

Rockford Envrnmntl Science Acad

School Improvement Plan 2008

Local Board Approved	12/19/2008
Submitted	12/23/2008
Plan Resubmitted	
ISBE Monitoring Completed	1/7/2009

PRELIMINARY INFORMATION

RCDT Number	041012050252086		
District Name	ROCKFORD SD 205	School Name	ROCKFORD ENVRNMNTL SCIENCE ACAD
Superintendent	LINDA HERNANDEZ	Principal	DR ROBERT DELACEY
District Address	201 S MADISON ST	School Address	1800 OGILBY RD
City/State/Zip	ROCKFORD,IL 61104 2092	City/State/Zip	ROCKFORD,IL,61102
District Telephone#	8159663000 Extn:3101	School Telephone#	8154895509 Extn:0
District Email	hernandl@rps205.com	School Email	delacer@rps205.com

Is this plan for a Title I School? True

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

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2007-08 Federal Improvement Status	choice ses
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	academic watch status year 3

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	99.9	Yes	99.9	Yes	67.9		Yes	63.9		Yes	91.6	Yes		
White	100.0	Yes	100.0	Yes	72.7		Yes	72.7		Yes				
Black	99.7	Yes	99.7	Yes	57.6	51.0	No	46.0	47.4	No	89.7			
Hispanic	100.0	Yes	100.0	Yes	71.0		Yes	68.5		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic	100.0	Yes	100.0	Yes	74.1		Yes	70.2		Yes				
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	31.4	26.8	Yes	37.1	34.4	Yes	90.6			
Economically Disadvantaged	99.9	Yes	99.9	Yes	65.6		Yes	60.7		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress

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

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

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

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

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

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

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

School Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	92.0	91.8	92.1	90.8	90.0	91.4	91.8	91.6
Truancy Rate (%)	11.6	11.7	10.4	12.3	15.0	13.5	7.0	7.4
Mobility Rate (%)	15.2	16.7	19.9	19.7	16.2	17.8	9.2	25.8
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	1214	1223	1178	1255	1242	1210	1305	1229
Economically Disadvantaged (%)	51.8	63.9	56.5	57.9	-	73.6	75.5	80.1
Limited English Proficient (LEP) (%)	2.8	3.6	0.1	7.5	9.7	10.6	10.2	10.9
Students with Disabilities (%)								
White, non-Hispanic (%)	48.5	46.2	43.9	39.8	37.6	35.8	34.0	36.1
Black, non-Hispanic (%)	40.0	39.9	41.2	42.5	41.0	37.8	36.9	30.9
Hispanic (%)	9.8	12.5	13.2	15.5	19.2	21.5	24.0	26.4
Asian/Pacific Islander (%)	1.3	1.1	1.6	2.1	1.8	1.4	1.3	1.5
Native American or Alaskan Native(%)	0.3	0.2	0.1	0.2	0.2	0.6	0.2	-
Multiracial/Ethnic (%)	-	-	-	-	0.2	3.0	3.6	5.0

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

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

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O L	2000	51.7	39.4	7.5	0.9	0.5	-
	2001	48.5	40.0	9.8	1.3	0.3	-
	2002	46.2	39.9	12.5	1.1	0.2	-
	2003	43.9	41.2	13.2	1.6	0.1	-
	2004	39.8	42.5	15.5	2.1	0.2	-
	2005	37.6	41.0	19.2	1.8	0.2	0.2
	2006	35.8	37.8	21.5	1.4	0.6	3.0
	2007	34.0	36.9	24.0	1.3	0.2	3.6
	2008	36.1	30.9	26.4	1.5	-	5.0
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	-
	2005	44.3	31.0	19.2	3.1	0.1	2.3
	2006	42.5	30.5	20.6	3.1	0.2	3.2
	2007	40.7	30.8	21.5	3.0	0.1	4.0
2008	39.3	30.3	22.1	3.0	0.1	5.1	

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
2008	54.0	19.2	19.9	3.9	0.2	2.7	

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

**Section I-A Data & Analysis - Report Card Data
Item 5 - Educational Environment**

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S C H O O L	2000	1.8	50.7	100.0	87.9	16.6	201	21.0	-	-
	2001	2.8	51.8	100.0	92.0	15.2	138	11.6	-	-
	2002	3.6	63.9	100.0	91.8	16.7	152	11.7	-	-
	2003	0.1	56.5	100.0	92.1	19.9	131	10.4	-	-
	2004	7.5	57.9	100.0	90.8	19.7	169	12.3	-	-
	2005	9.7	-	100.0	90.0	16.2	172	15.0	-	-
	2006	10.6	73.6	100.0	91.4	17.8	180	13.5	-	-
	2007	10.2	75.5	100.0	91.8	9.2	97	7.0	-	-
	2008	10.9	80.1	100.0	91.6	25.8	98	7.4	-	-
D I S T R I C T	1999	6.9	46.0	96.4	90.8	16.4	2938	11.7	10.9	73.6
	2000	8.2	52.6	97.0	91.4	15.8	2981	11.9	7.4	74.7
	2001	9.0	53.3	99.5	91.8	16.6	2562	10.3	6.7	73.9
	2002	10.3	56.9	95.7	93.1	16.8	2248	8.3	6.0	74.9
	2003	6.5	56.9	96.3	92.8	16.8	1717	6.2	7.8	81.3
	2004	12.2	55.1	99.8	92.7	19.0	2306	8.3	6.6	69.4
	2005	12.0	57.6	98.2	91.5	20.9	2436	9.6	8.9	73.1
	2006	12.0	65.7	99.0	92.3	18.1	2626	9.4	3.0	71.0
	2007	12.3	68.4	91.9	92.6	15.0	1868	6.6	3.2	75.0
2008	13.8	71.5	95.7	92.4	28.4	1624	5.8	2.2	71.8	

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056	2.5	3.5	85.9
2008	7.5	41.1	96.8	93.3	14.9	49858	2.5	4.1	86.5	

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

**Section I A Data & Analysis - Report Card Data
Item 6 - Enrollment Trends**

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
S C H O O L	2000	995	-	-	-	-	-	-
	2001	1214	-	-	-	-	-	-
	2002	1223	-	-	-	418	378	-
	2003	1178	-	-	-	414	387	-
	2004	1255	-	-	-	427	404	-
	2005	1242	-	-	-	399	433	-
	2006	1210	-	-	-	430	385	-
	2007	1305	-	-	-	421	452	-
	2008	1229	-	-	-	419	422	-
D I S T R I C T	1999	26547	-	-	-	-	-	-
	2000	26436	-	-	-	-	-	-
	2001	26502	2094	2177	2242	1966	2002	1170
	2002	26674	2158	2121	2118	2165	1929	1506
	2003	27330	2109	2200	2149	2221	2124	1531
	2004	27576	2083	2120	2172	2227	2164	1552
	2005	27464	2061	2107	2102	2105	2141	1483
	2006	27456	2097	2055	2053	2094	2044	1443
	2007	27787	2197	2100	2092	2072	2137	1541
	2008	27622	2293	2163	2088	2015	2076	1526

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

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

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

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

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

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

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2003-2008																			
	Grade 3						Grade 4						Grade 5						
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5	
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grade 6						Grade 7						Grade 8						
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	
AYP Benchmark % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5	
All	-	-	-	55.0	53.0	65.4	-	-	-	60.2	57.1	60.4	42.2	43.5	57.6	67.3	70.1	71.6	
White	-	-	-	66.7	65.9	69.3	-	-	-	76.0	71.0	64.8	61.0	61.7	72.3	80.8	80.9	79.0	
Black	-	-	-	44.1	37.1	56.2	-	-	-	46.6	42.5	50.4	22.1	28.3	45.5	54.1	58.9	60.5	
Hispanic	-	-	-	55.7	56.5	65.9	-	-	-	56.1	55.1	67.3	41.5	32.3	49.3	62.1	71.7	73.5	
Asian/Pacific Islander	-	-	-	-	-	60.0	-	-	-	-	-	-	-	-	-	-	-	-	
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Multiracial/Ethnic	-	-	-	40.0	62.5	74.1	-	-	-	66.7	-	64.0	-	-	-	81.8	84.6	-	
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Rockford Envrnmntl Science Acad

School Improvement Plan 2008

8/1/2009 12:14:16 PM

Page 15 of 41

Students with Disabilities	-	-	-	10.0	16.7	26.3	-	-	-	19.6	8.1	17.6	15.7	5.9	28.3	28.6	36.4	19.6
Economically Disadvantaged	-	-	-	50.0	47.8	62.7	-	-	-	54.4	52.9	57.4	30.5	35.0	51.5	63.4	67.9	70.3

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	59.0	56.8	62.3	-	-	-	52.0	58.6	61.7	28.5	31.9	32.5	68.6	62.3	60.6
White	-	-	-	73.2	69.1	66.7	-	-	-	68.8	72.4	73.0	42.1	48.3	47.9	78.2	73.7	71.2
Black	-	-	-	42.1	34.7	46.0	-	-	-	32.0	44.7	40.3	11.7	15.5	12.8	53.1	47.1	44.1
Hispanic	-	-	-	61.8	67.0	68.0	-	-	-	58.4	56.7	74.6	36.6	30.1	40.5	77.3	67.3	63.7
Asian/Pacific Islander	-	-	-	-	-	90.0	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	50.0	75.0	61.5	-	-	-	60.0	-	72.0	-	-	-	81.8	84.6	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Rockford Envrnmntl Science Acad

School Improvement Plan 2008

8/1/2009 12:14:16 PM

Page 17 of 41

Students with Disabilities	-	-	-	12.2	22.9	21.1	-	-	-	13.0	13.5	25.0	7.4	7.5	13.4	42.0	36.3	30.4
Economically Disadvantaged	-	-	-	53.7	54.6	59.6	-	-	-	46.0	54.1	58.7	19.7	23.3	28.2	65.0	58.2	56.5

Section I-A Data & Analysis - Report Card Data

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

The School Report Card data tell us about our performance:

The Caucasian and Hispanic students made AYP in reading and math. However, the 7th grade Caucasian reading dropped from 76 in '07 to 64.8 in '08.

Our Black students did not make AYP in reading and math.

- 6th grade
- Reading – 37.1 '07 to 56.2 '08
- Math – 34.7 '07 to 46 '08
- 7th grade
- Reading – 71 '07 to 64.8 '08
- Math – 44.7 '07 to 40.3 '08
- 8th grade
- Reading – 58.9 '07 to 60.5 '08
- Math – 47.1 '07 to 44.1 '08

Our students with disabilities made AYP – Safe Harbor

- 6th grade
- Reading – 16.7 '07 to 26.3 '08
- Math – 22.9 '07 to 21.1 '08
- 7th grade
- Reading – 8.1 '07 to 17.6 '08
- Math – 13.5 '07 to 25 '08
- 8th grade
- Reading – 36.4 '07 to 19.6 '08
- Math – 36.3 '07 to 30.4 '08

- The Report Card data show us economically disadvantaged students performance increased in both reading and math with the exception of 8th grade math which decreased by 1.7.
- The School Report data show us that overall student performance increased in reading and in math with the exception of 8th grade which decreased by

1.7.

- The data show us cohort information:

The Hispanic group of 6th grade 2007 students increased by 7.6 as 2008 7th grade students. 7th grade 2007 students increased to 7 as 8th grade 2008 students.

The African American group 6th grade 2007 students increased by 5.6 as 2008 7th grade students. 7th grade 2007 students decreased by .6 as 8th grade 2008 students.

The Caucasian group of 6th grade 2007 students increased by 3.9 as 2008 7th grade students. 7th grade 2007 students decreased 1.2 as 2008 8th grade students.

- Other data show us:

Our truancy rate showed a slight increase from 7% '07 to 7.4% '08

SES showed an increase from 75.5 '07 to 80% '08

LEP increased over the last 8 years to 10.9%

Mobility rate showed an increase from 9.2% '07 to 25.8% '08

Hispanic population increased 2.4% '08

Black attendance only reached 89.7% '07/'08 which caused this subgroup not to make AYP

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

These factors have contributed to the results:

- Use of Title 1 tutors have been provided for students needing additional academic support.
- There has been minimal training in special education for regular education teachers.
- There is an inconsistency in content of pre/post testing material in math with math standards.
- There has been an inconsistency with instruction in reading with the scripted reading program SOAR.
- Co teaching has not been utilized to the fullest extent with more training needed

- Black attendance in the '07/'08 school year kept this subgroup from making AYP.
- Attendance specialists have been reduced allowing chronic truants to begin increasing in absences.
- Change in attendance zones resulted in increased mobility.
- Title 1 Reading and Math Specialists have helped oversee delivery of curriculum which has helped with consistency of curriculum.
- Reading expectations have not been communicated to parents.
- Communication has not been in two languages even though 25% of the students are Hispanic.
- Creation of an English/language arts curriculum and pacing guide that is aligned to the state standards has helped to improve reading scores.

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

- Continue to expand professional development in reading and math. Participation in the workshop (s) needs to be monitored. Implementation of strategies learned in the workshop needs to monitor to insure the strategies are used.
- Provide a workshop for content area teachers to learn/reinforce of reading strategies taught and used in Language Arts/English in the classroom that can also be used in content area classes (science, social studies).
- Math: Teachers need to continue to use supplemental materials to cover standards not included in the Corrected Math curriculum.
- Continue to monitor teachers regarding: following the scripted reading program (SOAR). To improve teaching strategies and techniques, provide peer-training videos to teachers of SOAR instruction.
- Stress continuity with special education co-teaching with one designated regular education teacher as in 7th grade model. The designated regular education teacher would rotate yearly.
- Co-teaching training with special education teacher and regular education teacher in the area of math will be implemented for 6th and 8th grade teachers following the 7th grade model.
- Address parent communication: needs assessment completed with parents, focusing on Hispanic parents and being aware of their needs due to language barriers.
- Teaching staff needs to accurately follow attendance procedures.
- Make parents aware of the expectations for reading and math at home and at school.
- Continue to assess students using the ISAT Test: analyze test results to determine students' academic needs and changes with instruction.

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

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

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

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

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

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

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

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

Section I-C Data & Analysis - Other Data (Optional)**Item 2 - Educator Qualifications, Staff Capacity, and Professional Development**

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

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

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

Section I-C Data & Analysis - Other Data (Optional)
Item 3 - Parent Involvement

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

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

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

Section I-D Data & Analysis - Key Factors

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

- A consistent focus on the teaching of reading strategies in all of the content areas will give students the opportunity to repeatedly use the strategies and give them needed practice in a variety of settings with a variety of content. Intervention responses to the students needs will be provided with all students needing additional support which will help them become successful in school.
- A consistent focus on the teaching of math strategies in all of the content areas will give students the opportunity to repeatedly use the strategies and give them needed practice in a variety of settings with a variety of content. Intervention responses to the students needs will be provided with all students needing additional support which will help them become successful in school.
- A well constructed professional development plan will help teachers to be lifelong learners and continue to develop their skills to assist students in continuous improvement.
- Data drives good decisions. Various types of data will be analyzed to inform teachers of instructional decisions and inform students of their learning on an ongoing basis.
- Maintaining an accurate attendance plan will help students realize the importance of good attendance and help teachers have accurate measures of attendance.
- Parents play an important part of education. Communication will be a priority in helping them to be an integral part of the school community through knowing how to help their students.

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	While our current achievement for black in reading shows 57.6% of our students in the Meets/Exceeds categories, black students will make AYP of at least 70% or Safe Harbor in 2009 and 77.5% in 2010. (Other subgroups such as low income or Hispanics could be included in the strategies and activities for this objective.)	1,
2	While our current achievement for black in math shows 46% of our students in the Meets/Exceeds categories, black students will make AYP of at least 70% or Safe Harbor in 2009 and 77.5% in 2010. (Other subgroups such as low income or Hispanics could be included in the strategies and activities for this objective.)	2,

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

1	Black students are deficient in Reading Meets and Exceeds
2	Black students are deficient in Mathematics Meets and Exceeds

Section II-A Action Plan - Objectives

Objective: 1

While our current achievement for black in reading shows 57.6% of our students in the Meets/Exceeds categories, black students will make AYP of at least 70% or Safe Harbor in 2009 and 77.5% in 2010. (Other subgroups such as low income or Hispanics could be included in the strategies and activities for this objective.)

Objective 1 Description:

Strategies for Students:

- Use of the R.E.A.D. Strategies: Address Extended Response focusing on making connections across the curriculum
- Use of the S.O.A.R. Strategies: Summarize, Predict, Question and Clarify across the curriculum
- Participation in the Culver's "Scoopie" program to encourage reading

Strategies for Staff:

- Implementation of the R.E.A.D Strategy and 6 Trait Writing across the curriculum
- Continued implementation, with review and monitoring by the Reading Intervention Specialist, of the S.O.A.R. Program
- Continually remind students to read at home.
- Use the three tiered Response to Intervention RESA Plan to provide academic and behavioral support for students.

Strategies for Parents:

- Continue to provide parents with reading strategies/activities for students to use at home.
- Continue to invite parents to Family Reading Night, Family Book Fair Night and RESA Barnes/Noble Day.
- Continue to remind parents to get their child a library card and encourage the use of the card.

This objective addresses the following areas of AYP deficiency	
1	Black students are deficient in Reading Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : While our current achievement for black in reading shows 57.6% of our students in the Meets/Exceeds categories, black students will make AYP of at least 70% or Safe Harbor in 2009 and 77.5% in 2010. (Other subgroups such as low income or Hispanics could be included in the strategies and activities for this objective.)						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	R.E.A.D. Strategy: Monitor and insure usage of the writing strategy, "R.E.A.D. Strategy". Have the strategy posted in the content area classroom for students to refer.	8/25/2008	6/3/2010	During School	Other	0
2	S.O.A.R. Strategy: Monitor and insure student usage of the reading strategy "SOAR Strategy". Have the strategy posted in the classroom for students to refer to.	8/25/2008	6/3/2010	During School	Other	0
3	Continue to make students aware of participation in the Culvers "Scoopie" Program to encourage students to read.	8/25/2008	6/3/2010	After School	Other	0
4	6 Trait Writing: Monitor and insure student usage of the writing strategy "6 Trait Writing" across the curriculum. Have the strategy posted in the classroom for students to refer to.	8/25/2008	6/3/2010	During School	Other	0

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

Objective 1 Title : While our current achievement for black in reading shows 57.6% of our students in the Meets/Exceeds categories, black students will make AYP of at least 70% or Safe Harbor in 2009 and 77.5% in 2010. (Other subgroups such as low income or Hispanics could be included in the strategies and activities for this objective.)

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Continued review, implement and monitor staff for R.E.A.D. Writing Strategy, SOAR Reading Strategy and 6 Trait Writing across the curriculum by the Reading Intervention Specialist.	8/25/2008	6/3/2010	During School	Other	0
2	6 Trait Writing Process will be used across the curriculum in content area classes	8/25/2008	6/3/2010	During School	Other	0
3	Develop a 2 year professional development map. Have ongoing professional development in reading and math, teaching reading across the curriculum, strategies & review of SOAR Reading and READ Writing strategies, instructional strategies, Love and Logic, 7 Habits and peer mediation.	8/25/2008	6/3/2010	Before School	Other	0
4	Data teams developed to examine and use data from sources (i.e. Think-Link Test).	8/25/2008	6/3/2010	Before School	Other	
5	Implement Love & Logic & 7 Habits across the curriculum	8/25/2008	6/3/2010	During School	Other	0
6	Positive incentives continued	8/25/2008	6/3/2010	During School	Other	0
7	Teachers struggling with discipline identified for support, training & solutions	8/25/2008	6/3/2010	During School	Other	0
8	Attendance procedures reviewed, used and monitored	8/25/2008	6/3/2010	During School	Other	0
9	Administer and disaggregate data from the ISAT, Think-Link, Scholastic Reading Inventory to teachers to adjust instruction to meet the acadmeic needs of the student.	8/25/2008	6/3/2010	During School	Other	0
10	Training and implementation in Response to Intervention.	1/5/2009	6/3/2010	Before School	Other	0

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

Objective 1 Title : While our current achievement for black in reading shows 57.6% of our students in the Meets/Exceeds categories, black students will make AYP of at least 70% or Safe Harbor in 2009 and 77.5% in 2010. (Other subgroups such as low income or Hispanics could be included in the strategies and activities for this objective.)

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Continue to invite parents to attend Family Reading Night and Family Book Fair Night at RESA. Continue communication by the newsletter, homework hotline, notes sent home with report cards/progress reports, PTO/Booster Club.	8/25/2008	6/3/2010	After School	Other	0
2	Continue to inform parents and students know about and use the Culvers reading initiative program.	8/25/2008	6/3/2010	After School	Other	0
3	Continue to remind parents to get and use a library card for their child.	8/25/2008	6/3/2010	After School	Other	0

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
4	Communications all done in English and Spanish	8/25/2008	6/3/2010	After School	Other	0
5	Communicate expectations in reading and math and information on supporting their students at home in math and reading	8/25/2008	6/3/2010	After School	Other	0
6	Continue to invite parents to parent teacher conference nights (fall and spring), open house (fall), summer orientation/registration.	8/25/2008	6/3/2010	After School	Other	0
7	Continue to assist parents with at home reading and math activities for students.	8/25/2008	6/3/2010	After School	Other	0
8	When developing an RTI plan for a student, parent feedback will be requested to be included in the student's plan.	1/5/2008	6/3/2010	During School	Other	

Section II-E Action Plan - Monitoring

Objective 1 Title : While our current achievement for black in reading shows 57.6% of our students in the Meets/Exceeds categories, black students will make AYP of at least 70% or Safe Harbor in 2009 and 77.5% in 2010. (Other subgroups such as low income or Hispanics could be included in the strategies and activities for this objective.)

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

Reading Coordinator

- Use of reading programs and monitoring for use
- Use of SRI, reading ISAT Data, Reading Think Link Data
- Instructional strategies across the curriculum
- Reading expectations
- 6 Trait Writing
- Data Teams

Principal and Assistant Principals

- Love and Logic
- 7 Highly Effective Traits
- Positive Incentives

Teachers and Assistant Principals

- Attendance and truancy

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

Name	Title
Mrs. Teresa Macdonald	Reading Intervention Specialist
Miss Nicole Dawson	Assistant Principal

Section II-A Action Plan - Objectives

Objective: 2

While our current achievement for black in math shows 46% of our students in the Meets/Exceeds categories, black students will make AYP of at least 70% or Safe Harbor in 2009 and 77.5% in 2010. (Other subgroups such as low income or Hispanics could be included in the strategies and activities for this objective.)

Objective 2 Description:

Strategies for Students

- Cooperative Learning
- Exposure to Differentiated Instruction

Strategies for Staff

- Implementation of differentiated instruction
- Continued implementation of cooperative learning
- Continued implementation of co-teaching in 7th grade (general education/special education staff)
- Implementation of co-teaching in 6th and 8th grade, using the 7th grade model (general education/special education staff)

Strategies for Parents

- Continue to provide math strategies/activities for parents to do at home.
- Continue to invite parents to attend “Math Nights”- Connected Math Curriculum is reviewed and sample problems from the text are reviewed with parents,
- Continue to inform parents to use the online Connected Math Site to assist the parent with their student to complete homework and to increase parent understanding of Connected Math (<http://connectedmath.msu.edu/parents/>)

This objective addresses the following areas of AYP deficiency

1	Black students are deficient in Mathematics Meets and Exceeds
---	---

Section II-B Action Plan - Student Strategies and Activities

Objective 2 Title : While our current achievement for black in math shows 46% of our students in the Meets/Exceeds categories, black students will make AYP of at least 70% or Safe Harbor in 2009 and 77.5% in 2010. (Other subgroups such as low income or Hispanics could be included in the strategies and activities for this objective.)

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Restructure the delivery system of special education services for math in 6th and 8th grade, following the 7th grade model.	8/25/2008	6/4/2010	During School	Other	0
2	Cooperative Learning used in the classroom.	8/25/2008	6/4/2010	During School	Other	0
3	Differentiated Instruction to meet the various academic needs of students.	8/25/2008	6/4/2010	During School	Other	0
4	Data provided from the Think-Link test results will assist teachers and math tutors to adjust instruction and curriculum.	8/25/2008	6/4/2010	During School	Other	0
5	Continue to remind students of the importance of good attendance. Remind students of the Culvers Attendance Reward Program.	10/31/2008	6/4/2010	After School	Other	0

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

Objective 2 Title : While our current achievement for black in math shows 46% of our students in the Meets/Exceeds categories, black students will make AYP of at least 70% or Safe Harbor in 2009 and 77.5% in 2010. (Other subgroups such as low income or Hispanics could be included in the strategies and activities for this objective.)

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Develop a 2 year professional development map	11/3/2008	6/3/2010	Before School	Other	0

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
2	Ongoing professional development in math teaching Connected Math strategies instructional strategies, Love and Logic, 7 Habits, peer mediation, and Think Link	8/25/2008	6/3/2010	After School	Other	0
3	Data teams developed to examine and use data from sources (i.e. Think-Link Test).	8/25/2008	6/3/2010	After School	Other	0
4	New teachers need to attend district math and reading workshops and student attendance (black sub group) must be monitored.	8/25/2008	6/3/2010	After School	Other	0
5	Training and implementation in Response to Intervention.	1/5/2008	6/3/2010	Before School	Other	0

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

Objective 2 Title : While our current achievement for black in math shows 46% of our students in the Meets/Exceeds categories, black students will make AYP of at least 70% or Safe Harbor in 2009 and 77.5% in 2010. (Other subgroups such as low income or Hispanics could be included in the strategies and activities for this objective.)

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Continue to assist parents with take home activities to work with the student at home on math through the newsletter, homework hotline, and team webpages.	8/25/2008	6/3/2010	After School	Other	0
2	Continue to invite parents to attend RESA Math Nights with their student.	8/25/2008	6/3/2010	After School	Other	0
3	Communicate to parents through the newsletter, homework hotline and team web pages of resources to assist the student and parent with Connected Math.	8/25/2008	6/3/2010	During School	Other	0
4	When developing an RTI plan for a student, parent feedback will be requested to be included in the student's plan.	1/5/2008	6/3/2010	During School	Other	0

Section II-E Action Plan - Monitoring

Objective 2 Title : While our current achievement for black in math shows 46% of our students in the Meets/Exceeds categories, black students will make AYP of at least 70% or Safe Harbor in 2009 and 77.5% in 2010. (Other subgroups such as low income or Hispanics could be included in the strategies and activities for this objective.)

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

Math Coordinator:

- Use of supplemental materials
- Use of Math Think Link Data

8/1/2009 12:14:16 PM

- Data Teams

Principal and Assistant Principals

- Love and Logic
- 7 Highly Effective Traits
- Positive Incentives

Teachers and Assistant Principals

- Attendance and truancy

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

Name	Title
Mr. William Ady	Assistant Principal
Mrs. Darcy Allen	Assistant Principal
Mrs. Karen Brankin	Math Intervention Specialist

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

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

Parent Notification - Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. (**Requirement for Title I Schools only.*)

RESA communicates with parents by:

- Title I Compact- This is in English and Spanish. The Compact notifies parents of their responsibility, the students' responsibility and the teachers' responsibility regarding reading.
- Monthly Newsletter- The District has made translation available to RESA to use for this communication.

- RESA Report Card – This is in English and Spanish. The Report Card is sent home. This provides parents with student academic performance and attendance.
- Student Report Card/Progress Report Notes – Additional information parents need to know about RESA are sent home with the students' report card and progress reports.
- RESA Website/Team Web Pages – RESA website and the team web pages provide necessary information to parents i.e.: supply list, changes in nursing service, athletics, homework, school events, discipline code, an electronic copy of the RESA planner.
- RESA Planner- Every student is given a planner at the beginning of the year. They are expected to carry the planner through out the day. The purpose of the planner is to provide the option of daily written communication with parents and student record of homework.
- Homework Hotline: This option allows parents to learn of the student's homework daily. By calling a specific number, homework is recorded daily by a teacher.
- RESA has a Booster/Parent Teacher Organization that meets monthly in the evening. There are parent representatives from each grade, counselor, student support personnel, teacher (s) and administrator. Parent concerns, needs of the school and students and the school improvement plan are shared.
- Parents are notified of the schools AYP status through the District Office, RESA Report Card and the media. RESA needs to keep parents informed of SIP progress.

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

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

The group working to develop the school improvement plan included RESA administrators, teachers, outside consultants, and special education staff. The administrators and teachers met with consultants from District 205 and Regional Office in September, October and November three times a week to develop the RESA SIP Plan. Once ISAT and Think-Link Data became available in October the faculty under the monitoring of the Reading Intervention Specialist and Math Intervention Specialist began to analyze data. Action plan strategies for instruction were developed and put into the plan. Think-Link Testing will occur three times during the year. This data will be disaggregated and analyzed by the RIS and MIS and shared with staff. The goal is to refine instruction in the classroom to improve student performance.

RESA School Improvement Plan will be submitted for peer review the week of November 3, 2008. Suggested revisions will be made and the plan will be submitted the District 205 Main Office on or before December 1, 2008.

Names and titles of school improvement team or plan developers:

	Name	Title
1	Dr. Robert Delacey	Principal
2	Mr. William Ady	Assistant Principal
3	Ms. Nicole Dawson	Assistant Principal
4	Mrs. Darcy Allen	Assistant Principal
5	Mr. Joseph Ferguson	Assistant Principal
6	Lynne Connelly	RESPRO Representative
7	Pam Brooks	7th Grade Teacher
8	Linda Hartz	7th Grade Teacher
9	Debra Appelquist	Student Support Specialist
10	Theresa Macdonald	Reading Intervention Specialist
11	Karen Brankin	Math Intervention Specialist
12		

Section III - Plan Development, Review and Implementation
Part C. Peer Review Process

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. Peer review and subsequent local board approval must be completed within 45 days of receiving the school improvement plan.

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

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

The Regional Office of Education (ROE) will provide training in the SIP process in September and October 2008. SIP Monitoring/Scoring training will be provided to reviewers in October and November 2008. The peer review process consist of representatives the District 205, RESPRO Representative and College of Education, Northern Illinois University. The review will be of the electronic SIP Plan using the SIP Plan rubric. The committee will submit a report to the RESA SIP Committee to assist RESA with the evaluation and any changes needed to the plan. A hard copy of the SIP plan will be provided to the peer review team. Ongoing support from the ROE will support the correct and effective evaluation of School Improvement Plans. SIP teams will pair with other schools in their tier level during November 2008 to review and refine their plans. Representatives of SIP Teams will submit their peer-reviewed SIP to the District Review Team prior to November 24, 2008. Schools then will submit their final plans to Dr. Thomas Schmitt for processing to the Board of Education on or before December 1, 2008.

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

All schools in Rockford Public Schools have produced a School Improvement Plan based on 2008 data to include incorporation of Response to Intervention (RtI) Plans and the Ten Components of a Schoolwide Title I Program (where applicable).

RESA will evaluate the progress of the School Improvement Plan on designated SIP Days, mid-year, and end of the year. With evaluating the SIP plan throughout the school year, staff will analyze data from Think-Link Test, Pre-Post Test for Corrected Math Curriculum, Pre-Post Test for Science and when ISAT test results become available. Faculty will review the student achievement and revise strategies that are toward attainment of academic goals.

Section III - Plan Development, Review and Implementation Part D. Teacher Mentoring Process

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

The major focus of the RPS new teacher induction program is the work of mentors trained in the Frameworks for Professional Teaching available through the New Teacher Center in Santa Cruz, California. Our Illinois partner for training and implementation is The Consortium For Educational Change (CEC). The program is based on the acquisition of Illinois Professional Teaching Standards (IPTS) taught through the use of Danielson's Frameworks Induction Program. This program incorporates Danielson's Four Domains of Professional Practice: 1) Planning and Preparation, 2) The Classroom Environment, 3) Instruction, and 4) Professional Responsibilities. These domains include methods of inquiry for content knowledge, an understanding of human development, approaches to

learning that address diverse learner needs, planning for instruction, the creation of engaging and stimulating learning environments, a range of models for instructional delivery, the development of a range of communication skills, the use of formal and informal assessment strategies to support student academic development, the nurturing of collaborative relationships, and an emphasis on high standards of professional conduct.

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

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

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

Section III - Plan Development, Review and Implementation Part E. District Responsibilities

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

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

The Rockford Board of Education

8/1/2009 12:14:16 PM

Mrs. Linda Hernandez, Superintendent of Schools

Mr. Thomas Hoffman, Chief Operations Officer

Ms. Colleen Cyrus, Assistant Superintendent of Student Support

Ms. Pamela Laughlin, Assistant Superintendent of Human Resources

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

Ms. Marcia Strothoff, Assistant Superintendent of Curriculum & Instruction

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

Dr. Vinest Steele, Director of Title I

Mr. Paul Yankee, Director of Bilingual Education

Mr. Bob Corder, Director of Human Resources

Mr. Frank Schepley, Assessment Specialist

Ms. Shirley Chrestman, Special Education Assistant Director

Mrs. Linda Oshita, Title I Curriculum Coordinator

Mrs. Anita Hughes, Reading Coordinator

Mrs. Sue Mainville, Math coordinator

Mr. Ed Hayden, Coordinator of Social Work

Ms. Maggie Kempel, Project Coordinator

Ms. Sherrie Bias, NCLB Officer

The primary support intervention for all schools throughout the 2008-2009 and 2009-2010 school years will be a systematic, continuous monitoring of school

implementation by the District Leadership Team. Reading and Mathematics progress is summarized on a trimester basis for elementary schools and a quarterly basis for secondary schools and then presented to the District Leadership Team.

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

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

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

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

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

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

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

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

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

The Illinois State Board of Education has provided several resources to Rockford Public Schools and this school to assist in the school improvement process. ISBE has provided timely student achievement data in 2008. Results from standardized tests proctored in spring 2008 were provided, preliminarily, in June 2008 and were made public in October 2008. ISBE and its partner, Northern Illinois University, have provided the Interactive Illinois Report Card, the School

Improvement Plan template, and supporting documents. Individuals from ISBE and NIU have provided technical assistance in using the aforementioned documents.

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

Our Regional Office of Education has provided data and SIP team coaching, technical assistance, and offers numerous staff development opportunities. The ROE offers materials for teachers and administrators to utilize for professional development activities as well. Lori Fanello, Assistant Superintendent, has provided consistent support and assistance to District leadership, which in turn, provided the information to SIP writers.

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

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

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

	Name	Title
1	Donette Nailor	RESPRO Consultant
2	Portia Downey	Proj. REAL Coordinator, NIU
3	Dr. Robert Delacey	Principal
4	Mr. William Ady	Associate Principal
5	Dianne Fischer	Math Intervention Supervisor
6	Pat Buschard	Reading Intervention Supervisor

Section IV-A Local Board Action

DATE APPROVED by Local Board: 12/19/2008

A. ASSURANCES

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

B. SUPERINTENDENT'S CERTIFICATION

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

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

LOCAL ASSESSMENT DATA (OPTIONAL)

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

OTHER DATA (OPTIONAL)

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

IDENTIFICATION OF KEY FACTORS

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

CLARITY OF OBJECTIVES

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

ALIGNMENT OF STRATEGIES AND ACTIVITIES

Yes	Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
Yes	Will the selected strategies and activities likely improve student learning and achievement?
Yes	Are the strategies and activities measurable?
Yes	Are the measures of progress for the strategies and activities clearly identified?
No	Are expectations for classroom behavior and practice related to the objectives clear?

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

PART I - COMMENTS

Objectives are clear and measurable. It is commendable that your strategies and activities are overarching to include other at-risk students. Having indicators for progress will assist in identification of growth in identified categories.

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

Yes	Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only)
-----	--

STAKEHOLDER INVOLVEMENT

Yes	Does the plan describe how stakeholders have been consulted?
No	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?

PEER REVIEW

Yes	Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?
-----	---

TEACHER MENTORING PROCESS

Yes	Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the
-----	---

	profession?
DISTRICT RESPONSIBILITES	
Yes	Is it clear what support the district will provide to ensure the success of the plan?
NA	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school?
STATE RESPONSIBILITES	
Yes	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?
SCHOOL SUPPORT TEAM	
Yes	Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan?
APPROVAL DATE OF LOCAL BOARD	
Yes	The plan indicates the approval date of this plan.

PART II - COMMENTS

Once again, we commend you on clear and measurable objectives and excellent development of strategies and activities that include all students.

January 6, 2009

The Rockford Environmental Science Academy’s improvement plan is recommended for implementation with the assistance of your area RESPRO. No further updates to your improvement plan are necessary at this time. If you choose to revise or update your plan, you may request that your area RESPRO update the ISBE monitoring prompt as this is the official state monitoring record.