.	2007/08	10-28-2010	During School	Title I	1000.00
13. Administer District 205 TIE quarterly assesement to students in 6th, 7th, and 8th grade English class.	2007/08	10-28-2010	During School	Local Funds	0
14. Administer District 205 bi-yearly Scholastic Reading Inventory assesement to students in 6th, 7th, and 8th grade.	2007/08	11-26-2010	During School	Local Funds	0

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Increased reading achievement for students with disabilities.

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. Reading/English/Special Education staff will be exposed to and utilize ---QAR comprehension strategy by attending workshops and collegial learning groups.	2007/08	6-5-09	During School	Title I	0
2. Reading/English/Special Education staff will be exposed to and utilize -Tomlinson's Differentiation of Instruction Concepts by attending workshops and collegial learning groups.	2007/08	6-5-2010	During School	Title I	0
3. Reading Intervention Specialists will train new/existing teachers in Bridges to Literature by McDougal Littell.	2007/08	6-5-2010	Before School	Title I	0
4. Direct Instruction supervisor for District 205 will train new/existing teachers in SRA Direction Instruction.	2007/08	6-5-2010	Summer School	Local Funds	0
5. District 205 Reading supervisors will train new/existing teachers in Soar to Success by to Literature by McDougal Littell.	2007/08	6-5-2010	Summer School	Local Funds	0
6. District 205 Reading supervisors will train new/existing teachers in Language ! by Sopris West.	2007/08	6-5-2010	Summer School	Local Funds	0

Strategies & Activities	Start Date	End Date		Fund Source	Amount
7. Kennedy Reading and Math Specialists will train new/existing staff in technology-based ISAT Preparatory program Studylsland.	2007/08	6-5-2010	During School	Title I	0
8. District 205 special education supervisor will train new/existing staff in co-teaching strategies.	2007/08	6-5-2010	Summer School	Local Funds	0
9. District 205 special education supervisor will train new/existing staff in IEP software.	2007/08	6-5-2010	During School	Local Funds	0
10. District Cultural Divesity trainers will train new/existing staff in cultural diversity to understand the needs of the learner	2007/08	6-5-2010	During School	Title I	360.00
11. Assistant principal will train new/existing staff on PBIS to reinforce positive learning environments with students.	2007/08	6-5-2010	During School	Title I	0
12. District 205 reading supervisors will train new/existing staff in extended response to literature across the curriculum.	2007/08	6-5-2010	Summer School	Title I	0
13. Reading Intervention Specialists will train new/existing teachers in encouraging students to read outside of school by requiring parent participation in Reading Logs.	8-26-2008	6-5-2010	During School	Title I	0
14. Reading Intervention Specialists will train new/existing teachers in the implementation of standarized and local reading assessments in the fall.	2007/08	6-5-2010	Before School	Title I	0
15. Kennedy Middle School staff will implement montly departmental Data Teams to assess common assignments and set Smart Goals.	2007/08	6-5-2010	Before School	Title I	0

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Increased reading achievement for students with disabilities.

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 of incoming 6th graders will attend an orientation session in April that will outline academic expectations for reading.	2007/08	4-27-2010	After School	Title I	2000.00
2. Fall open house forums for parents and teachers-- teachers meet with parents to discuss and gather input about educational programs.	2007/08	9-11-2010	After School	Title I	2000.00
3. Parents will attend winter test preparation meeting to discuss the implications of NCLB and testing sequences and results interpretation.	2007/08	2-8-2010	After School	Title I	50.00
4. At fall registration, parent information about Title I programs will be discussed by the Student Support Specialist. Parents will sign a Title I Parent Compact.	2007/08	8-16-2010	Before School	Title I	0
5. Parent-teacher conference in the fall and spring to communicate student progress to parents and offer suggestion for interventions.	2007/08	10-30-2010	After School	Title I	0
6. At fall registration, parent information about Reading Logs be discussed by the Reading Specialist. Parents will be expected to sign students Reading Logs on a regular basis.	2007/08	8-16-2010	Before School	Title I	0
7. Fall Parent informational/make and take homework night.	2007/08	11-30-2010	After School	Title I	0

Strategies & Activities	Start Date	End Date		Fund Source	Amount
8. Continuation of Student Support Specialist position	2007/08	6-5-2010	During School	Title I	74000
9. Continuation of District 205 Parent Liason position	2007/08	6-5-2010	During School	Title I	0
10. Parents and students will attend a Back to School hot dog supper and fun night where pertinent school information is shared.	2007/08	6-5-2010	After School	Title I	2000.00
11. Parents and students will attend a Unity in the Community night to encourage participation in school activities.	2007/08	6-5-2010	After School	Title I	500.00

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Increased reading achievement for students with disabilities.

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

- 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 _____

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 2

Title : Increased mathematical achievement for students with disabilities.

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 current achievement for Kennedy Middle School in mathematics for students with disabilities is:

at 6th grade: 26%

at 7th grade: 15%

at 8th grade: 25%

This subgroup will make AYP of at least 62.5% on the ISAT in 2008 or attain the safe harbor target.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 2

Title : Increased mathematical achievement for students with disabilities.

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.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Increased mathematical achievement for students with disabilities.

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. Implementing Connected Math in grades 6, 7, and 8	2007/08	6-5-2010	During School	Title I	3000.00
2. Implementing Basic Skills Math Homework for grade 6, 7. and 8	2007/08	6-5-2010	During School	Title I	3000.00
3. Implementing Data Teams for mathematics, English, Language Arts, Science, Social Studies, Art, PE, Technology, & Music in grades 6, 7. and 8	2007/08	6-5-2010	During School	Title I	500.00
4. Implementing an Extended Response Writing Program in mathematics, English, Language Arts, Science, Social Studies, Art, PE, Technology, & Music in grades 6, 7. and 8	2007/08	6-5-2010	During School	Title I	500.00
5. Implementing before school mathematical tutoring in grades 6, 7, and 8.	2007/08	6-5-2010	Before School	Title I	800.00
6. Implementing Road to Success after school assignment completion program in mathematics in grade 6, 7, and 8.	2007/08	6-5-2010	After School	Title I	500.00
7. Implementing in class support for grades 6,7, and 8 from Kennedy Math Intervention specialist.	2007/08	6-5-2010	During School	Title I	0
8. Implementing technology-based ISAT preparation program, StudyIsland, grades 6,7, and 8.	2007/08	6-5-2010	During School	Title I	3500.00

Strategies & Activities	Start Date	End Date		Fund Source	Amount
9. Implementing local math TIE assessment bi-yearly in grades 6, 7, and 8.	2007/08	6-5-2010	During School	Local Funds	0
10. Implementing in class tutoring to provide one to one instruction for struggling students in mathematics class in grades 6, 7, and 8.	2007/08	6-5-2010	During School	Title I	10000.00

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Increased mathematical achievement for students with disabilities.

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. Math/Special Education staff will be trained in and utilize -Tomlinson's Differentiation of Instruction Concepts by attending workshops and collegial learning groups.	2007/08	6-5-2010	Before School	Title I	0
2. Kennedy Reading and Math Specialists will train new/existing staff in technology-based ISAT Preparatory program StudyIsland.	2007/08	6-5-2010	Before School	Title I	0
3. District math curriculum coordinator will train teachers in grades 6,7, and 8 in Connected Math curriculum.	2007/08	6-5-2010	Before School	Local Funds	0
4. The Math Intervention specialists will train teachers in grades 6, 7, and 8 in Basic Math Skills Homework Program.	2007/08	6-5-2010	Before School	Title I	0
5. Math teachers will be exposed to and meet in collegial learning groups with the Math Intervention Specialist to design lessons and assessments that reflect student learning.	2007/08	6-5-2010	Before School	Title I	0
6. The Math Intervention specialists will train all teachers in grades 6,7, and 8 in TIE assessments.	2007/08	6-5-2010	Before School	Title I	0
7. The Math Intervention specialists will train all teachers in grades 6,7, and 8 in ISAT preparatory assignments. assessments.	2007/08	6-5-2010	Before School	Title I	0

Strategies & Activities	Start Date	End Date		Fund Source	Amount
8. The Math Intervention specialists will train all teachers in grades 6,7, and 8 in Connected Math assessments.	2007/08	6-5-2010	Before School	Title I	0
9. The Math Intervention specialists will train all teachers in grades 6,7, and 8 in Basic Skills assessments.	2007/08	6-5-2010	Before School	Title I	0
10. The district special educational supervisor will offer training in Co-teaching for all teachers of math in grades 6, 7, and 8.	2007/08	6-5-2010	Before School	Local Funds	0
11. The Math Intervention specialists will train math teachers in grades 6, 7, and 8 in the data team process.	2007/08	6-5-2010	Before School	Title I	0
12. The Math Intervention specialists will train math teachers in grades 6, 7, and 8 in math extended response.	2007/08	6-5-2010	Before School	Title I	0
13. District Cultural Diversity trainers will train staff in cultural diversity.	2007/08	6-5-2010	Before School	Title I	360.00
14. Special Education supervisor will train staff on new IEP software.	2007/08	6-5-2010	Before School	Local Funds	0
15. Assistant principal will train staff in grades 6, 7, and 8 in PBIS in order to support the positive learning environment for all students.	2007/08	6-5-2010	Before School	Title I	0
16. Kennedy Middle School staff will implement montly departmental Data Teams to assess common assignments and set Smart Goals.	2007/08	6-5-2010	Before School	Title I	0

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Increased mathematical achievement for students with disabilities.

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 of incoming 6th graders will attend an orientation session in April that will outline academic expectations for math.	2007/08	6-5-2010	Before School	Title I	same as Objective 1
2. Fall open house forums for parents and teachers-- teachers meet with parents to discuss and gather input about educational programs.	2007/08	6-5-2010	Before School	Title I	2000.00
3. Parents will attend winter test preparation meeting to discuss the implications of NCLB and testing sequences and results interpretation.	2007/08	6-5-2010	Before School	Title I	50.00
4. At fall registration, parent information about Title I programs will be discussed by the Student Support Specialist. Parents will sign a Title I Parent Compact.	2007/08	6-5-2010	Before School	Title I	0
5. Parent-teacher conference in the fall and spring to communication student progress to parents and offer suggestion for interventions.	2007/08	6-5-2010	Before School	Title I	0
6. Fall Parent informational/make and take homework night.	2007/08	6-5-2010	Before School	Title I	500.00
7. Continuation of Student Support Specialist position	2007/08	6-5-2010	Before School	Title I	74000
8. Continuation of District 205 Parent Liason position	2007/08	6-5-2010	Before School	Title I	0

Strategies & Activities	Start Date	End Date		Fund Source	Amount
9. At registration, parents will sign Basic Skills agreements for students in grades 6,7, and 8.	2007/08	6-5-2010	Before School	Title I	0
10. Parents and students will attend a Math Curriculum night where information about the math curriculum is shared and practiced.	2007/08	6-5-2010	After School	Title I	500.00
11. Parents and students will attend a Back to School hot dog supper and fun night where pertinent school information is shared.	2007/08	6-5-2010	After School	Title I	2000.00
12. Parents and students will attend a Unity in the Community night to encourage participation in school activities.	2007/08	6-5-2010	After School	Title I	500.00

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Increased mathematical achievement for students with disabilities.

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

Student achievement data on standardized and local assessments will be analyzed on a semester basis to determine if current teaching methodologies and curricular programs are effective. This bi-yearly meeting will be held with Math Intervention Specialist, principal, assistant principals, RESPRO agent, Student Support Specilists, counselors and PTO members in attendance. This group will determine if the activities and strategies for this objective are effective or need modification.

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 _____

Theresa Kallstrom

Kennedy Middle School Principal

Susan Boomgarden

Math Intervention Specialist

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 3

Title : Increased mathematical achievement for African-American students

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 current achievement for Kennedy Middle School in mathematics for Black students is:

at 6th grade: 49%

at 7th grade: 39%

at 8th grade: 47%

This subgroup will make AYP of at least 62.5% on the ISAT in 2008 or attain the safe harbor target.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 3

Title : Increased mathematical achievement for African-American students

This objective covers the following AYP deficiency areas.

3. Black students are deficient in Mathematics Meets and Exceeds

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

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 3

Title : Increased mathematical achievement for African-American students

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. Implementing Connected Math in grades 6, 7, and 8.	2007/08	6-5-2010	During School	Title I	3000.00
2. Implementing Basic Skills Math Homework for grade 6, 7. and 8	2007/08	6-5-2010	During School	Title I	2000.00
3. Implementing Data Teams for mathematics, English, Language Arts, Science, Social Studies, Art, PE, Technology, & Music in grades 6, 7. and 8	2007/08	6-5-2010	Before School	Title I	500.00
4. Implementing an Extended Response Writing Program in mathematics, English, Language Arts, Science, Social Studies, Art, PE, Technology, & Music in grades 6, 7. and 8	2007/08	6-5-2010	During School	Title I	500.00
5. Implementing in class tutoring to provide one to one instruction for struggling math students in grades 6, 7, and 8.	2007/08	6-5-2010	During School	Title I	10000.00
6. Implementing before school mathematical tutoring in grades 6, 7, and 8.	2007/08	6-5-2010	Before School	Title I	800.00
7. Implementing Road to Success after school assignment completion program in mathematics in grade 6, 7, and 8.	2007/08	6-5-2010	After School	Title I	500.00
8. Implementing in class support for grades 6,7, and 8 from Kennedy Math Intervention specialist.	2007/08	6-5-2010	During School	Title I	0

Strategies & Activities	Start Date	End Date		Fund Source	Amount
9. Implementing technology-based ISAT preparation program, StudyIsland, grades 6,7, and 8.	2007/08	6-5-2010	During School	Title I	3500.00
10. Implementing local math TIE assessment bi-yearly in grades 6, 7, and 8.	2007/08	6-5-2010	During School	Local Funds	0

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 3

Title : Increased mathematical achievement for African-American students

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. Math/Special Education staff will be trained in and utilize -Tomlinson's Differentiation of Instruction Concepts by attending workshops and collegial learning groups.	2007/08	6-5-2010	Before School	Title I	0
2. Kennedy Reading and Math Specialists will train new/existing staff in technology-based ISAT Preparatory program StudyIsland.	2007/08	6-5-2010	Before School	Title I	0
3. District math curriculum coordinator will train teachers in grades 6,7, and 8 in Connected Math curriculum.	2007/08	6-5-2010	Before School	Local Funds	0
4. The Math Intervention specialists will train teachers in grades 6, 7, and 8 in Basic Math Skills Homework Program.	2007/08	6-5-2010	Before School	Title I	0
5. Math teachers will be exposed to and meet in collegial learning groups with the Math Intervention Specialist to design lessons and assessments that reflect student learning.	2007/08	6-5-2010	Before School	Title I	0
6. The Math Intervention specialists will train all teachers in grades 6,7, and 8 in TIE assessments.	2007/08	6-5-2010	Before School	Title I	0
7. The Math Intervention specialists will train all teachers in grades 6,7, and 8 in ISAT preparatory assignments. assessments.	2007/08	6-5-2010	Before School	Title I	0

Strategies & Activities	Start Date	End Date		Fund Source	Amount
8. The Math Intervention specialists will train all teachers in grades 6,7, and 8 in Connected Math assessments.	2007/08	6-5-2010	Before School	Title I	0
9. The Math Intervention specialists will train all teachers in grades 6,7, and 8 in Basic Skills assessments.	2007/08	6-5-2010	Before School	Title I	0
10. The district special education supervisor will train teacher in Co-for all teachers of math in grades 6, 7, and 8.	2007/08	6-5-2010	Before School	Local Funds	0
11. The Math Intervention specialists will train math teachers in grades 6, 7, and 8 in the data team process.	2007/08	6-5-2010	Before School	Title I	0
12. The Math Intervention specialists will train math teachers in grades 6, 7, and 8 in math extended response.	2007/08	6-5-2010	Before School	Title I	0
13. The staff will be trained in cultural diversity.	2007/08	6-5-2010	Before School	Title I	360.00
14. Special Education supervisor will train staff on new IEP software.	2007/08	6-5-2010	Before School	Local Funds	0
15. Assistant principal will train staff in grades 6, 7, and 8 in PBIS in order to support the positive learning environment for all students.	2007/08	6-5-2010	Before School	Title I	0
16. Kennedy Middle School staff will implement montly departmental Data Teams to assess common assignments and set Smart Goals.	2007/08	6-5-2010	Before School	Title I	0

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 3

Title : Increased mathematical achievement for African-American students

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 of incoming 6th graders will attend an orientation session in April that will outline academic expectations for reading.	2007/08	6-5-2010	After School	Title I	same as objective 1
2. Fall open house forums for parents and teachers-- teachers meet with parents to discuss and gather input about educational programs.	2007/08	6-5-2010	After School	Title I	2000.00
3. Parents will attend winter test preparation meeting to discuss the implications of NCLB and testing sequences and results interpretation.	2007/08	6-5-2010	After School	Title I	50.00
4. At fall registration, parent information about Title I programs will be discussed by the Student Support Specialist. Parents will sign a Title I Parent Compact.	2007/08	6-5-2010	Before School	Title I	0
5. Parent-teacher conference in the fall and spring to communication student progress to parents and offer suggestion for interventions.	2007/08	6-5-2010	After School	Title I	0
6. Fall Parent informational/make and take homework night.	2007/08	6-5-2010	After School	Title I	500.00
7. Continuation of Student Support Specialist position	2007/08	6-5-2010	During School	Title I	74000.00
8. Continuation of District 205 Parent Liason position	2007/08	6-5-2010	During School	Title I	0

Strategies & Activities	Start Date	End Date		Fund Source	Amount
9. Parents and students will attend a Back to School hot dog supper and fun night where pertinent school information is shared.	8-26-2008	6-5-2010	After School	Title I	2000.00
10. Parents and students will attend a Unity in the Community night to encourage participation in school activities.	2007/08	6-5-2010	After School	Title I	500.00
11. Parents and students will attend a Math Curriculum night where information about the math curriculum is shared and practiced.	2007/08	6-5-2010	After School	Title I	500.00
12. At registration, parents will sign Basic Skills agreements for students in grades 6,7, and 8.	2007/08	6-5-2010	Before School	Title I	0

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part E - Monitoring Process for Objective 3

Title : Increased mathematical achievement for African-American students

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

Black Student achievement data on standardized and local assessments will be analyzed on a semester basis to determine if current teaching methodologies and curricular programs are effective. This bi-yearly meeting will be held with Math Intervention Specialist, principal, assistant principals, RESPRO agent, Student Support Specilists, counselors and PTO members in attendance. This group will determine if the activities and strategies for this objective are effective or need modification.

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 _____

Marcia Strothoff

Diane Fisher

Susan Boomgarder

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part A - Parent Notification

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

Prior to the 2007 administration of the ISAT all parents were invited to an ISAT informational meeting to explain the ISAT tests and how they are interpreted. Approximately 25% of the parents attended the meeting. When ISAT results came in parents were invited to a PTO informational meeting where results were discussed. Parents who did not attend this meeting were mailed ISAT results and an information brochure which explained how to interpret the scores. This was followed by a parent and community invitation to another PTO meeting where participants were invited to ask question about ISAT scoring. This meeting was followed by a parent homework/make and take night where parents were given strategies in how to help their students with reading and math curricula. Parents also had the opportunity to gather materials to support this initiative. This cycle will be repeated in 2008-2010.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part B - Stakeholder Involvement

Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.

On four separate SIP days, the entire Kennedy staff has reviewed the goals and action plans in the current SIP and have offered suggestions for improvement. The SIP team comprised of the members below has met on a quarterly basis to review the suggestions and academic data (both local and standardized) in math and reading. Using this information this SIP has been modified each time to reflect this new and ongoing information.

All the PTO parents are invited to participate in the SIP process. Active members of the PTO who have participated in this process are: Pam Billo and Laura Roberts. Two staff members, Lee Carlson and Angelique King, in the building have children attending Kennedy and they have been involved in writing the SIP. Several staff at Kennedy have also been involved in this process: Jim Ambruso, Susan Boomgarder, Linda Cooper, Alice Fox, William Jackson, and Kim Lake. The RESPRO School Improvement Coach, Karen Marks, has also helped facilitate the SIP process.

Our goal for this coming academic year is to include members of the community in the SIP planning process. Our school has community connections with local television stations, the YMCA, Youth Services Network, Wesley Willow Retirement Community, and Junior Achievement. We plan to get representation from these agencies as we write our 2008-2010 SIP.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part C - Peer Review

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

District 205 Review Process

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.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part D - Teacher Mentoring Process

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

Teacher Mentoring Process

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.

Kennedy Middle School is in the process of establishing a comprehensive mentoring program for teachers. This mentoring program, geared toward supporting promising new teachers in their initial years in the classroom, is based on regularly scheduled and required professional development activities. This will build collaborative relationships between the mentor and new teacher. Mentoring program goals include the following:

1. To bridge the gap from the teacher's pre-service program to the actual classroom setting
2. To increase the retention of promising beginning teachers by providing staff development activities that relate to the specific needs or issues of beginning teachers
3. To support new teachers in the implementation of individual instructional strategies that impact achievement for all students with a focus on the reading components of phonemic awareness, phonics, fluency, comprehension, and vocabulary
4. To foster a better education environment by breaking down the isolation of classroom teachers and promoting collaboration and cooperation among teachers and between administrators and teachers

The Kennedy mentoring program is designed to attain these goals through attendance and participation in bi-weekly activities, collaborative relationships between mentors and new teachers, and a monthly new teacher workshop. Mentors will be selected from experienced volunteer staff in the building.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part E - District Responsibilities

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

District's Responsibilities

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.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part F - State Responsibilities

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

State Responsibilities

The SEA and LEA use the annual review of school progress primarily to determine (1) if a school has made adequate progress toward all students meeting or exceeding the State's student academic achievement standards by 2013-14, and (2) if a school has narrowed the achievement gap. The results of the annual review also provide the SEA and LEA with detailed, useful information that they can use to develop or refine technical assistance strategies to schools.

Each SEA has defined AYP in accordance with the Title I statute and regulations in its approved accountability plan. To determine whether or not a school has made adequate progress, the SEA reviews, at a minimum, the results of academic achievement measures in reading/language arts and mathematics and student participation rates in these assessments. Rates of progress for the one or more other academic indicators defined by the State for elementary and middle schools are also considered.

In conjunction with the LEA, the SEA also reviews the effectiveness of each school's actions and activities that are supported by Title I, Part A funds, including parental involvement and professional development.

The SEA, in conjunction with the LEA, must conduct its review of school progress annually, in the period of time between the release of student results on the State academic assessments and the start of the school year following the administration of the assessments.

Meeting this timeline becomes especially important if the review results in a determination that the school has not achieved AYP for two or more years and will be identified for school improvement, corrective action, or restructuring. In that case, the timeline must accommodate: (1) the school's right to review the data that led to the determination; (2) the development and implementation of a school improvement plan; and (3) the need to provide parents with sufficient time to evaluate the public school choice and supplemental educational service options that may be available for their children.

The SEA is responsible for ensuring that the results of academic assessments administered as part of the State assessment system in a given school year are available in sufficient time for LEAs to review and make school-level AYP determinations. As a part of its approved

accountability plan each SEA has described how it intends to ensure the timely release of the results of assessments on which progress determinations will be made.

Examining and analyzing the results of assessments and other data that the SEA and LEA use in their review are effective strategies for continuous school improvement. Assessment data provide schools with information about the academic performance of student subgroups; analyzing those data encourages the creation of strategies that specifically target the improved achievement of these subgroups. Schools can use the review data to further refine their instruction and other aspects of their school program to ensure that they meet the learning needs of all students. Analyzing results from the State assessment system and other relevant data is so important, in fact, that LEAs are required to provide this assistance to schools identified as in need of improvement.

The Elementary and Secondary Education Act (ESEA), as amended by NCLB, requires that the SEA annually review the progress of all public schools as part of their single, statewide accountability system.

As a part of its State accountability system, every SEA has developed an academic achievement award program to recognize schools that either significantly narrow the achievement gap between subgroups of students or exceed their AYP targets for two or more consecutive years. From these schools, SEAs must designate as distinguished those that have made the greatest gains in closing the achievement gap or exceeding AYP. These distinguished schools can serve as models for other schools, especially those that are identified for improvement, and provide them with support as appropriate. The State program may also recognize and provide financial awards to teachers in a school that consistently makes significant gains in academic achievement in the areas in which the teachers provide instruction. Awards may also be made to "distinguished" teachers or principals, those who have been especially successful in improving academic achievement. In addition to these rewards, States may create other awards and recognition programs as they deem appropriate.

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part G - School Support Team

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

<u>Name</u>	<u>Title</u>
1. Theresa Kallstrom	Principal and Co-Chairman
2. Alice Fox	Reading Specialist and Co-Chairman
3. Susan Boomgarden	Math Specialist
4. Kim Lake	ScienceTeacher
5. Lee Carlson	Social Studies Teacher
6. Angelique King	Special Education Paraprofessional
7. Linda Cooper	Assistant Principal
8. William Jackson	Assistant Principal
9. Sandy Wetter	Student Support Specialist
10. Christine Frank, Ph.D.	Special Education Teacher
11. Jim Ambruoso	Technology Teacher
12. Sheryl Murray	Attendance Administrator

KENNEDY MIDDLE SCHOOL - ROCKFORD SD 205

Section IV-A Local Board Action

DATE APPROVED by School Board : 3/18/2008

A. ASSURANCES

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

B. SUPERINTENDENT'S CERTIFICATION

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

Signature of LEA Superintendent