

Illinois State Board of Education
Federal Grants and Programs Division

School Improvement Plan
Cover Sheet
School and District Information

1. REGION-COUNTY-DISTRICT-TYPE CODE: 04-101 -2050-25
2. DISTRICT NAME / NUMBER: ROCKFORD SCHOOL DIST 205
3. PRINCIPAL : ANN RUNDALL
4. SCHOOL NAME: HASKELL ACADEMY
5. SCHOOL ADDRESS: 515 MAPLE ST
ROCKFORD
IL,61103
6. GRADE LEVELS OF THE SCHOOL: PK - 5
7. YEARS COVERED BY THE PLAN: 2005-2007
8. CONTACT PERSON: ANN RUNDALL
9. PHONE NUMBER: (815)966-3355
10. EMAIL ADDRESS: RUNDALA@RPS205.COM
11. Title I Non-Title I
12. COMPREHENSIVE SCHOOL REFORM: X No Yes Model _____
CSR Implementation: Year 1 _____ Year 2 _____ Year 3 _____

Adequate Yearly Progress Report for 2004

HASKELL ACADEMY - ROCKFORD SCHOOL DIST 205

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		
Is this School making AYP in Mathematics?	Yes		

Student Groups	Percent Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		40.0			40.0			89.0		66.0	
All	100.0	Yes	100.0	Yes	31.9		No	54.2		Yes	92.4	Yes		
White														
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	31.9	23.4	Yes	54.2		Yes	92.4		0.0	

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

2.0 School Information

2.1 Basic Information	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005
Attendance rate (%)	91.3	93.1	92.8	92.4	93.0
Truancy rate (%)	3.8	0.5	6.3	5.3	3.9
Mobility rate (%)	12.9	23.5	24.2	23.7	8.9
Expulsion rate (%)	0	0	0	0	0
Retention rate, if applicable (%)	1	1.5	10		0%
HS graduation rate, if applicable (%)	-	-	-	-	-
HS dropout rate, if applicable (%)	-	-	-	-	-
Teachers working out-of-field (#)*	0	0	1	2	1
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)	4	4	3	3	1
School Population (#)	245	238	229	236	242
Economically disadvantaged (%)	96.7	95.8	81.7	87.7	97.5
Limited English proficient (LEP) (%)	3.3	2.1	0.0	2.5	0
Students with disabilities (%)	11.7	9.7	13.4	17.3	10.7
White, non-Hispanic (%)	38.4	31.5	24.9	26.3	25.2
Black, non-Hispanic (%)	51.8	59.2	66.4	62.3	66.5
Hispanic (%)	9.8	9.2	8.7	11.4	7.4
Native American or Alaskan Native (%)	0.0	0.0	0.0	0.0	0
Asian/Pacific Islander (%)	0.0	0.0	0.0	0.0	0

* "Out-of-field" means that a teacher is teaching a class for which he or she has no certification, academic major, or endorsement with sufficient credit hours in the content area taught.

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

2.2 SCHOOL CHARACTERISTICS

Haskell Academy is a school with a year-round calendar. There will be two sections at each grade level during the 2005-06 school year. The academic year begins on July 19, 2005 and ends June 2, 2006. Haskell has a 45/15 calendar offering two weeks of Intersession classes during our 15-day vacation period each year. There are many attributes and challenges that affect student achievement.

Demographic Trends

The minority population at Haskell is currently at 73.9% and the majority population is 25.2%. Six years ago in 1999, the white population at Haskell was 45.3%. For the next five years the white population decreased by as much as 6.9% in a single year. In 2004, the trend reversed and the white population increased by 1.4% and stands at 26.3%. The African-American population at Haskell was 48.0% in 1999 and increased by as much as 10.8% in one year. In 2004 the trend reversed and decreased by 4.1% and currently is 62.3%. The Hispanic population stood at 6.3% in 1999 and has steadily increased each year by as much as 2.9% and is now 11.4%. The low-income level was 85.4% in 1999 and has increased to 87.7% currently. The attendance rate has fluctuated an average of .5% over the last 5 years and in 2004 was 92.4% which was .3% lower than the district attendance rate and 1.8% lower than the state attendance rate. In 1999 Haskell had six students that were chronic truants and in 2004 the number had increased to 10 which is 5.3% compared to the district which stands at 8.3%. The state, however, has a 2.1% chronic truant rate. The mobility rate of Haskell students has increased from 13.3% in 1999 to 23.7% in 2004 which is a 10.4% increase. The district mobility rate has increased from 16.4% in 1999 to 19.0% in 2004 for a 2.6% increase. The number of students attending Haskell was 254 in 1999 and has steadily decreased to 242 in 2005. Haskell Academy currently is the number one school in the district for low-income students. This year we have only six students in the entire school not on Free/Reduced Lunch which 97.5% of our student body.

Physical Plant

Haskell Academy has been built in stages over a thirty year period on 1.69 acres of land near the corner of Whitman Street and Rockton Avenue at 515 Maple Street. The original school was built in 1958. The first addition was built in 1961-1962. The second addition was built in 1965. A portable building called the Annex was brought in 1972 and the final addition was constructed in 1998. **(See Appendix 1)** Haskell has nineteen classrooms, four smaller rooms, one library, one gym, one office, and an annex with two rooms and two offices. The school is air-conditioned and has an elevator which makes the building accessible for people with disabilities. Haskell Academy is located next to Terry G. Wells Park which is owned by the Rockford Park District and has a playground that is available for use by Haskell students.

Staff Size

In the 2004-05 school year Haskell has 18 teachers. There is one Early Childhood teacher who teaches a morning and afternoon class. There are two kindergarten teachers, two first grade teachers, two second grade teachers, two third grade teachers, one fourth grade teacher and two fifth grade teachers. There is one art teacher, one physical education teacher and one principal. Support staff consists of two reading coaches and two special education resource teachers. Non-certified staff consists of six special education para-professionals, one library para, one parent liaison, one secretary, one building engineer and one custodian. Part-time staff consists of a nurse, a speech teacher, a psychologist and a social worker. There is also an after-school program with a part-time coordinator and a variety of tutors and recreation workers.

Staffing Trends

In 2004 the staff had an average of 9.5 years of teaching experience as compared to the district average which was 17.7 years of experience. 75% of the staff held a Master's degree or higher compared to the

district % which was 69.1%. 74.2% of the staff was white compared to the district which was 88.3% with 12.5% of teachers being black as compared to the district at 5.5%. 6.5% of the teachers were Hispanic compared to the district average of 4.8%. 19% of the teachers were male and 80.6% were female.

Class Size

Kindergarten class size at Haskell has stayed stable over the last five years with an average of 23.5 students in 2004 with the district average at 21.3. First grade at Haskell had an average of 19 students in 2004 which was up from a low of 13 in 2002. Third grade class size averaged 15.5 in 2004 and the district averaged 19.9 students.

Class	Contract Limit	Haskell Class Size Average
Early Childhood	20	15
Kindergarten	24	23
1 st Grade	26	18
2 nd Grade	26	19
3 rd Grade	26	15
4 th Grade	30	28
5 th Grade	30	15

Special Students' Needs

There are twenty-six Haskell students who have IEPs. Ten of these students require para minutes that total 6970 minutes per week. Resource time required equals 5345 minutes per week with an additional 330 ID minutes.

Data

Following you will find student demographic charts that compare Haskell to the rest of the Rockford Public School district and to other schools in the State of Illinois.

HASKELL ACADEMY - ROCKFORD SCHOOL DIST 205
Student Demographics & Characteristics - Race / Ethnicity

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)
S C H O O L	1999	45.3	48.0	6.3	0	0.4
	2000	43.3	49.4	6.9	0	0.4
	2001	38.4	51.8	9.8	0	0
	2002	31.5	59.2	9.2	0	0
	2003	24.9	66.4	8.7	0	0
	2004	26.3	62.3	11.4	0	0
	2005	25.2	66.5	7.4	0	0
D I S T R I C T	1999	55.2	29.6	11.8	3.2	0.2
	2000	53.0	30.5	13.1	3.1	0.2
	2001	51.0	31.1	14.5	3.1	0.2
	2002	49.1	31.5	16.1	3.1	0.2
	2003	47.7	31.8	17.2	3.1	0.2
	2004	46.0	32.3	18.3	3.2	0.2
S T A T E	1999	62.0	20.8	13.9	3.2	0.2
	2000	61.1	20.9	14.6	3.3	0.2
	2001	60.1	20.9	15.4	3.4	0.2
	2002	59.3	20.8	16.2	3.5	0.2
	2003	58.6	20.7	17.0	3.6	0.2
	2004	57.7	20.8	17.7	3.6	0.2

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

HASKELL ACADEMY - ROCKFORD SCHOOL DIST 205
Student Demographics & Characteristics - Educational Environment

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	1999	3.1	85.4	100.0	91.2	13.3	6.0	2.9	-	-
	2000	2.8	85.0	100.0	91.3	19.3	3.0	1.5	-	-
	2001	3.3	96.7	100.0	91.3	12.9	8.0	3.8	-	-
	2002	2.1	95.8	100.0	93.1	23.5	1.0	0.5	-	-
	2003	-	81.7	100.0	92.8	24.2	13.0	6.3	-	-
	2004	2.5	87.7	100.0	92.4	23.7	10.0	5.3	-	-
D I S T R I C T	1999	6.9	46.0	96.4	90.8	16.4	2,938.0	11.7	10.9	73.6
	2000	8.2	52.6	97.0	91.4	15.8	2,981.0	11.9	7.4	74.7
	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
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43,332.0	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45,109.0	2.4	5.8	82.6
	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

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



HASKELL ACADEMY - ROCKFORD SCHOOL DIST 205							
Student Demographics & Characteristics - Class Size							
	Year	Av. Class Size Grade K	Av. Class Size Grade 1	Av. Class Size Grade 3	Av. Class Size Grade 6	Av. Class Size Grade 8	Av. Class Size HS
S C H O O L	1999	23.0	14.0	14.5	11.5	-	-
	2000	23.0	14.0	16.0	-	-	-
	2001	22.5	13.0	14.5	-	-	-
	2002	20.0	13.0	14.5	-	-	-
	2003	24.0	16.0	15.5	-	-	-
	2004	23.5	19.0	15.5	-	-	-
D I S T R I C T	1999	22.4	22.7	22.4	23.4	25.1	24.5
	2000	21.3	19.7	21.8	24.5	25.3	24.8
	2001	21.1	19.3	21.9	23.9	23.9	24.1
	2002	22.2	19.7	22.3	24.8	23.9	24.3
	2003	23.1	20.6	21.8	19.9	20.3	21.4
	2004	21.3	21.7	19.9	23.8	23.8	20.7
S T A T E	1999	21.8	22.3	23.0	23.8	23.1	18.3
	2000	21.3	21.6	22.4	23.9	22.9	18.4
	2001	20.9	21.6	22.3	24.0	22.6	18.2
	2002	20.5	21.1	22.1	23.6	22.3	18.8
	2003	20.6	21.3	22.5	23.6	22.8	17.6
	2004	21.0	21.6	22.6	23.7	23.1	19.9

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

2.3 COMMUNITY CHARACTERISTICS

There are many attributes and challenges that affect student achievement. The City of Rockford, Illinois, population 150,115, is located in Winnebago County, approximately 80 miles northwest of Chicago and 14 miles south of Wisconsin. Rockford is the second largest city in Illinois according to the 2000 census and services a population of 371,000 in its metropolitan area. Rockford serves as the Winnebago county seat and is governed by a mayor/council form of city government. Rockford continues to be known as a manufacturing community with more than 600 industries producing thousands of diversified products that are distributed worldwide; however, due to several economic factors many of the manufacturing companies have relocated or closed. These movements or closures have eliminated jobs in the Rockford area and the unemployment rate is over 7.0%. Employment opportunities in the health services and business sectors are steadily increasing. The total labor force, excluding agricultural workers, is approximately 160,000. According to the 2000 census, the median income in the Rockford metropolitan area is a little less than \$50,000 with a poverty level of 14.0%.

School District

The Rockford Public School District was established in 1865 by special charter of the Illinois Legislature and covers 168.6 square miles in Winnebago and Boone Counties. The District encompasses rural, suburban, urban, and inner-city neighborhoods and is the third largest school district. The Rockford District employs over 1,700 certified staff and approximately 1,200 non-certified support staff. The 2003-2004 School Report Card District Summary indicates that the District serves 27,576 students in thirty-seven elementary schools (PreK-6, K-5, K-2, and K-8), six middle schools (6-8), four high schools (9-12), two special education centers, two Early Childhood Centers, and an adult education/alternative high school facility. The student population is comprised of 46% Caucasian, 32.3% African-American, 18.3% Hispanic, 3.2% Asian, and .2% Native American. This school report card also shows 55.1% of RPS students are considered low Socio-Economic Status compared with the state average of 39%. The Rockford District percentage of ESEA Title I eligible students exceeds the state average. Students classified as Limited English Proficient (LEP) represent 12.2% with the major language spoken being Spanish. The 2003-2004 School Report Card District Summary states the dropout rate for the District is 6.6%, the overall attendance rate is 93.7%, the overall chronic truant rate of 8.3%, and the mobility rate within the district is 19.0%.

3.0 Data Collection and Information

3.1 STATE ASSESSMENT DATA: ISAT

Groups	READING 00 MEETS/EXCEEDS			READING 01 MEETS/EXCEEDS			READING 02 MEETS/EXCEEDS			READING 03 MEETS/EXCEEDS			READING 04 MEETS/EXCEEDS			READING 05 MEETS/EXCEEDS		
	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8
Total	18.0	29.0	-	29.0	30.0	-	34.5	17.9	-	17.2	15.0	-	33.3	27.3	-			
Economically disadvantaged	-	-	-	26.0	32.0	-	35.7	18.5	-	17.2	15.0	-	33.3	27.3	-			
LEP	-	-	-	-	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-			
Students w/disabilities	0.0	0.0	-	17.0	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-			
White, Non-Hispanic	-	-	-	20.0	70.0	-	40.0	12.5	-	0.0	0.0	-	0.0	0.0	-			
Black, Non-Hispanic	-	-	-	30.0	6.0	-	23.1	16.7	-	6.7	12.5	-	28.6	30.0	-			
American Indian or Alaskan Native	-	-	-	-	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-			
Asian or Pacific Islander	-	-	-	-	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-			
Hispanic	-	-	-	-	-	-	50.0	0.0	-	0.0	0.0	-	0.0	0.0	-			
Multi-racial/ethnic	-	-	-	-	-	-	-	-	-	-	-	-	0.0	0.0	-			

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

Groups	MATHEMATICS 00 MEETS/EXCEEDS			MATHEMATICS 01 MEETS/EXCEEDS			MATHEMATICS 02 MEETS/EXCEEDS			MATHEMATICS 03 MEETS/EXCEEDS			MATHEMATICS 04 MEETS/EXCEEDS			MATHEMATICS 05 MEETS/EXCEEDS		
	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8
Total	15.0	32.0	-	53.0	37.0	-	48.2	35.7	-	40.0	40.0	-	53.3	47.8	-			
Economically disadvantaged	-	-	-	52.0	36.0	-	46.4	33.3	-	40.0	40.0	-	53.3	47.8	-			
LEP	-	-	-	-	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-			
Students w/disabilities	0.0	0.0	-	33.0	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-			
White, Non- Hispanic	-	-	-	50.0	80.0	-	80.0	75.0	-	0.0	0.0	-	0.0	0.0	-			
Black, Non- Hispanic	-	-	-	53.0	12.0	-	23.1	16.7	-	37.5	37.5	-	47.7	20.0	-			
American Indian or Alaskan Native	-	-	-	-	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-			
Asian or Pacific Islander	-	-	-	-	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-			
Hispanic	-	-	-	-	-	-	50.0	0.0	-	0.0	0.0	-	0.0	0.0	-			
Multi-racial/ ethnic	-	-	-	-	-	-	-	-	-	-	-	-	0.0	0.0	-			

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

ISAT data is also shown in graph form on the iirc (Interactive Illinois Report Card) (Appendix 63-68)

3.2 LOCAL ASSESSMENT DATA

In analysis of local assessment data for reading, On the Mark (OTM) language arts assessment was used to compare data across the district, across grade levels, and within classrooms. DIBELS was also used at kindergarten, first, second, and third and ISEL was used at kindergarten.

District-wide comparison was done by comparing Haskell data to all other elementary schools in the district. (Appendix 2) When comparing Haskell 3rd grade students reading levels to other schools, there were 26% of the students meeting/exceeding. There was only one school with fewer students meeting or exceeding. When comparing Haskell 3rd grade students spelling inventory, there were 70% of the students meeting/exceeding. There were nineteen schools out of thirty-three schools with fewer students meeting or exceeding. Therefore, there seems to be little correlation between reading level and spelling. In 5th grade, Haskell students scored at 75% of students meeting/exceeding reading level. Haskell students scored better than twenty-six out of thirty-three other elementary schools. However, when analyzing the spelling inventory data, Haskell 5th graders scored at 34% of students meet/exceeding. Haskell 5th grade students scored better than ten other schools when taking the spelling inventory.

Grade-level comparison of On the Mark (OTM) was completed. (Appendix 3-7) Phonological Awareness, phonemic identification, and phonics showed progress from the beginning of the year to the middle of the year at all grade levels tested which was 1st, 2nd, and third. Third, fourth and fifth grades tested word study and showed progress at all grade levels. Spelling showed progress at all grade levels. Sight words showed progress at all grade levels with first and second graders showing the most progress by learning an average of 63 words. Extended response showed progress at 2nd, 3rd, and 4th grade but not at 5th grade. Reading level show progress at grade one, grade three, and grade five but decreased at grade two and grade four. Grade one showed the greatest gain at a 2.3 increase. Reading levels were tested at the beginning of the year with fiction and the middle of the year with non-fiction.

Classroom OTM data was analyzed. (Appendix 8-16) In one first grade class OTM data (Appendix 8) shows there were four students struggling with phonological awareness, phonemic identification and phonics. In the other first grade class (Appendix 9) there were two students struggling with these concepts as well as struggling with concepts about print. In the first class there were eight students not meeting in letter recognition and seven students in the other first grade. There were ten students in one first grade not meeting the benchmark in sight words and thirteen students in the other class. Running records showed there were eleven out of nineteen students reading below the benchmark and eight not meeting on the spelling inventory and seven in the other classroom out of eighteen students not meeting the benchmark on the reading inventory with six not meeting on the spelling inventory. DIBELS (Appendix 17) was administered to first grade students to establish a beginning benchmark. Out of 36 students, seven students fall into the needing "Intensive Support" category. Eight students need "Strategic Support" and twenty-one students meet the "Benchmark".

At second grade, one classroom OTM data (Appendix 10) shows a majority of the class not meeting in phonological awareness and concepts about print but meeting in phonemic identification and phonics. There are six students out of nineteen not meeting in sight words, fifteen student not meeting in running records and nine not meeting in spelling and thirteen not meeting in extended response. In the other second grade (Appendix 11) a similar pattern arises with phonological awareness and concepts about print showing a problem but phonics and phonemic identification showing only two students not meeting. There are seventeen out of nineteen students not meeting on their running records and ten not meeting on the spelling inventory. There are nine students not meeting on the extended response. DIBELS (Appendix 18)

was administered to 37 second grade students. It identified eleven students needing “Intensive Support”, fifteen students needing “Strategic Support” and eleven students who are meeting “Benchmark”.

At third grade, one classroom OTM data (Appendix 12) shows a majority of students meeting in phonological awareness, phonics and word study. Sight words, running records show the largest problem with thirteen out of seventeen students not meeting in sight words and twelve students not meeting on running records and sixteen students not meeting on extended response. In the other classroom (Appendix 13) there are a majority of students meeting in phonological awareness, phonics and word study but nine students out of seventeen not meeting on sight words, eleven on running records and fifteen students not meeting on extended response. DIBELS (Appendix 19) was administered to thirty-two third graders. There were twelve students identified as needing “Intensive Support”, nine students needing “Strategic Support” and eleven students as meeting the “Benchmark”.

There is only one fourth grade classroom and the OTM (Appendix 14) shows data for twenty-nine students. Nearly one half of the students are not meeting in sight words, word study, running records, and spelling. Twenty-five out of twenty-nine students are not meeting on extended response.

Fifth grade OTM data shows one classroom (Appendix 15) that seven students out of fourteen students are not meeting sight words, twelve students are not meeting word study, and eleven students are not meeting on the spelling inventory, fourteen students are not meeting on the extended response. The other fifth grade class OTM data (Appendix 16) shows six students out of fifteen not meeting on sight words, ten students not meeting on word study, six students not meeting on running records, eight students not meeting on spelling inventory and all fifteen students not meeting on extended response.

A baseline for kindergarten students was established by testing forty-six students using DIBELS (Appendix 20-21) and by testing forty-five students on the ISEL (Appendix 22-23). DIBELS identified fourteen kindergarten students that need “Intensive Support”, fifteen students who need “Strategic Support”, and seventeen students who are meeting the “Benchmark”. Thirty-three students were identified as not meeting the standard in knowing the alphabet, a majority of students were identified as below standards in phonemic awareness, matching and sounds, forty-one students in spelling, seventeen students in word recognition,

Local assessment data will include Math Quarterly Assessment Data that has been conducted district-wide. During the first three quarters of the 2004-05 academic year, the following grade-level trends are developing. The following grade levels have shown the following percent of students meeting the standard on the district quarterly math assessment.

Grade	1st Quarter	2nd Quarter	3rd Quarter
1	90%	88%	90%
2	60%	62%	45%
3	54%	65%	42%
4	59%	56%	34%
5	68%	60%	41%

In analyzing the math data by the Illinois Learning Standard and District Objective the following data is used.

At the first grade level, (Appendix 24-25)

Under Goal 6: Learning Standard A, 17% of the students are not meeting in read, writ, order, and modeling numerals 1-100. 9% are not meeting when asked to identify ordinals first through tenth. In Learning Standard B, 9% of the students are not meeting when asked to do real-life problems using addition and subtraction. In Standard C, 9% of the students are not meeting when asked to add and subtract and skill count by 10, 5, and 2.

Under Goal 7, Standard A, 3% of the students did not meet when asked to measure length and distance, 17% did not meet when asked to identify coins, and 9% did not meet when asked to use time measurements by hour, half-hour, five minute intervals and calendar terms. On Standard B, 17% of the first graders could not use estimation strategies.

Under Goal 8, Standard B, all students used appropriate terminology and 26% did not meet when asked to extend patterns. Learning Standard C shows 9% of the students did not meet when asked to identify real-life problems.

Goal 9, Standard B, all students met when asked to identify spatial locations.

Goals 10, Standard A 6% of the students did not meet when asked to read and interpret simple graphs. The average performance of thirty five students across fourteen objective statements was 10% did not meet, 13% met, and 77% exceeded the Standard.

At the second grade level data related to the Illinois Learning Standards (Appendix 26-27) is presented.

State Goal 6: Standard A shows 75% of students not meeting when asked to demonstrate use of even/odd numbers. In Learning Standard B it should 67% of students not meeting when asked to identify real-life problems and using appropriate math operations. Learning Standard C showed 74% of students not meeting when asked to add and subtract with two-digits.

State Goal 7:Standards A shows 82% of second graders not meeting when asked to measure length, distance, weight, volume, and temperature.

State Goal 8: Standard A shows 64% of students not meeting when asked to use math symbols +,-, =, > ,<. Standard B shows that 68% of second graders did not meet when asked to complete number patterns and Standard D showed that 69% did not meet when asked to find missing terms in equations. State Goal 9-Standard A showed 26% of the students did not meet when asked to identify basic geometric solids. The average performance of thirty-eight students across 14 objective statements showed that 55% of the second graders did not meet, 18% met and 27% exceeded the Standard.

At third grade level data related to the Illinois Learning Standards (Appendix 28-29) is presented.

State Goal 6: Standard A shows that 57% of the students did not meet when asked to create common fractions through twelfths. Standard B shows that 87% of students did not meet when asked to solve story problems with more than one operation.

Goal 7: Standard A shows that 53% of students did not meet when asked to identify and express values to \$100.

Goal 8: Standard B shows that 65% of the students did not meet when asked to identify and complete geometric patterns.

Goal 9: Standard B shows that 84% of the students did not meet when asked to identify attributes of solids.

The average performance of thirty, third grade students across seventeen objective statements showed that 58% of the students did not meet, 20% met and 22% exceeded the Standard.

At fourth grade data related to the Illinois Learning Standards (Appendix 30-31) is presented.

Goal 6: Standard A shows that 89% of the fourth graders did not meet when asked to explore fractions using improper fractions and mixed numbers. Standard B showed 93% of students not meeting when asked to problem solve using multiple operations.

Goal 7: Standard A shows 89% of students not meeting when asked to Measure length, distance, weight, volume and temperature using metric units. Standard C shows that 79% of the fourth graders did not meet with asked to find perimeters, areas, and volumes of shapes.

Goal 9: Standard A shows that 75% of the students did not meet when asked to identify basic polygons. Standard D shows that 64% did not meet when asked to identify right angles.

Goal 10: Standard A shows that 86% of the students did not meet when asked to analyze data found in graphs, tables, and schedules. Standard C showed that 79% of the students did not meet when asked to explore chance through games and problems. The average performance of twenty-eight students across seventeen objective statements showed that 66% of the students did not meet, 15% met and 19% exceeded that Standard.

Fifth grade data is presented related to the Illinois Learning Standards (Appendix 32-33).

Goal 6: Standard A shows that 67% of the students did not meet when asked to use decimals through thousandths and demonstrate relationship between decimals and fractions. 55% did not meet when asked to add and subtract decimals to thousandths. Standard B shows that 71% of the students did not meet when asked to solve one and two step problems using addition, subtraction, multiplication and division. Standard D shows that 67% did not meet when asked to relate decimals, fraction, and percents.

Goal 10: Standard C shows that 93% of the fifth graders did not meet the Standard when asked to use probability to find likeliness of outcomes.

The average performance of thirty students across nineteen objective statements shows that 59% did not meet, 18% met and 23% exceeded the Standard.

2.0 School Information

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2.1 Basic Information	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005
Attendance rate (%)	91.4	92.6	91.6	91.8	93.0
Truancy rate (%)	0	0	6.6	5	3.9
Mobility rate (%)	15.1	32.4	25.3	21.9	8.9
Expulsion rate (%)	0	0	0	0	0
Retention rate, if applicable (%)	1	1.5	2.5	3.9	0
HS graduation rate, if applicable (%)	-	-	-	-	-
HS dropout rate, if applicable (%)	-	-	-	-	-
Teachers working out-of-field (#)*	0	0	1	2	1
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)	4	4	3	3	1
School Population (#)	197	195	194	202	242
Economically disadvantaged (%)	94.9%	97.4%	99.0%	97.0%	97.5
Limited English proficient (LEP) (%)	0.0%	0.0%	0.0%	0.0%	0
Students with disabilities (%)	11.7%	9.7%	13.4%	17.3%	10.7
White, non-Hispanic (%)	37.6%	31.8%	23.7%	24.3%	25.2
Black, non-Hispanic (%)	53.8%	59.5%	68.0%	61.9%	66.5
Hispanic (%)	8.6%	8.7%	8.2%	13.9%	7.4
Native American or Alaskan Native (%)	0.0%	0.0%	0.0%	0.0%	0
Asian/Pacific Islander (%)	0.0%	0.0%	0.0%	0.0%	0

* "Out-of-field" means that a teacher is teaching a class for which he or she has no certification, academic major, or endorsement with sufficient credit hours in the content area taught.

3.3 EDUCATOR DATA

In order to present educator qualification, professional growth, and other data, such as degrees, certificates, advanced certificates, attendance rate, longevity, awards, professional development, study groups, and information from local professional development council (LPDC) regarding individual professional development plans, the Haskell Staff was surveyed. The Haskell data is being compared with district and state data.

OPTIONAL TABLE FORMAT

NOTE: The following tables are options for presenting the educator data.

Educator Characteristics and Qualifications

Use data from the School Report Card and other sources to complete the following table.

	School	District	State
Total Full Time Employees (FTE)	15.5	1,700	125,702
Average Teacher Experience (in years)	9.5	17.7	13.8
Bachelor's Degree (%)	25.0%	30.8	51.3
Master's degree or higher (%)	75.0%	69.1	48.6
White, non-Hispanic Teachers (FTE)	74.2%	88.3	85.0
Black, non-Hispanic Teachers (FTE)	12.9%	5.5	9.8
American Indian / Alaskan Native Teachers (FTE)	0.0%	0.2	0.1
Asian or Pacific Islander Teachers (FTE)	6.5%	1.2	1.0
Hispanic Teachers (FTE)	6.5%	4.8	4.0
Male Teachers (FTE)	19.4%	26.7	23.4
Female Teachers (FTE)	80.6%	73.3	76.6

Complete the following data table if reporting longevity, attendance rate, or professional growth.

Total teachers (FTE)	1-5 years experience	6-10 years experience	11-15 years experience	16+ years experience
15.5/16	6	6	2	2
% attendance rate for teachers	# requesting workshop attendance		# pursuing advanced degrees	
95.8	14		#5	
Total # paraprofessionals	# paraprofessionals with associate's degrees	# paraprofessionals with at least 2 years of post-secondary study	# paraprofessionals certified through other assessment options	
7	1	5	1	

Paraprofessional Qualifications (Required by NCLB for any paraprofessional personnel who serves in an instructional assistance capacity and is paid by Title 1 funds or any paraprofessional in a Title 1 school-wide program; paraprofessional personnel hired prior to January 8, 2002 must be certified by January 8, 2006.)

HASKELL ACADEMY - ROCKFORD SCHOOL DIST 205
Teacher & Administrator Information - Teacher Demographics

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Male (%)	Female (%)
D I S T R I C T	1999	89.3	5.6	3.7	1.1	0.2	26.5	73.5
	2000	88.9	5.9	3.9	1.1	0.2	26.4	73.6
	2001	88.8	5.7	4.1	1.2	0.2	26.8	73.2
	2002	88.4	5.6	4.5	1.2	0.2	25.7	74.3
	2003	88.5	5.6	4.4	1.3	0.2	26.5	73.5
	2004	88.3	5.5	4.8	1.2	0.2	26.7	73.3
S T A T E	1999	84.9	11.0	3.3	0.7	0.1	24.6	75.4
	2000	85.0	10.7	3.4	0.8	0.1	24.4	75.6
	2001	84.7	10.6	3.7	0.9	0.1	24.0	76.0
	2002	85.0	10.2	3.7	0.9	0.1	23.4	76.6
	2003	84.6	10.2	4.1	1.0	0.1	23.4	76.6
	2004	85.0	9.8	4.0	1.0	0.1	23.4	76.6

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

HASKELL ACADEMY - ROCKFORD SCHOOL DIST 205
Teacher & Administrator Information - Teacher Characteristics

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	1999	1,662	19	49,181	27	73	20	23	-	-
	2000	1,691	17	49,048	32	68	19	23	-	-
	2001	1,765	17	50,543	34	66	19	22	-	-
	2002	1,758	17	50,685	34	66	19	22	3	1
	2003	1,750	17	52,459	34	66	20	23	3	2
	2004	1,700	18	56,305	31	69	19	24	-	3
S T A T E	1999	119,718	15	45,337	53	47	20	18	-	-
	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	3	2
	2004	125,702	14	54,446	51	49	19	19	2	2

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

HASKELL ACADEMY - ROCKFORD SCHOOL DIST 205
Teacher & Administrator Information - Administrator Information

	Year	Pupil-Administrator Ratio	Pupil-Certified Staff Ratio	Av. Administrator Salary (\$)
D I S T R I C T	1999	266	14	68,730
	2000	277	14	71,852
	2001	249	13	72,651
	2002	274	13	80,270
	2003	305	14	79,365
	2004	275	14	78,952
S T A T E	1999	243	14	76,917
	2000	239	14	79,017
	2001	234	14	84,314
	2002	223	14	87,987
	2003	221	14	91,125
	2004	209	14	93,976

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

As a result of a survey given to staff, both certified and non-certified, and using both ISAT and Local Assessment Data to assess if the professional development has affected student achievement, the following information was gathered.

Content/Topics	# Staff	# Total Staff Hours	Evaluation	Use of Knowledge
Reading: Balanced Literacy	11	188	66%=Excellent 33%=Satisfactory	2004 ISAT: 31.9% students meeting/exceeding OTM: 2005 50.5% of 3 rd and 5 th graders were reading on grade level
Reading: Direct Instruction	12	92.5	58%=Excellent 42%=Satisfactory	2004 ISAT: 31.9% students meeting/exceeding 2005 OTM: 50.5% of 3 rd and 5 th graders were reading on grade level
Writing	11	161	60%=Excellent 40%=Satisfactory	2004 ISAT: 3 rd grade students lost 26% and only 7% of students met standard 5 th Grade students gained 9% but still only 26% of students met standard.
Discipline	26	226	7%=Excellent 93%=Satisfactory	2005 Discipline data indicates that office referrals went from 149 1 st quarter to 45 3 rd quarter.
Math	5	10	50%=Excellent 50%=Satisfactory	2004 ISAT: 54.2% Students Meeting/Exceeding 2005 TIE: 1 st Grade Students: Meeting 2-5 th Not Meeting

Professional Growth

There are four certified Haskell teachers who are currently working on a Master's Degree in Education. Two are working toward certification in Administration and Supervision and two are working toward a Master's degree in teaching. One teacher who is not "highly qualified" and has served as a long-term substitute teacher in art this year has entered a teacher certification program. Three teachers are working toward their National Board (NBPTS) certification. One teacher is a certified instructor for Healing Racism.

3.4 PROFESSIONAL DEVELOPMENT DATA

The Rockford Public Schools Professional Development Needs Assessment Survey (Appendix 34-36) was conducted in the spring of 2004 in which over 90% of the staff participated. Section A shows that Assessment and Instructional Methods are most important to the Haskell staff. Section B shows that workshops, study groups, curriculum development, grade level meetings and speakers are the preferred methods of learning. Teachers chose “Interpreting Assessment Data”, and “Research-based Instruction Methods” as important. Under Reading and Language Arts they identified “Effective Use of Assessment to Inform Instruction” and “Aligning Instruction with Standards/District Objectives” and under math they identified “Effective Use of Assessment to Inform Instruction” as important.

A survey was given to staff to determine what major staff development they had participated in within the last two years. The chart in 3.3 shows that the majority of professional development has been in balanced literacy, Direct Instruction and writing. A significant amount to professional development has been conducted in Restitution. Very little staff development has occurred in math.

Process data for professional development for 2005-07 is found here. It will be job embedded and presented by “Walk-throughs” (Appendix 38) and Friday Planning Periods (Appendix 39-40).

3.5 PARENT/FAMILY INVOLVEMENT DATA

Title 1 Parent Survey 2004-05 is presented here. (Appendix 41). Out of one hundred and sixty families representing two-hundred and forty-two students, 60 parents responded. This represents 38% of Haskell parents. Forty-four parents indicated that they were developing study skills at home. Forty-six are interested in learning how to have a good parent-teacher conference. Thirty-seven want to know more about furthering their own education.

Early Childhood conducted a survey of parents. (Appendix 43) Eight parents responded out of thirty parents. 100% say they are satisfied with their child's education. 88% of the parents say they reviewed a written Work Sampling Summary Report of their child's learning. Fifteen out of twenty-one eligible students at Haskell in the Early Childhood program have chosen for their child to remain at Haskell for kindergarten. This would indicate a 71% satisfaction rate.

The after-school program conducted a Parent Survey. (Appendix 44-45) 75% of the parents feel that the after-school program is improving their child's reading. 66.7% feel it is helping to improve their child's math skills.

90% of the students had one or more parents come to school for parent conferences. 100% of the Haskell students have had a parent or guardian participate at Haskell in one way or another this year. They have attended an Open House, attended PTO, participated in a fundraiser, or attended the Holiday Program or Turkey Bingo. Eleven parents took a beginning computer class sponsored by the PTO. Three parents have served on the School Improvement Plan. Sixty families played "Baker Bingo" created by Haskell's parent liaison. Baker Bingo gives activities for parents and students to do together. (Appendix 46) Some activities are reading and math related and some encourage parents to attend school activities etc.

A Parent Memo (Appendix 47) is sent to the parents every Friday from the principal. Teachers also communicate through classroom newsletters. The principal reports to the PTO each month about progress on School Improvement related goals. A sample PTO agenda is found here. (Appendix 48)

A Parent Compact is signed by 100% of Haskell parents. (Appendix 49)

3.6 ADDITIONAL TYPES OF DATA

Following are additional types of data that inform the hypotheses of this School Improvement Plan:

Discipline

Discipline Data shows that too much student and staff time is being spent on discipline related issues. The trend shows that 1st quarter there were an average of 5.1 daily referrals to the office. 2nd quarter there were 4.6 and 3rd quarter it was reduced to 3 average daily referrals. Classroom disruptions increased from seventeen first quarter to fifty-nine second quarter to twenty-eight third quarter. Fights decreased from fifty-four 1st quarter to twenty-nine 2nd quarter to 4 during 3rd quarter. Trend data beginning in 1998-1999 of discipline shows that discipline has been an issue at Haskell for a long time. (Appendix 51) A teacher survey was conducted by the After-school program to determine teacher perceptions of change in classroom behavior of the students participating in the after-school program. It showed 1.6% significant improvement in completing homework and 0.8% significant improvement in classroom behavior. (Appendix 53)

Intersession Surveys

Haskell staff was surveyed as planning for Spring Intersession was occurring to determine staff support for identifying eight of their own students third quartile students who are almost meeting Standards in Reading and Math. (Appendix 52) The staff indicated they supported the concept and 89% of the staff did choose to teach during 2005 Spring Intersession. After Intersession the staff was surveyed again to see if they still supported this concept for Intersession and the majority of the staff felt that Intersession tutoring focusing on reading and math with third quartile students was time well spent.

Staff: Beginning/Mid-year Survey

In order to assess the climate and needs of the Haskell staff, a baseline survey was given at the beginning of the school year and then repeated mid year. (Appendix 37, 73) 47% of the staff responded at the beginning of the year and 31% responded mid year. Staff continued to ask for Direct Instruction support and continuation of Restitution. They also support the year-round calendar and would like to see restructuring of the after-school program.

Balanced Literacy

Staff was surveyed to determine the amount of time actually being spent on Balanced Literacy. (Appendix 54). An average of 526 minutes a week was reported which means an average of 105 minutes daily is being reported as spent on Balanced Literacy. Process data of the how time is expected to be used is shown in "Haskell's Daily Instruction Allotments" for kindergarten grades 1-2, and grades 3-4-5. (Appendix 55-57)

Attendance

Haskell attendance data (Appendix 58) for 2003-04 and 2004-05 shows that during the month of December there was an average of 21.5 student absent during 2003-04 and an average of 13 absent during 2004-05. Between August and December there was an average of 11.6 absent in 2003 and during the same time period of 2004, there was an average of 11 students absent. Data (Appendix 59) shows that the attendance rate was 92.3 in 2003-04 and 93.0% in 2004-05 for a positive change of 0.7. Attendance demographics (Appendix 60) for the after-school program shows that 133 students attended the after school program for the 2003-04 school year. 22 students (16.5%) were regular attendees, meaning that they attended 80% of the program days. 48.9% of the students dropped out of the program. 99.2% of the students attending were eligible for free or reduced lunch.

Year-round Calendar

The Year-round calendar (Appendix 61) allows for 176 instructional days with ten additional days for Intersession tutoring and ten additional days for enrichment opportunities.

3.7 DATA QUALITY

The validity and reliability of the data used in 3.4, 3.5, and 3.6 is explained in the following chart.

Data	Representativeness	Response Rate	Sample Size	Observational Methods Used
3.4 Educator Data Survey (Appendix 62)	All Haskell certified and non certified staff	83%	24	Perception data: Survey
3.4 Educator Characteristics (Appendix 62)	All Haskell certified and non certified staff	83%	24	Demographic Data: Survey
3.4 Professional Development Survey (Appendix 34-36)	All Haskell certified staff:	87%	16 Haskell staff	Perception Data: Survey by Department of Research/Evaluation surveyed all District certified #205Staff
3.5 Parent Conference Participation	All Haskell Parents	90%	160	School Process: Parent Conference Attendance Records
3.5 Title 1 Parent Survey (Appendix 41-42)	All Parents in Title 1 Schools	88%	60	Perception Data: Parent Survey
3.5 Early Childhood Survey (Appendix 43)	All parents of early childhood students	27%	8	Perception Data: Parent Survey
3.6 Student Discipline (Appendix 50-51)	All Haskell Students	NA	NA	School Process: Based on Office Referrals
3.6 Haskell Time Allocation (Appendix 55-56-57)	All classroom teachers	NA	NA	School Process data
3.6 Balanced Literacy Survey (Appendix 54)	All classroom teachers	58%	12	School Process data
3.4 Reading Achievement (Appendix 2-23)	OTM: 100% Students Dibels: ISEL: Kindergarten ISAT: 100% students	100%	100%	Student Learning Data: On the Mark DIBELS ISEL ISAT
3.4 Math Achievement (Appendix 24-33)	TIE: 100% students ISAT: 100% students	100%	100%	Student Learning Data Math Quarterly Reports ISAT
3.6 Haskell Beginning/Mid Staff Survey (Appendix 37)	All Haskell certified Staff	47%: Beginning 31% Mid	17	Survey
3.4 Walk-through Schedule (Appendix 38)	All Certified Staff	NA	NA	Process Data
3.4 Friday Planning Schedule (Appendix 39-40)	All Certified Staff	NA	NA	Process Data
3.5 After-school Parent Survey (Appendix 44-45)	All Parents of After-school students	NA	NA	Survey
3.5 Parent-Teacher-Student Compact (Appendix 49)	All Haskell Parents, Teachers, Students	NA	NA	Process Data
3.6 Teacher Perception of After-school Program	All Certified Haskell staff	NA	NA	Survey
3.6 Year-round Calendar	All Haskell staff and students	NA	NA	Process Data

4.0 Data Analysis

4.1 SUMMARIES OF DATA FOR PERFORMANCE TARGETS (3.1/3.2)

The refined Target will be to adequately improve performance in 3rd, 4th, and 5th grade reading. Haskell Academy did not meet AYP in Reading on the ISAT.

Gap: It is not possible to determine a gap on the ISAT between Caucasian, African-American, and Hispanic students because we have no data for Caucasian and Hispanic students in order to protect their privacy. Economically disadvantaged students met the Safe Harbor Target on the ISAT. On the On the Mark Assessment (Appendix 3-7) there is a gap at all grade levels between the mid-year benchmark and the mid-year grade average. The kindergarten ISEL (Appendix 22-23) is baseline data showing that a number of kindergarten students are not on target when they enter kindergarten.

# of Kindergarten Students Not Meeting Target Out of 45 students	Skill
33	Alphabet
30	Phonemic Awareness
31	Matching
41	Sounds
41	Spelling
17	Word Recognition

Comparison: The ISAT data shows that Haskell scores are moving in a positive direction when compared to last year. However, if a comparison is made with the 3rd grade students in 2002, who would be the 5th grade students in 2004, the data is negative since the 3rd grade students scored 34.5 in 2002 but 27.3 in 2004. The cohort is not exactly the same group of students but a large number of the students are the same. OTM (Appendix 4,6) showed that 2nd grade and 4th grade students did not show growth in reading level. On DIBELS (Appendix 17-20) the ratio of students needing Intensive Support is 14:46 at Kindergarten, 7:36 at 1st grade, 11:37 at 2nd grade and 12: 32 at 3rd grade.

Trend: Looking at the iirc graph(Appendix 63-64) of grade 3 and grade 5 ISAT reading scores, there is no clear trend. Scores seem to fluctuate from year to year. When looking at subgroup ISAT data on iirc (Appendix 65-66), it is impossible to see a trend because we have no subgroup data of white or Hispanic students in order to protect their privacy. When analyzing data on OTM (Appendix 3-7), the trend is to show growth in most grade levels in most skill areas. Looking at DIBELS, (Appendix 17-19) the number of students needing Intensive Support continues to increase by grade level with seven at first grade, eleven students at 2nd grade and twelve students at 3rd grade while the number of students at 3rd grade has decreased.

The second refined Target will be to improve 3rd, 4th, and 5th grade math scores.

Gap: It is not possible to determine a gap between Caucasian, African-American, and Hispanic students on the ISAT (Appendix 67-68) because we have no data for Caucasian and Hispanic students in order to protect their privacy. Although Haskell Academy made AYP in math at 53.3% in 3rd grade, 47.7% of African-American students met or exceeded. We will still focus on improving in math as well and will target students who are in the 3rd quartile. Standards (Appendix 24-33) tested on the Math Quarterly Assessment show that first grade students are more successful than all other grade levels in math. There

is a significant drop in the number of students meeting the Standard at 2nd grade and other grade levels do not rebound.

Comparison: Looking at the iirc graph (Appendix 63-64) for math, the scores have improved in both 3rd grade and 5th grade. 3rd grade improved 13.3% in 2004 as compared to 2003. The 5th grade math scores improved by 7.8% in 2004 as compared to 2003. When comparing the group of 3rd grade students in 2002 to the 5th grade students in 2004, which would be approximately the same students, in 2002 they scored at 58% and in 2004 they scored at 53% of the students meeting or exceeding the Standard. Trend: On the ISAT, the trend in math has been for students to meet the State Standard in math for the last four years. (Appendix 63-64) Scores dropped somewhat in 2002 and 2003 but are now at about the same level as in 2001. In 5th grade there is a small but continued trend in a positive direction. In 3rd grade the trend has been more up and down.

4.2. DIAGNOSIS OF PERFORMANCE TARGETS (4.1)

Haskell Academy did not meet AYP in Reading. Students have improved their skills in decoding, however, still need to improve in vocabulary and comprehension skills based on On the Mark Assessments (Appendix 3-7).

Haskell Academy met AYP in ISAT Math. According to the Quarterly math assessment,(Appendix 24-33) a problem begins at 2nd grade. In order to continue to improve, the problem must begin to be addressed at 2nd grade if scores at 3rd, 4th, and 5th are to improve.

4.3 HYPOTHESES

- 1. More instruction time is needed**
- 2. Grade level expectations need to be clearer**
- 3. Parents and volunteers need to be more focused on reading**
- 4. Behavior problems take too much time and energy**
- 5. Some teachers have more training in reading programs than others**
- 6. Students who are struggling need more help**

4.4 SUMMARIES OF DATA FOR HYPOTHESES

THE AMOUNT OF TIME SPENT TEACHING LANGUAGE ARTS NEEDS TO INCREASE.

KINDERGARTEN INSTRUCTION IN LANGUAGE ARTS EQUALS 160 MINUTES WHILE 1ST-5TH GRADE EQUALS 165 MINUTES. (APPENDIX 55-57) IF INSTRUCTION TIME WAS INCREASED, ESPECIALLY FOR STRUGGLING READERS, STUDENT ACHIEVEMENT WOULD IMPROVE. THE ISEL (APPENDIX 22-23) WHICH WAS ADMINISTERED TO KINDERGARTEN STUDENTS SHOWED THAT 33 OUT OF 45 STUDENTS DID NOT MEET RELATIVE TO ALPHABET RECOGNITION IN 2004. 41 OUT OF 45 STUDENTS DID NOT MEET RELATIVE TO SOUNDS AND SPELLING. DIBELS (APPENDIX 17-20) WAS ADMINISTERED TO HASKELL KINDERGARTEN, FIRST, SECOND, AND 3RD GRADE STUDENTS. 16 OUT OF 45 KINDERGARTEN STUDENTS MET THE BENCHMARK, 21 OUT OF 36 FIRST GRADERS MET THE BENCHMARK, 11 OUT OF 37 SECOND GRADERS MET AND 11 OUT OF 32 THIRD GRADE STUDENTS MET THE BENCHMARK.

INTERSESSION (APPENDIX 61) WILL INCREASE THE AMOUNT OF TIME SPENT ON READING. 30 ADDITIONAL HOURS A YEAR COULD BE SPENT ON READING FOR STRUGGLING READERS.

THE ATTENDANCE RATE AT HASKELL NEEDS TO IMPROVE

THE CURRENT ATTENDANCE RATE (APPENDIX 58-60) AT HASKELL IS 93 %. COMPARED TO OTHER ELEMENTARY SCHOOLS, THERE ARE ONLY THREE SCHOOLS WITH A LOWER ATTENDANCE RATE THAN HASKELL. IN THE AFTER-SCHOOL PROGRAM ONLY 16.5% WERE REGULAR ATTENDEES

COMPREHENSION SCORES ARE LOW

USING ON THE MARK ASSESSMENT INFORMATION, THE READING LEVEL BASED ON A RUNNING RECORD AT ALL GRADE LEVELS, 1ST-5TH, SHOWS A GAP BETWEEN WHERE SCORES SHOULD BE AND WHERE STUDENT SCORES ARE. WHEN COMPARING HASKELL SCORES TO ALL OTHER ELEMENTARY SCHOOLS IN THE DISTRICT,(APPENDIX 2) HASKELL SCORES ARE NEXT TO LAST IN THIRD GRADE WITH ONLY 26% OF THE STUDENTS MEETING OR EXCEEDING, HOWEVER, 5TH GRADE SCORES ARE MUCH HIGHER WITH 75% OF THE STUDENTS MEETING OR EXCEEDING.

ISAT READING SCORES ARE NOT MEETING AYP

3RD GRADE ISAT FOR ALL HASKELL STUDENTS SCORED AT 33.3% MEETING OR EXCEEDING AND IMPROVED BY 16.3% BUT STILL DID NOT MEET THE TARGET OF 40%. AFRICAN AMERICAN STUDENTS SCORED AT 28.6% WHICH WAS A DRAMATIC INCREASE FROM THE PREVIOUS YEAR WHICH WAS 6.7%. CAUCASIAN AND HISPANIC STUDENTS WERE NOT REPORTED TO PROTECT THEIR PRIVACY. LOW INCOME WAS THE SAME AS ALL STUDENTS SINCE 97% OF HASKELL STUDENTS ARE LOW INCOME. (APPENDIX 65-66)

5TH GRADE STUDENTS SCORED AT 27.3% WHICH WAS A 12.3% INCREASE BUT DID NOT MEET THE TARGET. AFRICAN AMERICAN STUDENTS SCORED AT 30% WHICH WAS AN INCREASE FROM 12.5% THE PREVIOUS YEAR. CAUCASIAN AND HISPANIC STUDENTS WERE NOT REPORTED TO PROTECT THEIR PRIVACY. LOW INCOME WAS THE SAME AS ALL STUDENTS SINCE 97% OF HASKELL STUDENTS ARE LOW INCOME.

PARENT/COMMUNITY INVOLVEMENT NEEDS TO IMPROVE

THE EARLY CHILDHOOD SURVEY (APPENDIX 43) SHOWS THAT EIGHT PARENTS OUT OF THIRTY RESPONDED TO THE SURVEY. 60 OUT OF 160 HASKELL FAMILIES RESPONDED TO THE TITLE I SURVEY. (APPENDIX 41-42) 75% OF PARENTS SAY THE AFTER-SCHOOL PROGRAMS IS HELPING TO IMPROVE THEIR CHILD'S READING. (APPENDIX 44-45)

DISCIPLINE REFERRALS INTERFERE WITH LEARNING

ACCORDING TO THE OFFICE REFERRALS, THE NUMBER OF FIGHTS DRAMATICALLY DECREASED IN THE LAST TWO QUARTERS. OFFICE REFERS HAVE DECREASED FROM 149 IN THE FIRST QUARTER TO 45 IN THE 3RD QUARTER. (APPENDIX 50) TEACHERS INDICATE A SMALL IMPROVEMENT IN BEHAVIOR OF THE STUDENTS IN THE AFTER-SCHOOL PROGRAM (APPENDIX 53)

4.5 CAUSAL FACTORS

- 1. Length of school day**
- 2. Staff turnover**
- 3. Low expectations**
- 4. Delivery systems continue to change**
- 5. District administration in constant flux**
- 6. Lack of background knowledge**
- 7. Test bias**

TARGET #2: 3RD, 4TH, AND 5TH, GRADE MATH

**T
A
R
G
E
T**

4.3 HYPOTHESES

1. More explicit instruction in math is needed
2. Grade level expectations need to be clearer
3. Behavior problems take too much time and energy
4. Some teachers have more training in Everyday math than others
5. Students who are struggling need more help
6. Improve implementation of Everyday Math
7. Use data carefully to drive instruction

4.4 SUMMARIES OF DATA FOR HYPOTHESES

ISAT MATH SCORES MET AYP

ALTHOUGH HASKELL MADE AYP IN MATH AT 53.3% IN 3RD GRADE AND 47.8% IN 5TH GRADE AFRICAN AMERICAN STUDENTS SCORED AT 48% IN 3RD GRADE AND 20% IN 5TH GRADE. (APPENDIX 67-68)

QUARTERLY MATH ASSESSMENT DATA SHOW PROBLEM BEGINS AT 2ND GRADE

CLASS DATA FROM THE TIE MATH QUARTERLY ASSESSMENT SHOWS THAT THERE WERE ONLY 10% OF 1ST GRADE STUDENTS THAT DID NOT MEET OBJECTIVES WITH 35 STUDENTS TESTED. IN 2ND GRADE THERE WERE 38 STUDENTS TESTED AND 55% DID NOT MEET OBJECTIVES TESTED. (APPENDIX 24-27)

4.5 CAUSAL FACTORS

1. Lack of mathematical knowledge
2. Attendance
3. Staff turnover
4. Strategic knowledge planning
5. Lack of writing skills
6. Student mobility
7. Low reading comprehension
8. Lack of parent involvement with homework
9. Low test taking skills
10. Lack of basic math fact skills
11. Limited resources
12. Reduction of staff
13. Loss of tutors
14. Constant changing of reading programs
15. Parent understanding of extended response
16. Lack of parent/teacher communication
17. Lack of staff development
18. Limited time for math instruction
19. Math curriculum pacing guide not followed
20. Students need to understand what they need to know
21. Math assessment could be used more to drive math instruction

4.6 SELECTION OF STRATEGY

1. Increased opportunities to learn math through explicit instruction and formative assessments
2. Higher expectations and effective feedback

STRATEGY (5.1)

TARGET (4.2)

Strategy 5.1
Increased opportunities to learn through grade-appropriate (EC-5th) explicit instruction and formative assessment in reading and writing

will adequately improve performance in

Target 1: **READING**
 3rd, 4th, and 5th grade reading.

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
<p>Activity #1 Use Illinois Learning Standards/District Objectives and "Power Standards" to set the priority for instruction.</p> <hr/> <p>Scientific research base (5.6) Marzano (2002); Kendall (2000); Reeves (2001) Fenwich English (2000)</p>	<p>July 2005 Start Date</p>	<p>Implement: All classroom teachers All Support Personnel</p>	<p>Cadre 1 Monitor using: Student Interviews Lesson Plans Classroom Observation during Walk-through</p>	<p>6 subs each quarter to cover classes so Cadre can do Walk-throughs 6 subs x \$75 x 4 quarters = \$1800 PD Book Study 10 hrs x 5 tea x 22.50 = \$1125</p>
<p>Activity #2 Instruct in the core reading program using Harcourt as the primary text using Balanced Literacy</p> <hr/> <p>Scientific research base (5.6) Fountas, Pinnell (2001)</p>	<p>July 2005 Start Date</p>	<p>Grade-level classroom teachers</p>	<p>Cadre 2 Monitors using: On the Mark Assessment 2006 ISAT Scores Grade-level study of student work Classroom Observation during Walk-through</p>	<p><i>Friday Planning:</i> 19 tea x \$14 x 32 Fridays=\$8512 Professional Development: 19 tea x \$22.50 x 3 hr = \$1282</p>

<p>Activity # 3 Develop an intervention system to support struggling readers:</p> <ul style="list-style-type: none"> • Use SRA Direct Instruction as a 2nd tier of intervention for students not meeting grade-level benchmarks on the On the Mark assessment • Provide the 3rd tier of instruction through “Soar to Success for 2, 3rd, 4th, 5th graders • Provide 4 hours of weekly additional instruction for struggling readers after school as an extension of the school day. (133 days x 1 hr tutoring = 133 hrs tutoring) • Provide 30 hours annually of additional tutoring instruction for struggling readers during Intersession • Provide Summer School opportunity for students identified as struggling readers • Provide 15 minutes a week additional intervention to improve fluency at recess time through Lunch Buddy program using “Great Leaps” <p>Scientific research base (5.6) Fluency: Holdaway (1979); Teale & Sulzby (1986); Rowe (1987) Increased Time: Scientific research base (5.6)—Conant, 1973; Marzano & Riley, 1984; National Education Commission on Time and Learning, 1994; Park, 1976</p>	<p>SRA & Soar to Success July 2005 – June 2007</p> <p>After school Tutoring: July 25, 2005 -June 2, 2006</p> <p>July 24, 2006 June 1, 2007</p> <p><i>Summer School:</i> June-July 2005 June-July 2006 June-July 2007</p> <p>Lunch Buddy: Sept 05-May 07</p>	<p>Classroom Teacher identify students in 3rd quartile needing 2nd/3rd Tier Interventions</p> <p>DI: Grade-level classroom teachers and support staff</p> <p>Soar to Success: 2 Spec Ed Resource Tea and Reading Coach</p> <p>After-school Tutors: Certified Teachers (majority from Haskell)</p> <p>Intersession: Classroom teachers and paras</p> <p>Summer School: Title I Office Plans/Implements</p> <p>Lunch Buddy: Volunteers work with students and the Reading Coach is main contact</p>	<p><i>Cadre 3 monitors SRA DI implementation</i></p> <p><i>Cadre 1 monitors Soar to Success Implementation</i></p> <p><i>Cadre 1 monitors Intersession Tutoring</i></p> <p><i>Cadre 1 monitors Summer School effectiveness using Pre/Post</i></p> <hr/> <p>Cadre 2 monitors Lunch Buddy Program by using Fluency time test data</p> <p>Survey of volunteers developed by Cadre</p> <p>Cadre 3 evaluates the after school tutoring program</p> <hr/> <p><i>Data available to monitor intervention programs would be:</i> <i>ISAT</i> <i>OTM</i> <i>Lesson Pacing Schedules</i> <i>Teacher Surveys</i> <i>Parent Surveys</i> <i>Student Surveys</i></p>	<p>Spec Ed Depart will purchase Soar to Success</p> <p><i>DI: Consumable Workbooks \$2000</i></p> <p>Intersession: Title I/21st Century 19 tea x 35 hrs x 22.50= \$14,962 7 para x 30 hr x \$10 = \$2100 1 Sec + 1 Parent Lia x \$15 = \$1800</p> <p>After-School: 21st Century 13 tea x 1 hr x 133 days x 22.50=\$38,902</p> <p>Summer School: Summer Bridges Funding</p> <p>Professional Development 10 new teachers x \$22.50 x 3 hrs = \$675</p>
<p>Activity # 4 <u>Use On the Mark assessment data to plan instruction.</u></p> <p>Scientific research base (5.6) Reeves (2000)</p>	<p>Aug 1, 2005, 2006 Nov 30, 2005, 2006 Apr 28, 2006, 2007</p>	<p>Classroom Teachers Reading Coach</p>	<p>Cadre 2 monitors using: OTM data Survey</p>	<p>NA</p>
<p>Activity #5 Recruit, hire, and mentor the “most effective” teachers</p> <p>Scientific research base (5.6) Paul Wright, Sandra Horn, and William Sanders (1997)</p>	<p>Apr-May-June2005 Apr-May-June2006 Apr-May-June2006</p>	<p>Principal Hiring Team</p>	<p>Cadre 3 monitors program using Communicator and mentor log</p>	<p>NA</p>
<p>Activity #6 <u>Audit how we use our time to find additional opportunities to teach.</u></p> <p>Scientific research base (5.6) Marzano (1999), English (2000)</p>	<p>July-Aug 2005, 2006</p>	<p>All Staff</p>	<p>Cadre 1 monitors by doing: Survey Walk-through</p>	<p>NA</p>

<p>Activity #7 Provide instruction in test-taking strategies including extended response</p> <hr/> <p>Scientific research base (5.6) Saul (2004), Piaget (1991)</p>	<p>Aug 15 start date</p>	<p>Curriculum Dept</p>	<p>Cadre 3 monitors by using: ISAT Results</p>	<p>NA</p>
<p>Activity #8 Integrate science, social studies and language arts curriculum</p> <ul style="list-style-type: none"> • Read science non-fiction literature • Create an "integration lab" • Create language arts/science Olympiad activities • Plan language arts/science field trips for each grade level • Provide a special focus on American History in 5th grade <hr/> <p>Scientific research base (5.6) Saul (2004), Piaget (1971)</p>	<p>July 2005 Start date</p> <p>Friday Planning</p> <p>1 X month</p>	<p>Classroom tea</p> <p>Reading Coach</p>	<p>Cadre 1 monitors using: Tea survey developed by Cadre OTM ISAT Reading/Science</p>	<p>Supplies and Materials \$1000</p> <p>Video Camera: \$800</p>
<p>Activity #9 Provide a special focus on language development in EC & K using Language for Learning</p> <hr/> <p>Scientific research base (5.6) Hirsh (2003), Hart, Risley (2003) Stahl (1991)</p>	<p>July 2005 Start date</p>	<p>EC /K teachers Parents Volunteers</p>	<p>Cadre 2 monitors using: Work Sampling K Report Card</p>	<p>NA</p>
<p>Activity #10 Provide incentive for attendance with student created marketing plan</p> <p>Scientific Research base (5.6) Bucknam (1976)</p>	<p>July 2005</p>	<p>Classroom Tea Students</p>	<p>Cadre 3 monitors using: Attendance data ISAT</p>	<p>\$500</p>

STRATEGY (5.1)

TARGET (4.2)

Strategy 5.1
Establishing **higher expectations with effective feedback**

will adequately improve performance in

Target 1: **READING**
3rd, 4th, and 5th grade reading.

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
<p>Activity #1 Articulate the grade-level learning objectives and progress using data through charts, graphs, and rubrics</p> <hr/> <p>Scientific research base (5.6)— Reeves (2000), Barnhart (2001)</p>	<p>End of each quarter</p>	<p>Implement:</p> <ul style="list-style-type: none"> • Teachers • Tutors • EC-5th grade students • Parents 	<p>Cadre 1 monitors using: Observation charts</p> <p>Student Interviews</p> <p>Classroom Observation during Walk-through</p>	<p>NA</p>
<p>Activity #2 Establish a common standard through grade-level collaborative scoring.</p> <hr/> <p>Scientific research base (5.6) Marzano (2000)</p>	<p>Start date July 2005 Friday grade-level meeting</p> <p>1 X month</p>	<p>Implement: Classroom teachers Reading Coach</p>	<p>Cadre 2 monitors using: Teacher evaluation OTM ISAT</p>	<p>NA</p>
<p>Activity #3 Create and analyze EC-5th grade student writing portfolios</p> <hr/> <p>Scientific research base (5.6) Burke, Fogarty, & Belgrad (2002)</p>	<p>July 2005 Dec 2005 May 2006 Dec 2006 May 2007</p>	<p>Implement: Classroom teachers Reading Coach</p> <p>Present to parents at conference</p>	<p>Cadre 3 monitors using: Tea evaluation of grade level collaborative scoring</p>	<p>Folders: \$100</p>
<p>Activity #4 Articulate school-wide behavior expectations</p> <hr/> <p>Scientific research base (5.6)— Marzano (2003)</p>	<p>1st day of each new quarter</p>	<p>Implement:</p> <ul style="list-style-type: none"> • Teachers • Tutors • EC-5th grade students • Parents 	<p>Cadre 1 monitors using: Teacher checklist</p> <p>Discipline data</p>	<p>NA</p>

STRATEGY (5.1)

TARGET (4.2)

Strategy 5.1
Creating a **parent and community** support system

will adequately improve performance in

Target 1: **READING**
3rd, 4th, and 5th grade reading

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
<p>Activity # 1 Develop a partnership with Rock Valley College that will support student and parent learning.</p> <hr/> <p>Scientific research base (5.6)— David Reynolds and Charles Teddlie (2000) Sandra Tangri and Oliver Moles (1987); Parent Teacher Association (1997)</p>	<p>May 2005-July 2007</p>	<p><i>Implement:</i> <i>Principal</i> <i>Parent Liaison</i> <i>Reading Coach</i> <i>RVC Personnel</i></p>	<p><i>Cadre 2 monitors using:</i> <i>SIP Reports</i> <i>Parent Survey</i> <i>RVC Interview</i></p>	<p>NA</p>
<p>Activity # 2 Involve parents, teachers and the community by:</p> <ul style="list-style-type: none"> • Present exemplary grade-level language arts student work by a minimum of 1 teacher at each PTO meeting • Parent Conference attendance Initiative • Book-a-thon and Book Fair • Poetry Night • Literacy-based Parent/Teacher Activities • Attendance/non-tardy initiative • Literacy goals in the Parent Compact <hr/> <p>Scientific research base (5.6)— David Reynolds and Charles Teddlie (2000) Sandra Tangri and Oliver Moles (1987); Parent Teacher Association (1997) Henderson & Berla (1995)</p>	<p>PTO: 1 X month</p> <p>Open House/Picnic: August 2005/2006</p> <p>Parent Conf: Oct 2005/2006 Feb 2006/2007</p> <p>Book-a-thon: May 2005/2006</p> <p>Poetry Night: Sept 2005/2006</p>	<p><i>Implement:</i> <i>Principal</i> <i>Parent Liaison</i> <i>Reading Coach</i></p>	<p>Cadre 3 monitors using:</p> <p>Parent Survey</p> <p>Parent Focus Group</p> <p>Attendance Signatures</p>	<p>PTO Meetings -Food & babysitter: \$100 x 10=\$1000</p> <p>Parent Teacher Activities: \$1000: Title I Funds \$1000: PTO Funds</p>

<p>Activity #3 Develop a "Parent University"</p> <ul style="list-style-type: none"> • Train parents to facilitate reading workshops for PreK-3rd grade parents • Present parent reading workshops • Offer a 10 week course: "Effective Parenting" • Offer a Beginning, Intermediate, and Advanced computer training class for parents • Survey parents to design other choices <hr/> <p>Scientific research base (5.6)— Onikama, Hammond,, Koki (1998) Tangri, Moles (1987)</p>	<p>Parent Training: Sept 1, 2005 Jan/Sept 2006 Jan 2007</p> <p>Parent Workshops: Sept 8,15,27, Oct 6, 2005</p> <p>Sept & Oct 2006</p> <p>"Effective Parenting": ???</p>	<p>Implement:</p> <p>Parent Liaison</p> <p>RVC Personnel</p>	<p>Cadre 1 monitors using:</p> <p>Parent Survey</p> <p>Workshop Evaluations</p>	<p>"Effective Parenting" book: \$20 x 50 books= \$1000</p> <p>Food and Babysitting: 30 trainings x \$100=\$3000</p>
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STRATEGY (5.1)

TARGET (4.2)

Strategy 5.1
Creating a school-wide **safe and orderly atmosphere**

will adequately improve performance in

Target 1: **READING**
3rd, 4th, and 5th grade reading

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity #1 Implement a school-wide discipline plan based on respect and Restitution. Scientific research base (5.6) Bear (1998); Brophy (1996); Nelson, Martella & Galand (1998)	July 2005 start date	Teacher Para Support Staff Office Staff Lunch Staff Bus Staff Building Engineer	Cadre 2 monitors using: Discipline data Walk through data Video reflection data	Consultant: \$1000
Activity # 2 Implement a school-wide discipline plan that identifies strategies to assist students with multiple office referrals that includes a problem-solving team that creates an Individual Intervention Plan. Scientific research base (5.6) Glaser (1990)	July 2005 Start date	<i>Principal</i> <i>Problem Solving Team</i>	<i>Cadre 3 monitors using:</i> <i>Discipline data</i>	Consultant: \$2000 Professional Development: 10 new teachers x \$22.50 x 3 hrs = \$675
Activity # 3 Creating extra-curricular opportunities that will develop social skills. Scientific research base (5.6)— Marzano (2003)	July 2005 Start Date	After-school staff Volunteers Lunch-time staff Intersession Staff	Cadre 1 monitors using: Participation roll Student Survey	Consultant: \$4000
Activity # 4 Articulate and implement a comprehensive set of individual classroom rules and procedures Scientific research base (5.6)— Evertson, Emmer, Clements, Sanford, & Worsham (1984) Doyle (1986); Evertson et al. (1984); Brophy (1996) Wubbels et al. (1999); Brophy (1996)	July 2005 start date	Classroom tea	Cadre 2 monitors using: Written procedures/rules Student interviews	NA
Activity #5 <u>Establish a "character building" program school-wide</u> Scientific research base (5.6)— Glasser (1990)	Jan 2006 Start date	RVC personnel	Cadre 3 monitors using Written document Survey	Consultant: \$1000
Activity #6 <u>Special Focus in EC & K on appropriate school behavior</u> Scientific research base (5.6)— Wang, Haertelk, Walberg (1993)	July 2005 start date	EC-K teachers & para	Cadre 1 monitors using: Discipline data Video of classroom	NA

STRATEGY (5.1)

TARGET (4.2)

Strategy 5.1
Increased **opportunities to learn** math through explicit instruction and formative assessments

will adequately improve performance in

Target 2: **MATH**
3rd, 4th and 5th grade math scores.

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
<p>Activity #1 Use Illinois Learning Standards/District Objectives and "Power Standards" in math to set priority for instruction.</p> <hr/> <p>Scientific research base (5.6) Reeves (2003)</p>	<p>July 2006 Start date</p>	<p>Classroom tea All Support staff</p>	<p>Cadre 2 monitors using: Student interview Lesson Plans Classroom walk through</p>	<p>NA</p>
<p>Activity # 2 Implement Everyday Math instruction systematically across all grade levels for 60 minutes each day using a pacing guide specific to Haskell calendar.</p> <hr/> <p>Scientific research base (5.6)— NCTM (2000)</p>	<p>July 2005 Start date</p>	<p>Classroom teachers</p>	<p>Cadre 3 monitors using: Pacing Guide Lesson Plans Lesson Charts TIE Reports</p>	<p>NA</p>
<p>Activity # 3 Use quarterly data to plan instruction</p> <hr/> <p>Scientific research base (5.6)— Reeves (2003), Black, William (1998)</p>	<p>July 2005 Start date: Friday Planning 1 X month</p>	<p>Classroom teachers</p>	<p>Cadre 1 monitor using: Lesson Plans Examining Student Work</p>	<p>NA</p>
<p>Activity #4 Teach basic math facts explicitly each day for 15 minutes as an intervention for struggling students.</p> <hr/> <p>Scientific research base (5.6) TIMSS (1994)</p>	<p>July 2005 start date</p>	<p>Classroom teachers</p>	<p>Cadre 2 monitors using: Test data</p>	<p>NA</p>
<p>Activity #5 Ensure that all 2nd grade students have mastered number sense/computations skills by end of the year.</p> <hr/> <p>Scientific research base (5.6) Marzano (2002)</p>	<p>July 2005 start date</p>	<p>2nd grade teach Spec Ed PE Teacher Art Teacher</p>	<p>Cadre 3 monitors using Test data</p>	<p>NA</p>

Activity #6 Provide explicit instruction in extended response in math and number sense/computation skills. <hr/> Scientific research base (5.6) TIMSS (1994)	<i>July 2005 start date</i>	<i>Mike Campbell Trainer</i> <i>Classroom tea</i>	<i>Cadre 1 monitors using: ISAT Extended Response Collaborative Scoring of practice prompts</i>	Professional Development 10 new teachers x \$22.50 x 3 hrs = \$675
Activity #7 Integrate math curriculum with language arts and science through an "integration lab" <hr/> Scientific research base (5.6) Saul (2004), Piaget (1971)	July 2005 start date	All teachers & support staff	Cadre 2 monitors using: Teacher surveys	Space: 1 classroom \$1000: Supplies, Materials

STRATEGY (5.1)

TARGET (4.2)

Strategy 5.1
Establishing **higher expectations** with effective feedback

will adequately improve performance in

Target 2: **MATH**
3rd, 4th and 5th grade math scores.

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
<p>Activity # 1 Articulate the math learning objectives and progress using charts, graphs and rubrics.</p> <hr/> <p>Scientific research base (5.6)— NCTM (2000)</p>	<p>July 2006 start date</p>	<p>All students Teachers Parents Tutors</p>	<p>Cadre 3 monitors using: Charts/graphs Walk-through</p>	<p>NA</p>
<p>Activity #2 Study exemplary student work at all grade levels in math as part of the PTO meetings.</p> <hr/> <p>Scientific research base (5.6)— Comer (1984), Stigler, Hiebert (1999)</p>	<p>July 2006 start date</p>	<p>All students Teachers Parents Tutors</p>	<p>Cadre 1 monitors using: PTO presentations Parent Survey</p>	<p>NA</p>
<p>Activity # 3 Develop a partnership with Rock Valley College that will support students meeting Math Standards in collaboration with parents.</p> <hr/> <p>Scientific research base (5.6)-- David Reynolds and Charles Teddlie (2000) Sandra Tangri and Oliver Moles (1987); Parent Teacher Association (1997)</p>	<p>July 2006 start date</p>	<p>RVC personnel Principal Teachers</p>	<p>Cadre 2 monitors using: Parent Survey</p>	<p>NA</p>

Sources of Revenue – (5.9)

Activity	Title I	21st CCLC	Gen Rev	Sum Brdgs	PTO	Other
Salary						
Walk Throughs 6 subs X \$75 X 4 Quarters=\$1800	\$1800 Annually					
Stipends						
After-School Program 13 tea x 1 hr x 133 day x 22.50=\$38,902		\$38,902				
Friday Planning Period 19 tea x \$14 x 32 Fridays=\$8512	\$8512 Annually					
Book Study 10 hrs x 5 tea x 2250=\$1125	\$1125 Annually					
Balanced Literacy Professional Development 19 tea x \$22.50 x 3 hr =\$1282	\$1282 Annually					
Intersession 19 tea x 35 hrs x \$22.50=\$14,962 7 Par x 30 hr x \$10 = \$2100 1 Sec + 1 Parent Lia 2 x 60 hr x \$15 = \$1800	\$18,862					
New Teacher Professional Development 10 tea x 9hrs x \$22.50=\$2025	\$2025					
Supplies/Materials						
DI Consumable Workbooks	\$2000					
Integration Lab Supplies	\$1000					
Video Camera	\$800					
Attendance Incentives					\$500	
Folders	\$100					
Food/Babysitting Parent/Tea Activities	\$4000				\$2000	
“Effective Parenting” book:	\$1000					
Purchased Services						
Restitution	\$9000					
Total	\$51,506	\$38,902			\$2500	

development survey, (Appendix 34-36) Educator Characteristics and Qualifications (2004), and student achievement data based on classroom learning objectives in language arts and math. The language arts data will be from On The Mark Assessment (Appendix 2-16) and math data will be from the math quarterly assessment. (Appendix 24-33) If students are not doing well in an area, it would be helpful for the teacher to have coaching or collaborative discussions with other teachers to improve the instructional strategies for that content. Haskell Academy will conduct a Staff Development Audit related to language arts and math needs to use for planning professional development for both new and experienced teachers. Each teacher will develop their own professional development plan related to Haskell's SIP. When reviewing current professional development data, it shows that teachers have taken a variety of workshops with a major focus in the areas of Direct Instruction and Restitution. In order to insure that staff are trained in the areas of major focus in the SIP there will be an audit of professional development needs.

The Rockford Public Schools Professional Development Needs Assessment Survey (Appendix 34-36) was conducted in the spring of 2004 in which over 90% of the staff participated. Section A shows that Assessment and Instructional Methods are most important to the Haskell staff. Section B shows that workshops, study groups, curriculum development, grade level meetings and speakers are the preferred methods of learning. Teachers chose "Interpreting Assessment Data", and "Research-based Instruction Methods" as important. Under Reading and Language Arts they identified "Effective Use of Assessment to Inform Instruction" and "Aligning Instruction with Standards/District Objectives" and under math they identified "Effective Use of Assessment to Inform Instruction" as important.

The language arts and math data shows that some classrooms are making more progress than others. For example, in analyzing comprehension based on reading levels, two grade levels went backwards and three grade levels progressed since the first assessment. Knowing that the first test was based on fiction and the most recent test was non-fiction, teachers will be offered the opportunity to learn more about instruction of comprehension when reading non-fiction text.

In addition, the targets, strategies, and activities in the Haskell 2005-07 School Improvement Plan will drive professional development opportunities for the Haskell staff. "Educator Characteristics and Qualifications (2004)" shows that there is a wide range of experience in the Haskell staff. There are six teachers with 1-5 years experience, six teachers with 6-10 years experience, two teachers with 11-15 years of experience and two teachers with more than sixteen years of experience. The needs of teachers vary. Haskell is also expecting a high turn-over of staff next year so professional development opportunities will be based on an audit of staff needs and staff will choose to participate based on their "Individual Professional Development Plan.

Teachers will collaborate "intentionally" with grade other grade level teachers during 2005-2006. (Appendix 39-40) For example, grade level teachers will work together to design a lesson aligned to the Illinois Learning Standards and Student Performance Indicators (ILS/SPI). Teachers will present and videotape lessons. In 2006-2007 teachers will collaborate with teachers from the grade above and the grade below. Professional Development will be primarily job embedded which is supported by research. Teachers will also conduct "Walk-through" visits (Appendix 38) once every quarter to collect data to determine if initiatives are being implemented.

6.2 QUALIFIED AND EFFECTIVE EDUCATORS

Initially Haskell Academy will conduct a staff development audit related to language arts and math needs to use for planning professional development for both new and experienced teachers. Each teacher will create an "Individual Professional Development Plan" relative to the Haskell School Improvement

collaborate, intentionally, with the other grade level teacher during 2005-06 school year. (Appendix 39)
Teachers will reflect on lessons and discuss how to improve the lesson. A reading coach would first
model lesson for students Grade level teachers would work together to design a lesson aligned to
ILS/SPI Teachers will present lessons and videotape it. During the 2006-07 school year,(Appendix 40)
teachers will also collaborate with the grade level teachers above and below.

instruction and formative assessment in reading and writing.	<ul style="list-style-type: none"> Assessment Aligning Harcourt text to ILS/District Objectives: Harcourt Staff Training in Direct Instruction: SRA Staff Soar to Success: Special Ed Staff After-school Tutor Training in using On the Mark assessments to drive instruction Fluency training for Lunch Buddy tutors
Establishing high expectations with effective feedback in reading	<ul style="list-style-type: none"> Communicating ILS/District Objectives and Power Standards to students using data: Center for Performance Assessment Test-taking strategies Extended response and collaborative scoring: District Curriculum Dept Staff Writing portfolios
Creating a parent and community support system	<ul style="list-style-type: none"> Working effectively with community partners Working effectively with parents
Creating a school-wide safe and orderly atmosphere	<ul style="list-style-type: none"> Restitution: Dr. Jeff Grumley Working with students with multiple office referrals Teaching social skills through extra-curricular activities Effective classroom rules and procedures
Increased opportunities to learn math through explicit instruction and formative assessments	<ul style="list-style-type: none"> Explicit instruction in math extended response: Mike Campbell Use of Everyday Math text: Mike Campbell Using Quarterly Assessment to drive instruction
Establishing high expectations and effective feedback in math	<ul style="list-style-type: none"> Illinois Learning Standards (ILS) and District Objectives in Math Study of exemplary student work

6.4 Scheduling		6.5 Resources	6.6 SBR
Month/Date/Year	Content of Professional Development	Supporting Resources	Scientific Research Base for the Content
Schedule (Appendix 38)	Balanced Literacy	Walk Throughs 6 subs x \$75 x 4 quarters = \$1800	Fountas, Pinnell (2001)
July 2005 July 2006	Tutor Fluency Training	NA	Holdaway (1979) Teale & Sulzby (1986) Rowe (1987)
One Friday Planning Period a month during school year 2005-06 2006-07 (Appendix 39-40)	Illinois Learning Standards/Power Standards Data Analysis Balanced Literacy Student Work Collaborative Scoring Lesson Study Behavior Management Extended Response Integrating Language arts, math, science, social studies, & art	Friday Planning: 19 tea x \$14 x 32 Fridays=\$8512 Title I	Marzano (2002), Kendall (2000), Reeves (2001) (See Action Plan for more SBR detail)
July 2005	Effective School/Community Partnerships	NA	Reynolds, Teddlie (2000) Tangri, Moles (1987) PTA (1997)
July 2005	Balanced Literacy Classroom Management	19 tea x \$22.50 x 3hr = \$1282	Fountas, Pinnell (2001) Glasser (1990)

class. The challenge is maintaining the laptop lab to ensure all students will be successful.

If the lesson plan is for a small group or individual student, each classroom has four to six computers for student use.

Students do individual research on the Internet and this supports the identified need for more reading of informational text. Students will also be able to make charts and graphs on the computers to articulate their individual progress relative to the Illinois Learning Standards.

Computers will also be available in the “Integration Lab” to support lessons that integrate science, math, social studies and language arts and art and music. The laptop lab will be located here. Four planning periods during the year will be devoted to planning integrated lessons and mapping out the next quarter.

ClassWorks is a building network program and is used for individual intervention in language arts skills. It is aligned with the ILS. LightSpan is also available to each classroom teacher. There are two LightSpan units in each classroom. New teachers will need private lessons in the use of this technology. The reading coach and student support specialist will assist new teachers and students in the use of this technology.

A video camera is currently available for use in instruction and for professional development purposes. Students are writing reports and reading the reports on video so it is immediate assessment. Staff will design a lesson together during Friday grade level planning and then will present the lesson and video the lesson to use for their own reflection and professional development. Three planning periods during the year will be spent by each teacher in reflecting on a videotaped lesson.

Students are writing reports and reading the reports on video so there is immediate feedback. A second video camera next year will be available. There are also three digital cameras available for staff use and the PTO has just approved purchase of a photo printer dock.

6.8 EVALUATION / CONTINUOUS IMPROVEMENT

The initial satisfaction with workshops will be measured by use of the State approved Evaluation Form. Coaching and grade level meeting professional development will be measured by video of implementation of lessons and reflection discussions and by teacher surveys three times a year. Cadre monitoring of professional development implementation will be reported to the entire staff once a month at the mandatory monthly staff meeting. This information will be gathered through classroom “Walk-Throughs, (Appendix 38) Examining Student Work, and analyzing Language Arts and Math data at Friday Planning (Appendix 39-40). Each Friday, teachers will meet during their grade-level planning period to evaluate progress and plan based on this reflection.

6.9 MENTORING

Rockford Public Schools, District #205 has a district-wide formal mentoring program that includes frequent, ongoing support for new teachers. Periodic evaluations to improve through revision and enhance the mentoring program are ongoing.

- Three day orientation program
- Monthly meetings for protégés
- Quarterly meetings for the mentors
- Joint meeting at the beginning and end of the year
- Staff development seminars
- Release time for visitation
- Protégé and mentor manuals
- Training in the use of Charlotte Danielson’s “Enhancing Professional Practice: A Framework for Teaching”

Observations and evaluation, both formal and informal, are conducted at all levels. Data collected from surveys, interviews, and observations will be used to allow for continuing revisions to meet the needs of all stakeholders. Staff members new to Haskell are matched with a more experienced, grade compatible teacher who mentors them in areas of instruction, behavior management, and organization. The mentoring program is in place district wide and is supported financially through the National-Louis University Foundation (Evanston, IL). The district has a teacher mentor coordinator in place who supports the mentor teachers and their protégés.

In addition, each teacher who is new to Haskell will be assigned the most appropriate building mentor to assist the new teacher in aligned instruction with the School Improvement Plan. Whenever possible, the mentor will be the other grade-level teacher and the Friday planning meetings will be an opportunity for mentoring. These teachers will also have a common planning period each day. Mentors will not serve as evaluators and will maintain confidentiality with the new teacher. Mentors will address ILS/SPI and the Illinois Professional Teaching Standards.

7.0 Illinois Learning Standards (ILS) Implementation

7.1 ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT

The Rockford Public School Curriculum Department has aligned the district objectives to the Illinois Learning Standards in Language Arts, Math, Science, Social Studies, Art and Physical Education. These objectives indicate what a student should know and be able to do at the end of the school year. Teachers will use these objectives to plan classroom instruction. Lesson plans will reference the objectives, which will also be posted in each classroom. The district is also developing “Power Standards” which are the essential objectives that students need to meet to be successful in life, the following school year, and on the ISAT.

In language arts, On The Mark Assessments will assess student progress on the Standards for 1st grade through 5th grade. DIBELS assessed K- 3rd grade students and the TPRI assessed K-2nd grade students. (May not be used next year.) The Kindergarten Report Card will assess kindergarten students’ progress in both language arts and math and is under revision by the district. Grades 1st through 5th will be assessed relative to the Illinois Learning Standards by the quarterly math tests. In Math, Haskell will

which are aligned to the Standards are listed in lesson plans. The Illinois Learning Standards will be posted in each classroom. Teachers, students, tutors and parents will be able to articulate what the objectives of the lessons are as they relate to the ILS in language arts, math, and science. The district has aligned the 1st grade through 5th grade report card to the Illinois Learning Standards and is planning to review and improve the alignment during the summer of 2005.

Rubrics using the ILS will be used during the grade-level collaborative meetings to assess student work. (Appendix 39-40) Power Standards, which are the essential Standards, will drive the professional development during the Haskell Professional Development Week of July 11, 2005-July 18, 2005. (Appendix 65)

Cadres will do Walk-throughs to monitor implementation of School Improvement initiatives. Evidence of the Illinois Learning Standards driving instruction will be sought. A cadre developed checklist will include ILS posted in classrooms, ILS used in lesson plans, ILS communicated to students and parents, ILS reflected in rubric. A report card (Appendix 70) is attached to show evidence of report card alignment to the ILS Standard. A Power Standard draft (Appendix 76) is submitted as evidence that the district is working in earnest to promote the implementation of the Illinois Learning Standards.

Teacher lesson plans must be aligned to the Illinois Learning Standard. An agreement was made between the district and the Rockford Education Association, the teachers union that lesson plans were required to include, the objective of the lesson aligned to the Illinois Learning Standard, the activity and an assessment. The Union and District Agreement is submitted as evidence. (Appendix 71) An example of a teacher lesson plan is presented as evidence. (Appendix 69)

7.3 ILS PRACTICES AND PROCEDURES

The very first Activity listed in this School Improvement Plan to support Target #1: 3rd, 4th, and 5th grade reading will adequately improve states, “Use Illinois Learning Standards/District Objectives and “Power Standards” to set the priority for instruction. As new staff is hired for Haskell, teacher knowledge and understanding of the Illinois Learning Standards and the Student Performance Indicators (ILS/SPI) will be considered. One question during the interview process is related to the implementation of Illinois Learning Standards. During the Professional Development week at the beginning of the school year, use of the Standards as the foundation for all instruction will be stressed over and over again. (Appendix 74) During teacher evaluation, the principal will look for evidence that instruction is closely aligned to the ILS/SPI. Lesson plans are reviewed relative to the ILS/SPI. During Friday Planning, the ILS/SPI and the Power Standards will be used to assess student work. As student rubrics are developed, the ILS/SPI will be used. One activity in the SIP action plan states that students will be able to articulate the Standard. The goal is that teachers and students and parents will all understand that the curriculum is the Illinois Learning Standards. The curriculum is not the textbook or the program.

7.4 REVIEW OF ILS PRACTICES AND PROCEDURES

Alignment of the district curriculum is conducted at the district level. There has been a systematic schedule of review in the past. Currently the focus is on Language Arts and Math. Any changes must be approved by the Instructional Council. At the school level, grade level teachers will meet during their planning period each Friday. As part of the agenda they will be asked to focus on ILS/SPI and “Power

8.1 DATA USE

Title I completed a Parent Survey. (Appendix 41-42) 53 parents out of 60 say they feel welcome when they visit Haskell. 52 parents felt they can talk with someone at school if they have a concern. 53 parents responding to the survey say they participated in the parent/teacher conference. 40 parents are interested in learning about improving their child's behavior, 44 developing study skills at home, and 46 would like to learn how to have a good parent/teacher conference. This information will be used as we develop the "Parent University" opportunities through a partnership with Rock Valley College.

The Parent Questionnaire given to Early Childhood (Appendix 43) parents showed 100% satisfaction with the education children are receiving. Early Childhood is prime time for getting parents involved so the information from this report will be used to help plan for the Early Childhood parents. Haskell is planning to create a Parent Room directly across from the Office and near the Early Childhood room to create a more welcoming climate for parents. The Parent Liaison will be readily available to connect with the parents and help them become involved in school activities.

The Parent Survey from the after-school program (Appendix 44) shows that 75% of the parents strongly agree that the after-school program is helping to improve their child's reading and 66.7% indicate that the program is helping their child's math skills. Next year Haskell will change the way tutoring is delivered. Classroom teachers will be asked to tutor a small group of students from their classroom who have been identified as third quartile students. This will provide a closer connection between the school day instruction and the after-school program.

Name	Position/Organization
Gloria Petty	Early Childhood Teacher
Leslie Matthews	1 st Grade Teacher
Michelle Vail	1 st Grade Teacher
Kim Hoiness	2 nd Grade Teacher
Lisa Jackson	2 nd Grade Teacher
Beth Kellerman	3 rd Grade Teacher
Bev Wowk	3 rd Grade Teacher
Armando Ramirez	4 th Grade Teacher
Rick Durso	5 th Grade Teacher
Julian Jacques	5 th Grade Teacher
Linette Hultman	Reading Coach
Loree Leathers	Literacy Leader
Katrina Olson	Art Teacher
Ryan Nelson	PE Teacher
Lori Beckland	Spec Ed Resource Teacher
Holly Lyman	Spec Ed Resource Teacher
Doris Baker	Parent Liaison
Laurie Partee	Administrative Assistant
Nakisha Parham	Parent
Nancy Coleman	Parent
Pam Aller	Parent/PTO President
Serena Miller	Parent
Jennifer Golden	Lunch Aide
Richard Rundall	Rock Valley College
Jeff Grumley	Consultant/Psychologist
Barb Cober	Paraprofessional
Michelle Oh	Paraprofessional
Laura O'Brien	Paraprofessional
Rhonda Nelson	Paraprofessional
Kun An	Paraprofessional
Brandi	After-School Program Coordinator

The principal sends a weekly memo (Appendix 77) to parents every Friday to keep parents informed. Information about SIP progress will be included in this memo. There is also a report by the principal at each monthly PTO meeting and SIP updates are a part of that report. (Appendix 48) Each cadre will report to the staff at each staff meeting (Appendix 72). Haskell will update its Webpage during the summer of 2005 and will include the new SIP plan on the Webpage.

8.4 ROLE OF FAMILY/COMMUNITY IN THE ACTION PLAN (5.0)

One of the six strategies in the SIP is, “Creating a parent and community support system.” The local community college, Rock Valley College, will become a partner with Haskell Academy and will work closely with the staff at the school to build a strong parent support system focused on the language arts goals in 2005-06 and add the math goals during the 2006-07 school year. Some of the traditional parent activities will continue but with a literacy focus. For example, one fund-raiser will be a Book-a-thon. Students will get pledges from people that they will give them so much money for each book they read. RVC will assist with the development of a “Parent University” which will allow parents to choose classes from a variety of offerings and allow parents to learn at their own rate and comfort level. There will be a Parent Room directly across from the Main Office at the school where parents will be able to gather informally as well as have a place to take classes. The Haskell Parent Liaison will work closely with Rock Valley College to ensure that the Haskell parent needs are being addressed and that the focus remains on improving student achievement.

Another initiative that directly involves parents is found under a strategy of “Establishing higher expectations with effective feedback.” One activity will ask parents to articulate the grade-level learning objectives on which their children are working. Another activity would ask parents to articulate the school-wide behavior expectations.

8.5 ROLE OF FAMILY/COMMUNITY IN SUPPORT OF STUDENT LEARNING

Parents will begin the school year by attending an Open House during which they will be introduced to the Student Performance Indicators and Power Standards. On August 30 and September 1, 2005 parents will meet with their child’s teacher to discuss the progress and goals for their child and determine what support they can lend at home. Parents will again meet for a Parent Conference on February 7 and 9, 2006 to analyze progress and again determine what support they can lend at home. Parents will look at their child’s work and compare it to the “Standard”. Parents will be offered the opportunity through the Parent University to learn how to assist their child learn the “Power Standards.” According to data in 3.5, 100% of parents do not attend parent Conferences. This will become a focus and the PTO will help support this initiative.

National Standards for Parents/Family	Activities
<p>8.3 Standard I: Communication between home and school is regular, two-way, and meaningful.</p>	<ul style="list-style-type: none"> • Weekly parent memos from the principal are sent home each Friday • Classroom teachers send regular classroom Newsletters and make phone calls to parents • An Open House/Family Picnic begins the school year and provides an opportunity to explain expectations to parents • PTO meetings are held monthly to provide a time for parents to hear from staff and for parents to provide their suggestions. A PM and an AM meeting is held to accommodate various schedules. • Parent Conferences are held two times a year. • Conduct an annual survey of parents to get their feedback about initiatives
<p>8.4 Standard II: Parenting skills are promoted and supported.</p>	<ul style="list-style-type: none"> • The Parent University will provide choices of courses and other opportunities to learn how to support student learning • Parents are linked to programs and resources within the community that provide support services to families
<p>8.5 Standard III: Parents play an integral role in assisting student learning.</p>	<ul style="list-style-type: none"> • A primary reading kit and an intermediate reading kit are available for parent use • Parents are given specific suggestions of how they can assist their child. For example, parents are provided with the list of 300 sight words that students are expected to know and asked to help their child learn the words.
<p>8.3 Standard IV: Parents are welcome in the school, and their support and assistance are sought.</p>	<ul style="list-style-type: none"> • A Parent Room is being established to provide an informal, welcoming atmosphere for all parents.
<p>8.3 Standard V: Parents are full partners in the decisions that affect children and families.</p>	<ul style="list-style-type: none"> • Parents will be consulted if special services are being considered for their children. For example, during Intersession tutoring is provided as an intervention for struggling students and parents are consulted and asked to sign students up for the program if they wish to take advantage of the opportunity.
<p>8.4 Standard VI:</p>	<ul style="list-style-type: none"> • A Partnership with Rock Valley College is being developed to help strengthen the parent school

9.1 INTERNAL DISTRICT SUPPORT

District administrative support services will support action plan strategies in the following ways:

- The Curriculum Department will continue to align the Student Performance Indicators (SPI) with the Illinois Learning Standards (ILS) and will support the implementation of instruction by further refining the priority indicators called Power Standards.
- The Curriculum Department will provide leadership in the area of formative assessments through On The Mark Assessment and the Quarterly Math Assessment.
- The Curriculum Department will provide support with test taking strategies to improve ISAT results through identifying weak areas like extended response and providing practice prompts will be provided.
- The Curriculum Department will assist with the alignment of the ISEL and the Kindergarten Report Card.
- The Curriculum Department will assist with grant required assessments such as DIBELS and TPRI.
- Professional Development will be provided district-wide to support Balanced Literacy implementation.
- “Soar to Success” literacy support will be provided through the Special Education Department and will be used as our 3rd Tier of language arts support.
- 21st Century After-School program will provide support for extended learning time.
- Title I Department will provide support for Intersession extended learning time.
- Title I Department through Summer Bridges will provide support for extended learning time during the summer break.
- Human Resource Department will assist in helping us hire the most effective teachers possible.

Agency	Services/Resource Provided	Strategy
Children's Home and Aid Society	EPIC: Social Skills for 10 students K-5	Safe and Orderly Atmosphere
Catholic Social Services	Counseling Services/Social skills/tutoring	Safe and Orderly Atmosphere
Salvation Army	Referrals for family services/After School Tutoring	Safe and Orderly Atmosphere Increased Opportunity to Learn
Crusader Clinic	Free school physicals/dental exams	Community Support System
Winnebago Count Health Department	Nutrition Lessons	Community Support System
Boy Scouts	Cub Scout meetings at school each week	Safe and Orderly Atmosphere
Court Street United Methodist Church	Lunch-time reading tutors	Increased Opportunity to Learn
2 nd Congregational Church	Lunch-time reading tutors	Increased Opportunity to Learn
Rockford Police Department	Donation of mittens/hats	Community Support System
Youth For Christ	After School Tutoring	Increased Opportunity to Learn
Rockford Area Arts Council	Artist Residency	Increased Opportunity to Learn
KIDS	Professional Development	Safe and Orderly Atmosphere
Rockford YMCA	Coordinates the After-school Program: Tutoring & Recreation	Increased Opportunity to Learn
Jeff Grumley, Psychologist	Consultant for Restitution	
System of Support Providers	Tutor for identified students	Increased Opportunity to Learn
Rockford School of Business	Provides 40 hours of week literacy support (2 assistant teachers @ 20 hours each)	Increased Opportunity to Learn
Rock Valley College	Student, staff and parent learning support	Community Support System
Janet Wattles	Crisis/Counseling Support	Safe and Orderly Atmosphere

Rockford Public Schools

SIP Peer Review and Approval Process

The Regional Office of Education (ROE) will provide training in the SIP process and rubric application to school teams in January, 2005. Schools will develop their plans throughout February and March with support from the District Office and the ROE. Representatives of SIP teams will meet with the Director of Curriculum and the Chief Instructional Officer on April 6, 2005 to ask questions and discuss points for clarification. SIP teams will pair with other schools in their tier level during the next two week period to refine and review their plans. Principals will share their Plan with another principal for feedback. Schools will submit their final plans to the Peer Review Committee by April 25, 2005. The Peer Review Committee shall consist of the Chief Instructional Officer, the Director of Curriculum and Instruction, the Assistant Superintendent of Human Resources, and the Executive Director of Special Education. All members of the Peer Review Committee will be trained in the SIP process by the ROE. School plans will be submitted to the Rockford Board of Education for approval on May 24, 2005.

10.2 MONITORING PROGRESS OF THE PLAN

Each staff member at Haskell is a member of a School Improvement Cadre. Each Cadre is responsible for monitoring assigned activities. There are three Cadres. Each Cadre is responsible for a written report at each monthly staff meeting to report on the progress of the activity. The Cadre is free to consult with the principal to problem-solve any issues that arise with implementation of the Plan. There are two School Improvement Planning days each school year. Next year one is scheduled for February 3, 2006 and another for May 5, 2006. These days will be used for an in depth review of progress and any revisions can be approved at this time. Parent representatives will also be invited to attend for these reviews.

10.3 REVISION OF THE PLAN

The School Improvement Plan will be revised only after a full review of the Staff, Parents, and Community members on the School Improvement Planning Days set aside by the District. Information gathered by the Cadres during their Walk-throughs (Appendix 38) will help inform these reports. The group will reach consensus if a change is to be made or a formal vote will be taken. Any changes will be then reported to the District Administration and to the Regional Office of Education.