

Rock Falls Township High School

School Improvement Plan 2008

Local Board Approved	12/17/2008
Submitted	12/29/2008
Plan Resubmitted	4/27/2009
ISBE Monitoring Completed	4/28/2009

PRELIMINARY INFORMATION

RCDT Number	550983010170001		
District Name	ROCK FALLS TWP HSD 301	School Name	ROCK FALLS TOWNSHIP HIGH SCHOOL
Superintendent	JANE EICHMAN	Principal	RON MCCORD
District Address	101 12TH AVE	School Address	101 12TH AVE
City/State/Zip	ROCK FALLS,IL,61071	City/State/Zip	ROCK FALLS,IL,61071
District Telephone#	8156253886 Extn:0	School Telephone#	8156253886 Extn:0
District Email	j.eichman@comcast.net	School Email	ronm@rfhs301.org

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
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	academic early warning year 1

	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	98.8	Yes	98.8	Yes	55.0		No	49.3		No			90.9	Yes
White	98.5	Yes	98.5	Yes	54.0	55.0	Yes	48.7	50.1	Yes			90.1	
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 (%)	94.3	92.8	93.1	92.9	92.6	93.7	93.0	93.2
Truancy Rate (%)	1.8	2.8	4.1	1.6	4.8	5.1	1.4	4.8
Mobility Rate (%)	12.8	13.7	9.7	11.6	10.1	21.0	11.6	9.8
HS Graduation Rate, if applicable (%)	85.4	89.6	90.4	91.2	90.7	90.8	85.0	90.9
HS Dropout Rate, if applicable (%)	2.5	2.4	2.1	1.9	1.4	1.1	3.1	3.0
School Population (#)	639	657	671	741	728	748	714	708
Economically Disadvantaged (%)	23.8	28.5	28.0	30.5	37.4	35.6	24.6	37.1
Limited English Proficient (LEP) (%)	1.1	1.2	0.6	0.4	0.7	0.8	0.3	0.4
Students with Disabilities (%)								
White, non-Hispanic (%)	87.9	87.7	87.9	87.9	87.5	83.8	82.4	81.4
Black, non-Hispanic (%)	2.0	1.2	1.6	1.3	1.1	1.3	0.6	0.3
Hispanic (%)	9.2	10.0	9.7	10.3	10.7	9.6	9.4	8.6
Asian/Pacific Islander (%)	0.6	1.1	0.7	0.5	0.7	0.4	0.4	0.3
Native American or Alaskan Native(%)	0.2	-	-	-	-	-	0.1	0.1
Multiracial/Ethnic (%)	-	-	-	-	-	4.8	7.1	9.3

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

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

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	1999	87.7	1.6	10.3	0.5	-	-
	2000	88.4	1.8	9.3	0.5	-	-
	2001	87.9	2.0	9.2	0.6	0.2	-
	2002	87.7	1.2	10.0	1.1	-	-
	2003	87.9	1.6	9.7	0.7	-	-
	2004	87.9	1.3	10.3	0.5	-	-
	2005	87.5	1.1	10.7	0.7	-	-
	2006	83.8	1.3	9.6	0.4	-	4.8
	2007	82.4	0.6	9.4	0.4	0.1	7.1
	2008	81.4	0.3	8.6	0.3	0.1	9.3
D I S T R I C T	1999	87.7	1.6	10.3	0.5	-	-
	2000	88.4	1.8	9.3	0.5	-	-
	2001	87.9	2.0	9.2	0.6	0.2	-
	2002	87.7	1.2	10.0	1.1	-	-
	2003	87.9	1.6	9.7	0.7	-	-
	2004	87.9	1.3	10.3	0.5	-	-
	2005	87.5	1.1	10.7	0.7	-	-
	2006	83.8	1.3	9.6	0.4	-	4.8
	2007	82.4	0.6	9.4	0.4	0.1	7.1
	2008	81.4	0.3	8.6	0.3	0.1	9.3

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

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

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

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S C H O O L	1999	-	18.5	98.2	93.0	20.1	21	3.4	6.6	76.9
	2000	0.7	24.8	97.8	94.1	13.1	20	3.4	3.0	80.5
	2001	1.1	23.8	96.0	94.3	12.8	11	1.8	2.5	85.4
	2002	1.2	28.5	96.3	92.8	13.7	18	2.8	2.4	89.6
	2003	0.6	28.0	96.3	93.1	9.7	27	4.1	2.1	90.4
	2004	0.4	30.5	96.3	92.9	11.6	11	1.6	1.9	91.2
	2005	0.7	37.4	96.2	92.6	10.1	34	4.8	1.4	90.7
	2006	0.8	35.6	96.1	93.7	21.0	38	5.1	1.1	90.8
	2007	0.3	24.6	95.9	93.0	11.6	10	1.4	3.1	85.0
	2008	0.4	37.1	96.1	93.2	9.8	36	4.8	3.0	90.9
D I S T R I C T	1999	-	18.5	98.2	93.0	20.1	21	3.4	6.6	76.9
	2000	0.7	24.8	97.8	94.1	13.1	20	3.4	3.0	80.5
	2001	1.1	23.8	96.0	94.3	12.8	11	1.8	2.5	85.4
	2002	1.2	28.5	96.3	92.8	13.7	18	2.8	2.4	89.6
	2003	0.6	28.0	96.3	93.1	9.7	27	4.1	2.1	90.4
	2004	0.4	30.5	96.3	92.9	11.6	11	1.6	1.9	91.2
	2005	0.7	37.4	96.2	92.6	10.1	34	4.8	1.4	90.7
	2006	0.8	35.6	96.1	93.7	21.0	38	5.1	1.1	90.8
	2007	0.3	24.6	95.9	93.0	11.6	10	1.4	3.1	85.0
	2008	0.4	37.1	96.1	93.2	9.8	36	4.8	3.0	90.9

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

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

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

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
S C H O O L	1999	634	-	-	-	-	-	-
	2000	605	-	-	-	-	-	-
	2001	639	-	-	-	-	-	-
	2002	657	-	-	-	-	-	142
	2003	671	-	-	-	-	-	178
	2004	741	-	-	-	-	-	162
	2005	728	-	-	-	-	-	186
	2006	748	-	-	-	-	-	180
	2007	714	-	-	-	-	-	189
	2008	708	-	-	-	-	-	189
D I S T R I C T	1999	634	-	-	-	-	-	-
	2000	605	-	-	-	-	-	-
	2001	639	-	-	-	-	-	153
	2002	657	-	-	-	-	-	142
	2003	671	-	-	-	-	-	178
	2004	741	-	-	-	-	-	162
	2005	728	-	-	-	-	-	186
	2006	748	-	-	-	-	-	180
	2007	714	-	-	-	-	-	189
	2008	708	-	-	-	-	-	189

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

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

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

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
D I S T R I C T	1999	43	20	51954	58	42	-	18	-	-
	2000	46	20	52306	53	47	-	15	-	-
	2001	46	16	49764	57	43	-	16	-	-
	2002	48	14	50697	60	40	-	16	-	-
	2003	48	13	50309	56	44	0.0	16	-	-
	2004	48	13	52831	56	44	0.0	18	-	-
	2005	47	13	55865	43	57	0.0	18	2	-
	2006	48	10	54824	48	52	0.0	19	2	-
	2007	47	11	56291	47	53	0.0	18	2	-
	2008	47	12	59358	43	57	-	18	-	-
S T A T E	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
2008	131488	12	60871	47	53	18	18	1	1	

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

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

PSAE - % Meets + Exceeds for Reading for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	49.7	53.9	55.3	50.3	48.3	53.2
White	50.7	58.0	59.5	51.4	48.6	52.1
Black	-	-	-	-	-	-
Hispanic	28.5	21.4	33.3	50.0	56.3	54.5
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	61.1
LEP	-	-	-	-	-	-
Students with Disabilities	7.7	-	8.0	3.7	9.1	38.1
Economically Disadvantaged	40.0	41.6	46.6	27.3	36.7	50.0

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

PSAE - % Meets + Exceeds for Mathematics for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	51.0	58.5	51.2	43.7	45.1	47.4
White	50.8	63.4	53.4	45.8	44.0	46.3
Black	-	-	-	-	-	-
Hispanic	42.9	21.4	38.9	35.0	50.0	54.5
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	50.0
LEP	-	-	-	-	-	-
Students with Disabilities	7.7	-	8.0	0.0	13.6	14.3
Economically Disadvantaged	40.0	37.5	34.9	18.2	31.6	38.9

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?*

Each year the Illinois School District Report Card shares useful information regarding student performance on state assessments, student demographics, financial data, and Adequate Yearly Progress (AYP) status. AYP, in accordance with the No Child Left Behind Act (NCLB), is based on graduation rate, the number of students tested, and the percent of students and student subgroups meeting state standards on the reading and math portions of the Prairie State Achievement Exam (PSAE). This year the benchmark for graduation rate was 75%, the benchmark for students tested was 95%, and the benchmark for meeting standards in reading and math was 62.5%. Each year the minimum number of students needed to make AYP increases by 7.5% through the year 2014, when 100% of students across the nation must meet standards. Because minimum state standards increase each year through the year 2014, it is necessary to maintain our emphasis on Reading and Math.

Although test scores did improve from last year, Rock Falls Township High School did not make AYP for the second year in a row. Last year 46.6% of our juniors met standards in math. This year 49.3% of our juniors met standards in math (+2.7%). Last year 50.7% of our juniors met standards in reading. This year 55% of our juniors met standards in reading (+4.3%). Our writing and science scores also improved on the PSAE. Last year 46.3% of our juniors met standards in writing and 41.9% met standards in science. This year 55.1% met standards in writing (+8.8%) and 47.9% met standards in science (+6%).

Across the board, no subgroup met the AYP target of 62.5% meet and exceeds in reading or math. However, with the exception of our white students (#131), no other subgroup has enough students to count for AYP purposes. Our low-income students (#42) make up the next largest subgroup. Although some subgroups did better than others, the areas of weakness are broad and affect all student subgroups. In order to make AYP it will be necessary to increase the number of students meeting state standards in all subgroups on the PSAE (Math and Reading) test each year.

2008/09 School Year:

1. School is deficient in **Math** Meets and Exceeds.

% of students meeting standards:

- All students = 47.4%
- White = 46.3%
- Hispanic = 54.5%
- Multiracial = 50%
- IEP = 14.3%
- Low Income = 38.9%

Areas of weakness: Students did not meet standards in Algebra or Coordinating Geometry, which are the foundations for the upper level math courses.

Areas of strength: Although AYP was not met in math, the score did raise in excess of 3% from 2007 – and the school went from not meeting in Pre-Algebraic problems to meeting. Furthermore, the school raised its average work keys level from 4 in 2007 to 5 in 2008.

2. School is deficient in **Reading** Meets and Exceeds.

% of students meeting standards

- All Students = 53.2%
- White = 52.1%
- Hispanic = 54.5%
- Multiracial = 61.1%
- IEP = 38.1%
- Low Income = 50%

Areas of weakness: Overall, students struggled in reading, especially in the areas of science and social studies.

Areas of strength: Although AYP was not met in reading, however the scores were improved in the following:

- art/literature reading improved in 2008.
- average work keys level from 4 in 2007 to 5 in 2008.
- average reading score improved from a 19 in 2007 to a 20 in 2008.

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

Key external factors that influence testing results in all areas at Rock Falls High School:

- Rock Falls Township High School District #301 is a single building high school district.
- There are five independent elementary districts that feed only into Rock Falls High School.
- Rock Falls High School has no control over curriculum, instruction, or any other aspect of education for the students it receives as 9th graders.
- There is a lack of curricular articulation between the feeder districts and Rock Falls High School.
- There is a lack of parental partnership at Rock Falls High School for addressing the needs of its students.
- Rock Falls High School has a 10% mobility rate of its students.
- Rock Falls High School has a 5% IEP student population.
- For the 2008-2009 school year, the incoming freshman were screened using the Gates MacGinitie Reading Test, and 49% were considered below reading level, and of these, 25% of students were more than two years below grade level.

Key internal factors that influence results:

- Inconsistent practices in reading across the curriculum (RAC) in all subject areas, using the strategies of Gretchen Courtney.
- Inconsistent use of data to guide decisions on curriculum and instruction in all subject areas.
- Reluctance by staff to change teaching methods to accommodate all learners.
- Reluctance by staff to implement school improvement strategies.
- Isolation of individual departments contributes to inconsistent RAC and MAC strategies.
- Lack of parental partnership in student learning situations.
- Low expectation of some students.
- Student apathy contributes to lack of ownership for their learning.
- Curriculum alignment to prepare all students for expectations for PSAE.

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

Next steps in improvement planning:

Math and reading must remain a high priority throughout Rock Falls High School in order to continue to raise the scores of its students. There will be an increased effort in the following areas:

- Continued emphasis on EFFECTIVE use of reading across the curriculum (RAC) and math across the curriculum (MAC) in all subject areas.
- Continued staff development in areas of reading, math, and differentiation of instruction, motivating students, and remedial-Rtl strategies in all subject areas.

- Implement a continuous cycle of school improvement using data gathered from common quarterly assessments to guide classroom practices and to continue to align curriculum to the state standards.
- Continue to provide supplemental services to struggling students throughout the school day in reading (ReCARE) and math (remedial math / tutoring).
- Increase efforts to involve and educate parents of the importance of educational support for their students in academic areas.
- Develop a parent partnership committee that will aid in parent communication efforts.
- Implementation of Math and Reading Across the Curriculum programs, including a committee of teachers who continue working to better the process and its use of data to drive the curriculum and to include all subjects areas in the improvement process.
- Implementation of a "No Zeros" policy within the math department.
- Students who take Algebra IA, which is a math track that takes two years to complete, is limited to students with an IEP.
- Provide tutoring for students who need additional support in math.
- Implementation of a double block math program for students who fail in algebra or geometry 1st semester.

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?

Rock Falls High School used the EXPLORE test for 9th grade students and the PLAN test for 10th grade students in order to identify areas of strength and weakness in the areas of English, reading, math, and science. Analysis of this data has revealed specific areas of weakness in both reading and math that are used to guide the school improvement process. As identified in Section A, the areas of elementary algebra and geometry did not exceed that of the reference group, which attributes to the school's inability to make AYP. On the other hand, results in reading were strong except in the area of prose fiction, which was only two percentage points below the reference group. The PLAN did reveal gains from 2007 to 2008, which is likely attributed to the school's increased efforts in these areas.

The PLAN has a maximum scale score of 32, and this test is a predictor of how students will score on the ACT/PSAE. The school uses a scale score of 17 as the cut off for meeting standards on this test. The following is the results from 2008, and the number in parentheses in the percentage gain from 2007. According to the PLAN test, scores in elementary algebra were slightly above the reference group and the scores in geometry were only 1 percentage point below the reference group.

PLAN Test – 2008 results.

Math: 45.5% (+3.0%)

Reading: 46.8% (+4.3%)

The EXPLORE has a maximum scale score of 25. The school uses a scale score of 15 for meeting standards on this test. The following are the results for the 2008 test administered to freshmen.

EXPLORE Test - 2008 results:

Math: 66.9%

Reading: 52.4%

For the 2008-2009 school year, incoming freshman were screened using the Gates MacGinitie Reading Test, and out of 156 students, 49% were below reading grade level, and 25% were two years or more below grade level.

Common Quarterly Assessments: this is a universal screening method used throughout the school in all subject areas to identify struggling students.

The following screening assessments will be used for Rtl purposes for reading and math:

- Screenings will be administered to all incoming 8th grade students in math – currently RFHS uses the 7th & 8th grade ISAT scores along with teacher recommendations to determine the students' math level for interventions. This will be done in the spring semester of 8th grade.
- Screenings will be administered to all incoming 8th grade students in reading – Gates MacGinitie, 7th & 8th grade ISAT scores, and teacher recommendation to determine students' reading levels for interventions. This will be done in the spring semester of 8th grade.
- The EXPLORE test will be given to all freshmen during the spring semester.
- The PLAN test will be given to all sophomores during the spring semester.

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

The demographics of the students, as mentioned on the school report card, are similar across all grade levels (9-12). The factors that contribute to these test results are very similar to the factors contributing to the results on the PSAT. As verified by the 2008-2009 school year, the incoming freshman were screened in reading using the Gates MacGinitie Reading Test, and out of 156 students, 49% were considered below reading level, and of these, 25% of students were more than two years below grade level.

Internal factors that influenced testing results:

- Lack of implementation of consistent reading instruction across curricular areas using Gretchen Courtney strategies.
- Not meeting the needs of different learning styles through differentiation of instruction in both reading and math.
- Lack of implementation of interventions to help struggling students (Rtl) in both reading and math.

External factors that influenced testing results:

- Receiving students from multiple feeder districts contributes to inconsistencies in preparation for incoming freshman.
- A mobility rate of 10%.

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

The next steps for improvement planning reflect the "next steps" from Section I-A:

- Continued emphasis on EFFECTIVE use of reading across the curriculum (RAC) and math across the curriculum (MAC) in all subject areas.
- Continued staff development in areas of reading, math, and differentiation of instruction, motivating students, and remedial-Rtl strategies in all subject areas.
- Continue monitoring classroom practices, ensuring that research-based methods are being implemented across all curricular areas; for example, during classroom observations, Gretchen Courtney reading strategies will be used as a measure for effective lesson planning.
- Implement a continuous cycle of school improvement using data gathered from common quarterly assessments to guide classroom practices and to continue to align curriculum to the state standards.
- Continue to provide supplemental services to struggling students throughout the school day in reading (ReCARE) and math (remedial math / tutoring).
- Increase effort to involve and educate parents of the importance of educational support in the home.
- Provide early intervention for struggling readers (Reading Dynamics) and team-teach fundamental reading and English courses whenever possible
- Make Algebra I the freshman math course to help students make it to Advanced Algebra by their junior year.

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?*

Rock Falls High School is a single building district that houses five individual elementary feeder districts. Rock Falls High School has no control over the curriculum or any other educational services provided to its incoming 9th grade students. The building itself was first built in the 1920's and has had several additions and major renovations over the past 20 years in order to maintain and care for the school. The administrative offices are located on the same premises as the school. In 2008/2009 there were approximately 695 students enrolled.

Rock Falls is located in a rural area that is primarily an industrial and farming community. According to the 2000 Census Bureau, Rock Falls's population

consists of 88% white, 1.5% black, and 10.2% Hispanic/Latino, and the rest encompassing multi-cultural. Educationally, 25% of the population does not have a high school diploma, 40% have a high school diploma, 22% have less than an associate's degree, 7% have an associate's degree, 4% have a bachelor's degree, and 2% have graduate degrees. The current unemployment rate of the community exceeds 9%, which is higher than that of the state average. Because many of the community's major employers have closed or left the area, the economic condition is much like that of the rest of the country. The current median income is \$43,442, with only 3% making over \$100,000 and 19.4% making less than \$15,000 annually. This cumulative information sheds light on the fact that education may not always be a priority in the home because economic circumstances circumvent this priority. These attributes all transcend into the school's success rate, a challenge that the school must continue to address.

Although the community's economy has been severely affected by the industrial failures in the area, the businesses remain strong proponents for the school. Businesses like JW's Pizza, Folsom's Bakery, Culvers, and Wal-Mart all assist the school with educational and extra-curricular endeavors. This relationship will prove to be very valuable as economic times grow more severe.

Some challenges affecting student performance at Rock Falls High School include the following:

- Chronic truancy rate for 2008 is 4.8%, which is a 3% increase from 2007, and this is double the state's truancy rate.
- Inadequate use of technology as a mode of communication by parents: This fact is supported as only 41% are using the on-line system as a mode to aid and monitor their child's academic success.
- Lack of collaboration with five feeder districts.
- 35% of the students are low income.
- 19.4% of students have an IEP.
- Mobility rate of 10%.

Some Rock Falls High School and community attributes affecting the academic performance of students:

- Curriculum alignment to state standards using research based strategies to better meet the needs of all levels and styles of learners in the classroom.
- Easily accessible communication systems that enable all families access to communication and input with the school: frequent mailings, on-line grading access, connect-ed phone communication system, parent forums, annual parent/teacher conferences, posted e-mail addresses.
- Increased spending throughout the building to better classroom technology.
- Continued staff development regarding the varying learning styles, differentiation, and reaching low income/poverty level learners.
- Highly qualified staff.
- Use of Quarterly Assessments to identify struggling students.
- Utilizing innovative teaching methods, such as team teaching and the use of common graphic organizers.

The following are examples of some research-based instructional approaches that will be used for Rtl purposes for reading and math:

- Co-teaching Fundamental English I and Reading Dynamics
- Co-teaching Fundamental English II
- Small group instruction

- Tutoring in all content areas for reading (ReCARE)
- Remedial Math/Tutoring in all math classes
- Reading Across the Curriculum and Math Across the Curriculum
- Higher-order questioning
- Key Train, WINN for Work Keys, Read Naturally

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

The factors that have helped contribute to student success results include the following:

- Continued efforts to increase communication with parents through fliers, on-line system, connect-ed automated phone messaging system, and parent forums has increased awareness of the need.
- Increased efforts to teach reading and math across the curriculum have made school improvement a shared responsibility.
- Standards aligned curriculum with common quarterly objectives and assessments has opened communication between teachers and has made data analysis possible.

The factors that continue to challenge student achievement include the following:

- Inconsistent use of quarterly assessment data.
- Continuing to strive for a standards aligned curriculum must remain a priority for staff.
- Continuing to use researched based strategies and differentiation within the classroom must remain a priority for staff and administration.
- The lack of development of an effective system to monitor implementation of strategies across the curriculum.
- Continued staff development to maintain and better classroom practices must continue in order to assure that the staff maintain excellence in the classroom.

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

Next steps in improvement planning:

- Continue to provide an incentive program for good attendance.
- Continue to provide necessary services to low income families, such as the free lunch program, PE uniforms, and fee waivers.
- Continue to provide services to meet a variety of student needs.
- Provide professional development to help teachers understand students who come from poverty stricken homes.
- Use Title I funds to offer supplemental education and instruction during the school day for struggling students (ReCARE).
- Send teachers to professional workshops that address research-based reading strategies.

- Use research-based reading strategies across the curriculum (RAC).
- More closely monitor RAC.
- Team-teach fundamental English and Reading Dynamics courses.
- Continue to offer double block math courses for struggling students.
- Continue to use common quarterly assessments as a tool for individual student assessment.
- Continue to utilize area businesses in partnerships to better benefit the students as well as the school.

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?

All but 2 certified staff members have achieved “Highly Qualified” status through the Whiteside County Regional Office of Education. Currently, those two new (first year) teachers are working toward “Highly Qualified” status by completing the state certification testing. The teaching staff is 44.7% male and 55.3% female. 91.5% of the teaching staff is white, 6.4% Hispanic, and 2.1% are of Asian/Pacific Islander origin. The average teaching experience attained for the staff is 11.9 years, with 57.4% possessing a Master’s Degree or higher. The teaching staff at Rock Falls High School is both experienced and well educated.

For the last two years, the staff development at Rock Falls High School has centered around the “Standards Aligned Curriculum” and the best practices approach to common quarterly objectives and assessments. Moreover, the staff has also been trained by Gretchen Courtney on classroom reading strategies and techniques to help struggling learners.

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

The teaching staff at Rock Falls High School has an average of 11.9 years of teaching experience, and 57.4% of our staff has a Master's Degree or higher. 35% of our teachers are non-tenured, which indicates that they are either new to the district or new to the profession. Because of the high percentage of new staff, Rock Falls High School will need to revisit professional development in the areas of reading strategies, differentiation, motivation, and standards alignment in order to ensure that all teachers are trained using consistent strategies.

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

- A continued emphasis on staff development in all content areas.

- By contract, all certified staff members are engaged in a minimum of 15 hours of staff development each school year. Issues such as the poverty level learner, differentiation, standards alignment, reading and math strategies, and motivation will all be areas for future professional development sessions.
- All certified staff members are encouraged to attend additional training and may take up to two professional development days to seek this training.
- Staff members will be encouraged to attend the Illinois High School Conference as another mode to continued to improve classroom instruction.
- A continued emphasis on data-driven decision making.

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?

The School District Report Card is sent to all student households on an annual basis and posted on the District's website. Parent Opinion surveys are distributed annually to collect data on parent involvement and satisfaction. The mandated School Choice letter, required by NCLB and approved by the ISBE, was sent to all parents communicating the choice options for students at Rock Falls High School. Title I Parent Involvement Compacts were sent to all parents of Title I students.

The District provides opportunities for continuous communication through:

- The use of "Connect Ed", an automated telephone notification system
- The use of "Parent Access", an online, real-time grade reporting system
- The use of email and voicemail
- The distribution of progress reports that are sent home a minimum of 6 times per year through the mail
- The use of our school website

The District provides opportunities for parent input at regularly scheduled informational meetings throughout the school year.

- Freshmen parent meeting at annual freshmen orientation
- Annual freshmen and sophomore parent meetings
- Annual junior and senior parent meetings
- Annual individual IEP meetings with parents of all special education students
- Each semester parents and teachers schedule conferences to assess student progress. Classroom concerns are addressed and discussed at these conferences.

- Three "Meet the Rockets" informational meetings each year to solidify school-parent partnership to improve student achievement.
- Public forums are used to both inform parents of issues and get parent input

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

At the present time, an effective school parent partnership does not exist and impacts student performance.

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

Although parents have various opportunities for parent involvement, the involvement that the school does see tends to be very superficial. Attendance at the parent forums and parent meetings is very weak, and the school must do a better job at reaching out to all parents in order to gain their support.

Rock Falls High School communicates with parents regularly throughout the school year. Rock Falls High School must focus on helping parents take a more assertive role in their child's education at home. The school's new on-line "live" grade access system is a strong addition to the school's communication component. During its first year, 41% of parents are using the system. Although this number is not as high as the school wants it to be, it is a start, and with continued efforts to promote the system, student success will continue to be affected.

Next steps for improvement planning:

- Provide School-Parent Involvement Compact
- Seeks ways to increase our involvement with parents and help them understand the need for an effective school-parent partnership.
- Develop an effective "Parent-Community Partnership" program as a means to educate and involve our parents and community in educational decisions.
- Continue to provide regular communication with parents throughout the school year.

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?*

Rock Falls High School is addressing the key factors listed above by the following means:

- Provide reading across the curriculum (RAC) and math across the curriculum (MAC) programs using research-based teaching strategies to improve student achievement.
- Continue to provide an incentive program for good attendance.
- Provide supplemental and remedial services to struggling students throughout the school day in reading (ReCARE) and math (Math Tutorial/Remedial Math).
- Team-teach fundamental English and Reading Dynamics courses.
- Make Algebra I the freshman math course to help students make it to Advanced Algebra by their junior year.
- Team-teach fundamental courses whenever possible.
- Continue the "No Zeros Policy" in math.
- Continue to use common quarterly assessments as a tool for individual student assessment.
- Provide professional development on research-based reading and math strategies, differentiation of instruction, motivating students, etc.
- Provide professional development to help teachers understand students who come from poverty stricken homes.
- Provide opportunities for parent education and involvement throughout the school year.
- Use test results (i.e. ISAT, Gates McGinnitie, EXPLORE, PLAN) to identify struggling students early and provide supplemental reading and math assistance.
- Develop an effective "Parent-Community Partnership" program as a means to educate and involve our parents and community in educational decisions.
- Implement continuous cycle of school improvement using data from common quarterly assessments and collaboration among department members across all content areas.

Math and reading scores will continue to be a high priority. Math teachers are available throughout the school day to tutor struggling students. Students who fail math first semester are required to take a remedial math class second semester, in addition to their original math class. Algebra I will continue to be the "freshman level" math course. This will enable the vast majority of students to enroll in Advanced Algebra before taking the PSAE. We will continue to stress reading across the curriculum by teaching research-based reading strategies in all of our courses.

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	Raise Reading scores to meet AYP targets of 70% in 2009 or safe harbor and 77.5% in 2010 or safe harbor.	1,
2	Raise math scores to meet AYP targets of 70% in 2009 or safe harbor and 77.5% in 2010 or safe harbor.	2,
3	Rtl Plan to increase reading and math scores to 70% meet and exceeds or safe harbor in 2009 and 77.5% meet and exceeds or safe harbor in 2010.	1,2,

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

1	School is deficient in Reading Meets and Exceeds
2	School is deficient in Mathematics Meets and Exceeds

Section II-A Action Plan - Objectives

Objective: 1

Raise Reading scores to meet AYP targets of 70% in 2009 or safe harbor and 77.5% in 2010 or safe harbor.

Objective 1 Description:

Our objective is to raise reading scores to meet AYP targets using strategies and activities as outlined in the Action Plan, and implement a continuous cycle of school improvement to improve the curriculum, instruction, and student achievement in all content areas across the curriculum. Through collaboration of staff within our single building district, training extended to all staff of reading strategies applicable to all content areas, a formation of a school-parent partnership, and a focused effort of all staff in all content areas, all students will score 70% meets or exceeds in 2009 and 77.5% in 2010.

This objective addresses the following areas of AYP deficiency

1	School is deficient in Reading Meets and Exceeds
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Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : Raise Reading scores to meet AYP targets of 70% in 2009 or safe harbor and 77.5% in 2010 or safe harbor.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Continue implementation of Reading Across the Curriculum (RAC) through reading assignments that are incorporated into all courses across the curriculum where teachers teach before, during, and after reading strategies as designed by Gretchen Courtney to help students predict, find main ideas, inference, sequence, and summarize in order to improve their reading achievement in all subject areas.	8/1/2008	6/30/2010	During School	Local Funds	500
2	All students who have been identified through screening methods, teacher referral, or student/parent requests will have access to the Reading and Content Area Resources (ReCARE) room during study hall throughout the school day to receive tutoring assistance in reading strategies.	8/1/2008	6/30/2010	During School	Title I	20000

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
3	Identify incoming 9th grade students as below grade level based on the ISAT scores, Gates MacGinitie Reading Test, and teacher referral. These students will be provided assistance in the Reading Dynamics course that provides structured assistance in reading through a double blocked, Fundamental English course that is team- taught by Title I, Special Education, and regular English teachers. Continue to evaluate and monitor the effectiveness of this program through the Read Naturally Program, and students who test to grade level on the Gates MacGinitie after first semester may opt out of the course, or students who wish to remain for the added support for the year may do so.	8/1/2008	6/30/2010	During School	Title I	45000
4	Students will be identified using EXPLORE and PLAN test scores in order to target them for additional reading assistance and course planning. These scientifically researched-based tests are universal screenings for all students to monitor progress and identify struggling students in reading at the 9th and 10th grade level. Results will be shared with all teachers of struggling students so that reading strategies can be targeted in all content areas.	8/1/2008	6/30/2010	During School	Local Funds	1500
5	One day per month, students are given reading prompts as bell-activities to incorporate Work Keys questions into the curriculum. All seven levels of Work Key questions are addressed throughout the year. The RAC committee provides each teacher the answer key and rationale for why the correct answer is correct. The results are reviewed by the RAC committee and they provide feedback to the staff.	8/1/2008	6/30/2010	During School	Local Funds	500
6	All 11th grade students will receive test taking strategies and practice in reading. The Social Studies Department is taking responsibility for test prep for 11th grade students using, WIN for Work Keys Courseware to prepare students for the reading portion of the PSAE.	8/1/2008	6/30/2010	During School	Local Funds	0

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

Objective 1 Title : Raise Reading scores to meet AYP targets of 70% in 2009 or safe harbor and 77.5% in 2010 or safe harbor.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Send Title I, Special Education and English teachers to professional workshops with a focus on research-based reading strategies and team-teaching strategies to help improve student performance on reading assessments for students in Reading Dynamics course.	8/1/2008	6/30/2010	During School	Title I	1500
2	The Reading Across the Curriculum Committee will guide all other content area teachers in implementing research-based before, during, and after reading strategies and provide all content area teachers with reading samples to use as warm-up, bell activities. All content area teachers will be provided assistance with improving test scores by implementing reading related assignments within their curriculum.	8/1/2008	6/30/2010	During School	Local Funds	500
3	All new teachers will receive training in before, during, and after reading strategies as designed by Gretchen Courtney to help students predict, find main ideas, inference, sequence, and summarize in order to improve their reading achievement in all subject areas.	8/1/2008	6/30/2010	During School	Title I	1500

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
4	Quarterly assessments will be given in each course of study to help determine how well our students are learning the power standards and quarterly instructional objectives. Following each assessment will be a ½ day of school improvement to evaluate the test data. All department members will collaboratively look over the results of the assessments to determine areas of weakness and discuss ways to improve instruction and student performance in each course of study.	8/1/2008	6/30/2010	After School	Local Funds	0
5	Rock Falls High School will attempt to open the doors though articulation with feeder school districts in order to better communicate regarding curriculum alignment and preparedness of students coming into Rock Falls High School.	8/1/2008	6/30/2010	After School	Local Funds	1000
6	To accommodate the need for staff development opportunities, each faculty member shall be engaged in 15 hours of training per school year. The scheduling of these staff development hours are the responsibility of the staff development committee that is made up of both teachers and the administration. Staff development will center around school improvement needs as identified through assessments; these research based areas include differentiation of instruction, motivating struggling students, reading strategies, and using data to drive instruction and make curricular improvements	8/1/2008	6/30/2010	During School	Title I	7500
7	All staff will receive training on the use of data to drive decision making, such as training in the use of the IIRC website, standardized test scores, and formative test scores.	8/1/2008	6/30/2010	Before School	Title I	1500

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

Objective 1 Title : Raise Reading scores to meet AYP targets of 70% in 2009 or safe harbor and 77.5% in 2010 or safe harbor.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Initiate a School-Parent Partnership Program and Committee to improve school climate and student performance. This committee will involve all stakeholders in the school improvement process. This framework will be based on the research methodology developed by Dr. Joyce Epstein, Director of the National Network of Partnership Schools at Johns Hopkins University. This program focuses on enhancing family engagement and student achievement through six identified types of involvement: parenting, communicating, learning at home, volunteering, decision making, and collaboration with the community.	8/1/2008	6/30/2010	After School	Title I	2500
2	Rock Falls High School will continue to reach out to parents through varying modes of communication such as on-line parent access to grades through the district's website that also provides school highlight information and event postings, six mailed progress reports per school year, e-mail and voice mail access to all teachers and staff, connect-ed automated phone messaging system, and periodic informational mailings throughout the school year.	8/1/2008	6/30/2010	During School	Local Funds	10000

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
3	Rock Falls High School will provide opportunities for parents and community members to meet administration and staff in order to keep parents involved and informed of their child's education. The school will provide these opportunities through meetings such as freshman orientation, annual meetings for each class (freshman through senior), annual individual IEP meetings for each special education student, three annual parent teacher conferences, three annual "Meet the Rockets" parent meetings, and periodic parent forums that address issues of concern and obtain parent input. Rock Falls High School also has a strong working relationship with its parent booster organizations through athletics and music.	8/1/2008	6/30/2010	After School	Local Funds	2500
4	In order to ensure a collaborative relationship between parents and the school, Rock Falls High School will continue to implement the school / parent involvement policy and parent involvement compact to keep parents informed about their child's school and education, encourage involvement in their child's school and education, establish effective two way communication, seek input from parents on significant school-related issues, and inform parents on how they can assist in their child's learning.	8/1/2008	6/30/2010	After School	Local Funds	1000

Section II-E Action Plan - Monitoring

Objective 1 Title : Raise Reading scores to meet AYP targets of 70% in 2009 or safe harbor and 77.5% in 2010 or safe harbor.

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

Universal screening of all students will be completed in the spring semester of every year using the EXPLORE, PLAN, and PSAE tests. Additionally, students will be screened in the fall, winter, and spring, to monitor progress in reading achievement through a screening instrument such as MAZE or an equivalent. The data from these screenings will be monitored to identify the success of implemented reading strategies in all content areas. Students who are identified as struggling readers will receive additional remedial support in the classroom as well as having access to outside supports such as ReCare. The administration, the English Department, and the Reading Across the Curriculum Committee will monitor the progress of the reading strategies and activities being used through all content areas. Effectiveness of these reading strategies and activities will be indicated by student performance on the PSAE.

The roles/responsibilities of district staff:

- Ron McCord, principal – responsible for supervision, oversight, and assistance of entire school improvement process to ensure that all strategies and activities are fully implemented by all staff. Also responsible for oversight of staff development activities as proposed by the staff development committee, and parent involvement activities as outlined in the Action Plan.
- Heidi Ripley, RAC Committee Chairperson – responsible for overseeing the Reading Across the Curriculum Committee. This committee distributes research based reading strategies to all content area teachers, distributes practice work key questions to be used as bell activities monthly, monitors the use of these strategies through data collection of the work keys from each teacher, provides feedback of the collected data to teachers, provides professional development on reading strategies to staff that center around the RAC's identified areas of concern.
- Brenda Fiorini, Title I Reading Teacher - responsible for team teaching the Reading Dynamics course. Students are identified for this course through

screenings done for incoming freshman using the Gates MacGinitie Reading Test, ISAT scores, and teacher recommendations. The goal of this course is to increase student achievement in the area of reading and get students up to grade level. This course is double-blocked with Fundamental English I. Also responsible for overseeing the ReCare Tutoring program that is available for all struggling students through content area reading assistance.

- Lori Kyger, English Department Chairperson – with the help of the English Department staff, responsible for overseeing progress monitoring of reading achievement in all English courses through the identified progress monitoring instrument. Also responsible for the progress and monitoring of all collected data and identification of struggling students in the area of reading.

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
Ron McCord	Principal
Heidi Ripley	Teacher and Reading Across the Curriculum Chairperson
Brenda Fiorini	Title I Reading Teacher
Lori Kyger	English Department Chairperson

Section II-A Action Plan - Objectives

Objective: 2

Raise math scores to meet AYP targets of 70% in 2009 or safe harbor and 77.5% in 2010 or safe harbor.

Objective 2 Description:

Our objective is to raise math scores to meet AYP targets using strategies and activities as outlined in the Action Plan, and implement a continuous cycle of school improvement to improve the curriculum, instruction, and student achievement in all content areas across the curriculum. Through collaboration of staff in our single building district, training extended to all math teachers, a formation of a school/parent partnership, and a focused effort of all staff in all content areas, all students will score 70% in 2009 and 77.5% in 2010.

This objective addresses the following areas of AYP deficiency	
1	School is deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities

Objective 2 Title : Raise math scores to meet AYP targets of 70% in 2009 or safe harbor and 77.5% in 2010 or safe harbor.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Math teachers are available for all students daily, before, during, and after school (7:30-2:55) to provide additional assistance with math homework. Students can access a math teacher for this additional assistance 15 minutes before school, during prep periods, or for 25 minutes after school each day.	8/1/2008	6/30/2010	During School	Local Funds	30000
2	Continue implementation of MAC through content related math problems that are incorporated into all courses across the curriculum. In addition, one day per month students are given math problems as bell-activities to incorporate Work Keys questions into the curriculum. All seven levels of Work Key questions are addressed throughout the school year. The MAC committee provides each teacher the answer key and rationale for the correct answer. The results from the monthly Work Keys will be collected by the MAC committee, and the committee will provide feedback to the staff regarding areas of concern as they are identified.	8/1/2008	6/30/2010	During School	Local Funds	500
3	Continue implementation of the "No Zeros" policy in all math courses. Math teachers will hold students accountable for all homework assignments. Students who fail to complete assignments will be given an academic detention with that teacher in order to complete that missing assignment after school. The goal of this strategy is to decrease failure rate, increase student achievement, and build relationships with struggling students in every math course.	8/1/2008	6/30/2010	During School	Local Funds	0
4	Students will be identified using EXPLORE and PLAN test scores in order to target them for additional math assistance and course planning. These scientifically researched-based tests are universal screenings for all students to monitor progress and identify struggling students in math at the 9th and 10th grade level. Results will be shared with math teachers of struggling students so that math strategies can be targeted.	8/1/2008	6/30/2010	During School	Local Funds	500
5	Math courses will provide all students with test taking strategies, sample standardized test problems, and access to WIN for Work Keys Courseware and ACT on-line test prep materials to help students prepare for the math portion of the PSAE.	8/1/2008	6/30/2010	During School	Local Funds	0
6	Continue the implementation of Algebra I as the official freshman level math course to enable the vast majority of students to enroll in Advanced Algebra before taking the PSAE. Students who fail any first semester math course will be required to double block their math instruction second semester through remedial math/tutoring class. For remediation purposes, this course requires students to re-do first semester math assignments that they were unsuccessful on, and maintain current second semester assignments as well. The goal is to give the student the opportunity for remediation of past deficiencies and still earn the full math credit, allowing the student to move on to the next level math course.	8/1/2008	6/30/2010	During School	Local Funds	30000

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

Objective 2 Title : Raise math scores to meet AYP targets of 70% in 2009 or safe harbor and 77.5% in 2010 or safe harbor.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Send Math teachers to professional workshops/conferences with a focus on research-based teaching strategies that will help improve student performance on math assessments and in classroom performance. For example, the "No Zeros" policy was adopted after math teachers attended The Coalition for Illinois High School's Conference in 2008. The goal is to bring back usable research based strategies that can be shared in order to increase student achievement and success in all math courses.	8/1/2008	6/30/2010	During School	Title I	1500
2	To accommodate the need for staff development opportunities, each faculty member shall be engaged in 15 hours of training per school year. The scheduling of these staff development hours are the responsibility of the staff development committee that is made up of both teachers and the administration. Staff development will center around school improvement needs as identified through assessments; these research based areas include differentiation of instruction, motivating struggling students, reading strategies, and using data to drive instruction and make curricular improvements.	8/1/2008	6/30/2010	During School	Local Funds	10000
3	Quarterly assessments will be given in each course of study to help determine how well our students are learning the power standards and quarterly instructional objectives. Following each assessment will be a ½ day of school improvement to evaluate the test data. All department members will collaboratively look over the results of the assessments to determine areas of weakness and discuss ways to improve instruction and student performance in each course of study.	8/1/2008	6/30/2010	During School	Local Funds	0
4	Rock Falls High School will attempt to open the doors though articulation with feeder school districts in order to better communicate regarding curriculum alignment and preparedness of students coming into Rock Falls High School.	8/1/2008	6/30/2010	After School	Local Funds	1000
5	All staff will receive training on the use of data to drive decision making, such as training in the use of the IIRC website, standardized test scores, and formative test scores.	8/1/2008	6/30/2010	Before School	Title I	1500

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

Objective 2 Title : Raise math scores to meet AYP targets of 70% in 2009 or safe harbor and 77.5% in 2010 or safe harbor.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Initiate a School-Parent Partnership Program and Committee to improve school climate and student performance. This committee will involve all stakeholders in the school improvement process. This framework will be based on the research methodology developed by Dr. Joyce Epstein, Director of the National Network of Partnership Schools at Johns Hopkins University. This program focuses on enhancing family engagement and student achievement through six identified types of involvement: parenting, communicating, learning at home, volunteering, decision making, and collaboration with the community.	8/1/2008	6/30/2010	After School	Local Funds	2500
2	Rock Falls High School will continue to reach out to parents through varying modes of communication such as on-line parent access to grades through the district's website that also provides school highlight information and event postings, six mailed progress reports per school year, e-mail and voice mail access to all teachers and staff, connect-ed automated phone messaging system, and periodic informational mailings throughout the school year.	8/1/2008	6/30/2010	During School	Local Funds	10000
3	Rock Falls High School will provide opportunities for parents and community members to meet administration and staff in order to keep parents involved and informed of their child's education. The school will provide these opportunities for involvement through meetings such as freshman orientation, annual meetings for each class (freshman through senior), annual individual IEP meetings for each special education student, three annual parent teacher conferences, three annual "Meet the Rockets" parent meetings, and periodic parent forums that address issues of concern and obtain parent input. Rock Falls High School also has a strong working relationship with its parent booster organizations through athletics and music.	8/1/2008	6/30/2010	During School	Local Funds	2500
4	In order to ensure a collaborative relationship between parents and the school, Rock Falls High School will continue to implement the school / parent involvement policy and parent involvement compact to keep parents informed about their child's school and education, encourage involvement in their child's school and education, establish effective two way communication, seek input from parents on significant school-related issues, and inform parents on how they can assist in their child's learning.	8/1/2008	6/30/2010	After School	Local Funds	1000

Section II-E Action Plan - Monitoring

Objective 2 Title : Raise math scores to meet AYP targets of 70% in 2009 or safe harbor and 77.5% in 2010 or safe harbor.

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

Universal screening of all students will be completed in the spring semester of every year using the EXPLORE PLAN, and PSAE tests. Additionally, formative

assessments of all students will be used to monitor student progress in all math courses and will be completed every other week. The data from these assessments will be monitored by the math department and used to identify the success of implemented classroom strategies. Students who are identified as struggling will receive additional remedial support in the classroom as well as having access to outside supports such as tutoring. Furthermore, students who fail any first semester math course will be required to double block their math instruction second semester through remedial math/tutoring class. The administration, the Math Department, and the Math Across the Curriculum Committee will monitor the progress of the math strategies and activities being used through all content areas. Effectiveness of these math strategies and activities will be indicated by student performance on the PSAE.

The roles/responsibilities of district staff:

- Ron McCord, principal – responsible for supervision, oversight, and assistance of entire school improvement process to ensure that all strategies and activities are fully implemented by math staff. Also responsible for oversight of staff development activities as suggested by the Staff Development Committee, and parent involvement activities as outlined in the Action Plan.
- Deena Thatcher, Math Department Chairperson – responsible for overseeing the Math Department’s efforts to implement the “No Zeros” policy, test preparation activities, the remedial math/tutoring course, and the Math Across the Curriculum Committee. This committee distributes practice work key questions to be used as bell activities monthly, monitors student success on these problems based on data collected from teachers, provides feedback of the collected data to teachers, provides professional development on math strategies to staff that center around the MAC’s identified areas of concern.

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
Ron McCord	Principal
Deena Thatcher`	Math Department Chairperson

Section II-A Action Plan - Objectives

Objective: 3

Rtl Plan to increase reading and math scores to 70% meet and exceeds or safe harbor in 2009 and 77.5% meet and exceeds or safe harbor in 2010.

Objective 3 Description:

Raising reading and math scores is a priority for Rock Falls High School, and an Rtl plan will assist the school in this process. Rock Falls High School will use

the three-tier model in its implementation of the RtI plan. All students will receive annual screenings (EXPLORE, PLAN, PSAE/ACT, and Common Quarterly Assessments), and the school will use information from these screenings to identify at risk students. All students will also participate in a school wide Reading and Math Across the Curriculum program in order to strengthen reading and math skills. However, upon identification, at risk students will be moved to a Tier II status and will receive added interventions along with monthly progress monitoring in the area that the students are deficient in. Furthermore, incoming freshman will be identified for Tier II services through ISAT scores, the Gates MacGinitie reading test, and 8th grade teacher referrals.

Tier II services may include any of the following additional supports:

- Additional support within the regular education classroom.
- RECARE services for additional help with reading.
- Fundamental English courses team taught by a special education and regular education teacher.
- Reading Dynamics / Fundamental English team taught by special education, Title I teachers, along with a reading specialist.
- Double block Algebra and Geometry courses.
- Before, during, and after school tutoring in math.
- Monthly progress monitoring in area of deficiency.
- Counseling services through the (SAP) School Assistance Program (LSSI).

Students who are moved into Tier II will remain in Tier II for a minimum of one semester. The student's parents will be notified of the move and a conference may be called to discuss the deficiencies of the student and to discuss the plan of action that will be taken to get the student on track. If at the end of the semester the student proves to be on target through progress monitoring and/or the common quarterly assessments, the RtI team can return the student to Tier I. However, if the student is not showing significant progress at the end of one semester, the team will re-evaluate the interventions that are being used and make further recommendations. The team may decide at this time on possible movement of the student to Tier III. However, movement into Tier III will only result if all other interventions and strategies have been exhausted and deemed a failure.

If a student is moved to Tier III, a meeting will be called with the school's special education department as well as the student's parents to discuss the plan.

Tier III services may include any of the following additional supports:

- Special Education services.
- Alternative School.
- ROE Safe School.
- Intensive counseling services with Sinnissippi Centers or LSSI's SAP interventionist.

This objective addresses the following areas of AYP deficiency

1	School is deficient in Reading Meets and Exceeds
2	School is deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities

Objective 3 Title : Rtl Plan to increase reading and math scores to 70% meet and exceeds or safe harbor in 2009 and 77.5% meet and exceeds or safe harbor in 2010.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	All students (Tier I) will engage in universal reading strategies that will be used across all content areas that incorporate strategies like the use of graphic organizers, Cornell note taking, and small group discussion in order to focus on main idea, summarization, and inferencing skills within all content areas.	8/1/2008	6/30/2010	During School	Local Funds	0
2	All students (Tier I) will participate in Reading and Math Across the Curriculum activities in all classrooms monthly in order to strengthen these skills and prepare for the PSAE.	8/1/2008	6/30/2010	During School	Local Funds	500
3	All students (Tier I) will take common quarterly assessments in order to assess progress in all core subject areas. Students who fail to meet the set goals for these assessments will be moved to Tier II and will receive additional interventions as recommended by the RTI team.	8/1/2008	6/30/2010	During School	Local Funds	0
4	All students will receive three reading screenings through a program such as MAZE in their English courses. These screenings will be conducted in the fall, winter, and spring. Students who fail to meet the specified goal will be moved to Tier II.	8/1/2008	6/30/2010	During School	Title I	2500
5	Students who are moved into Tier II will participate in the ReCare Program to increase reading efficiency and will receive monthly progress monitoring (through MAZE or a similar tool) in reading in order to assess improvement. Students will be responsible for assisting in the tracking self-progress through a computer based file where the student can record his/her scores. At the end of one semester, if the student is deemed to be "back on track" in reading, the student will be returned to Tier I. If the student has not met the reading goal, the student will remain in Tier II and the RTI team will assess the strategies being used and make further recommendations.	8/1/2008	6/30/2010	During School	Title I	20000
6	Freshman students who are identified in 8th grade through the Gates MacGinitie Reading Test, teacher referral, and the ISAT will participate in a double block of English and Reading Dynamics course that is taught by a team of teachers that includes one special education reading teacher, one Title I reading teacher, and one Reading Specialist. These students will be considered Tier II and will be monitored closely for improvements in reading through the Read Naturally Program and progress monitoring. At the end of one semester, these students may be returned to a regular English course if recommended by the team of teachers and if the scores meet the goal.	8/1/2008	6/30/2010	During School	Title I	42000
7	Algebra I will be the first course for incoming freshman, and only a selected number of "at risk" students will be allowed to take Algebra IA. Algebra IA is a course that gives students two years to complete Algebra I - this course primarily consists of special education students or students who have been identified in 8th grade as severely below grade level according to the ISAT. The goal of increasing numbers in Algebra I is to ensure that all students have the opportunity to take Advanced Algebra by their junior year.	8/1/2008	6/30/2010	Before School	Local Funds	0

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
8	All students have access to additional math support before, during, and after school. Math teachers are available 15 minutes before school, during prep periods throughout the day, and for 25 minutes after school daily.	8/1/2008	6/30/2010	Before School	Local Funds	0
9	All students will participate in the "No Zeros" policy in all math courses in order to increase the success rate of all students and ensure that students have the opportunity to take Advanced Algebra by their junior year.	8/1/2008	6/30/2010	Before School	Local Funds	0
10	Students who are considered at risk in math and have failed first semester will be moved to Tier II and will participate in a double blocked math course in order to remain on track for Advanced Algebra by the junior year. These students will receive extra assistance with failed homework from first semester, all the while maintaining homework for second semester. The double blocked course allows for extra help and time with assignments.	8/1/2008	6/30/2010	Before School	Local Funds	30000

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

Objective 3 Title : Rtl Plan to increase reading and math scores to 70% meet and exceeds or safe harbor in 2009 and 77.5% meet and exceeds or safe harbor in 2010.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Staff members will participate in staff development regarding the processes of Rtl and its implementation.	8/1/2008	6/30/2010	During School	Title I	1500
2	Staff will receive training on the implementation of an excel style program that will track the data of common quarterly assessments for all students, allowing identification of at risk students.	8/1/2008	6/30/2010	During School	Local Funds	500
3	Staff will receive training on differentiation of instruction in order to accomodate all learners.	8/1/2008	6/30/2010	During School	Title I	1500
4	Staff will receive training on research based reading strategies, such as those by Gretchen Courtney.	8/1/2008	6/30/2010	During School	Title I	1500
5	Staff will receive training on accomodating learners who are from poverty.	8/1/2008	6/30/2010	During School	Title I	1500
6	Staff will receive training on the continued use of curriculum alignment through the use of common quarterly assessments.	8/1/2008	6/30/2010	During School	Title I	1500

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

Objective 3 Title : Rtl Plan to increase reading and math scores to 70% meet and exceeds or safe harbor in 2009 and 77.5% meet and exceeds or safe harbor in 2010.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Initiate a School-Parent Partnership Program and Committee to improve school climate and student performance. This committee will involve all stakeholders in the school improvement process. This framework will be based on the research methodology developed by Dr. Joyce Epstein, Director of the National Network of Partnership Schools at Johns Hopkins University. This program focuses on enhancing family engagement and student achievement through six identified types of involvement: parenting, communicating, learning at home, volunteering, decision making, and collaboration with the community.	8/1/2008	6/30/2010	After School	Title I	2500
2	Rock Falls High School will continue to reach out to parents through varying modes of communication such as on-line parent access to grades through the district's website that also provides school highlight information and event postings, six mailed progress reports per school year, e-mail and voice mail access and to all teachers and staff, connect-ed automated phone messaging system, and periodic informational mailing throughout the school year.	8/1/2008	6/30/2010	During School	Local Funds	10000
3	Rock Falls High School will provide opportunities for parents and community members to meet administration and staff in order to keep parents involved and informed of their child's education. The school will provide these opportunities for involvement through meetings such as freshman orientation, annual meetings for each class (freshman through senior), annual individual IEP meetings for each special education student, three annual parent teacher conferences, three annual "Meet the Rockets" parent meetings, and periodic parent forums that address issues of concern and obtain parent input. Rock Falls High School also has a strong working relationship with its parent booster organizations through athletics and music.	8/1/2008	6/30/2010	After School	Local Funds	2500
4	In order to ensure a collaborative relationship between parents and the school, Rock Falls High School will continue to implement the school / parent involvement policy and parent involvement compact to keep parents informed about their child's school and education, encourage involvement in their child's school and education, establish effective two way communication, seek input from parents on significant school-related issues, and inform parents on how they can assist in their child's learning.	8/1/2008	6/30/2010	During School	Title I	1000
5	All parents will receive an informational newsletter on the implementation of Rtl, its goals, and processes. From this, Rock Falls High School will host an informational forum on the practices of Rtl, the three-tiered process, and its benefits in terms of student achievement. At this time, parents can ask questions about their rights and responsibilities.	8/1/2008	6/30/2010	Summer School	Title I	2000
6	Parents will be invited to attend meetings for all students who are moved into Tier II or III. Parents will be asked input regarding their child's academic progress as well as deficiencies, will be clearly informed of goals and academic expectations, and will be expected to be actively engaged in the process of returning their child to a Tier I status.	8/1/2008	6/30/2010	After School	Local Funds	500

Section II-E Action Plan - Monitoring

Objective 3 Title : Rtl Plan to increase reading and math scores to 70% meet and exceeds or safe harbor in 2009 and 77.5% meet and exceeds or safe harbor in 2010.

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

Universal screenings of all students will be completed in the spring semester of every year using the EXPLORE, PLAN, and PSAE tests; also, students will be screened each quarter in all subject areas using common quarterly assessments. Data from these screenings will be used to identify at risk students in both math and reading. Additionally, students will be screened in the fall, winter, and spring, to monitor progress in reading achievement through a screening instrument such as MAZE or an equivalent. The data from these screenings will be monitored to identify the success of implemented reading strategies in all content areas. Students who are identified as struggling readers will receive additional remedial support in the classroom as well as having access to outside supports such as ReCare. In math, formative assessments of all students will be used to monitor student progress in all math courses and will be completed every other week. The data from these assessments will be monitored by the math department and used to identify the success of implemented classroom strategies. Students who are identified as at risk will receive additional services, such as tutoring. The administration, the English Department, the math department, the Rtl team, and the Reading Across the Curriculum Committee will monitor the progress of the reading and math strategies and activities being used through all content areas. Based on screenings and assessments, students who are identified as at risk will be moved to Tier II and the Rtl team will track the progress of these students and make recommendations. Effectiveness of the Rtl process at Rock Falls High School will be indicated by student performance on the PSAE as well as by the percentage of students who are involved in Tier II and III.

The roles/responsibilities of district staff:

- Ron McCord, principal – responsible for supervision, oversight, and assistance of entire school improvement process to ensure that all strategies and activities are fully implemented by all staff. Also responsible for oversight of staff development activities and parent involvement activities as outlined in the Action Plan.
- Heidi Ripley, RAC Committee Chairperson – responsible for overseeing the Reading Across the Curriculum Committee. This committee distributes research based reading strategies to all content area teachers, distributes practice work key questions to be used as bell activities monthly, monitors the use of these strategies through data collection of the work keys from each teacher, provides feedback of the collected data to teachers, provides professional development on reading strategies to staff that centers around the RAC's identified areas of concern.
- Brenda Fiorini, Title I Reading Teacher - responsible for team teaching the Reading Dynamics course. Students are identified for this course through screenings done for incoming freshman using the Gates MacGinitie Reading Test, ISAT scores, and teacher recommendations. The goal of this course is to increase student achievement in the area of reading and get students up to grade level. This course is double-blocked with Fundamental English I. Also responsible for overseeing the ReCare Tutoring program that is available for all struggling students through content area reading assistance.
- Lori Kyger, English Department Chairperson – with the help of the English Department staff, responsible for overseeing progress monitoring of reading achievement in all English courses through the identified progress monitoring instrument. Also responsible for the progress and monitoring of all collected data and identification of struggling students in the area of reading.
- Deena Thatcher, Math Department Chairperson – responsible for overseeing the Math Department's efforts to implement the "No Zeros" policy, test preparation activities, the remedial math/tutoring course, and the Math Across the Curriculum Committee. This committee distributes practice work key

questions to be used as bell activities monthly, monitors student success on these problems based on data collected from teachers, provides feedback of the collected data to teachers, provides professional development on math strategies to staff that center around the MAC's identified areas of concern.

- Cheryl Schreiner, Special Education Director – responsible for overseeing the special education department. The special education department will monitor the progress and provide services to all students who are moved to a Tier III status.

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
Ron McCord	Principal
Heidi Ripley	RAC Committee Chairperson
Lori Kyger,	English Department Chairperson
Deena Thatcher	Math Department Chairperson
Cheryl Schreiner	Special Education Chairperson
Brenda Fiorini	Title I Teacher

**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.*)

The School District Report Card, which includes all information from the Interactive Illinois Report Card (IIRC), is sent along with a cover letter explaining all enclosed information to all student households on an annual basis. Furthermore, this information is also posted through a direct link to IIRC on the district website's homepage. Parents are notified of the district's academic status, of student demographic information, and of staff qualifications through both the cover letter and the website.

Along with a letter regarding the school's report card, the mandated School Choice letter, required by NCLB and approved by the ISBE, will be sent to all parents communicating the choice options for their Rock Falls High School student(s).

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.

Rock Falls High School included an organized committee of administrators, highly qualified teachers, and a parent representative to discuss school improvement, bi-monthly department team meetings to discuss curricular concerns and successes, department team meetings each quarter to review quarterly assessment data and discuss/review assessment results, and the initiation of a parent/community partnership committee that will consist of administration, teachers, parents, and local business owners to discuss school improvement initiatives and strategies to raise student achievement as outlined in the action plan.

Names and titles of school improvement team or plan developers:

	Name	Title
1	Ron McCord	Principal
2	Cheryl Schreiner	Special Education Department Chairperson
3	Lori Kyger	English Department Chairperson
4	Deena Thatcher	Math Department Chairperson
5	Heidi Ripley	Reading Across the Curriculum Chairperson/Teacher
6	Kris Nunez	Parent Representative

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.

After the School Improvement Committee developed this plan, district personnel and external volunteers read and reviewed the plan. The following former external NCA peer review team members were given copies and asked for input in their area of expertise in November 2008; Mike Paris, retired math instructor at Sterling High School, Ed Mulvaney, retired English instructor at Rock Falls High School, and Karen Pinter SVCC English Instructor. After review, the school improvement plan was approved by the Board of Education at the regularly scheduled December 2008 board meeting.

3/23/2009 through 4/27/2009 Rock Falls High School, as per instructions from ISBE, revised the school improvement plan to better articulate what RFHS will be doing to raise student achievement levels in the areas of Reading and Mathematics to meet the NCLB benchmarks. As recommended by ISBE, RFHS worked closely with RESPRO staff in revising the plan.

When approved, the revised plan will then be shared with the RFHS Board of Education. In addition, each staff member will receive a copy of the SIP and each department will discuss the plan, and its implementation, with department staff members. Department chairpersons will closely monitor the implementation of the strategies and activities as outlined in Part II of

the Action Plan.

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.

A partnership has been established between Rock Falls Township High School District 301 and the Whiteside County Regional Office of Education (#55) in the Induction for the 21st Century Education Program. This program provides training for administrators, teachers, mentors, and other staff members. The three-day training focuses on the development of an induction and mentoring program for the school district, which includes the following training components: the needs of new teachers, the selection of mentors, matching mentor teachers with new teachers, the role of the administrator and the lead teacher, formative assessments, reflective writing, the coaching style, videotaping, and reviewing student work. The mentor teachers work directly with the new teachers.

See ISBE for more information regarding the Rock Falls Township High School District 301 state approved New Teacher Mentoring Program (100147).
<http://webprod1.isbe.net/PDP/Induction/IMView.Asp?IMPrgNo=04072312018919>

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 district provides financial support and professional development opportunities to support the School Improvement Plan development and implementation. The district has adopted the use of an interactive website for parents and students to check announcements, the school calendar, class assignments, and grades. In addition, the district has implemented the use of Connect Ed, an automated telephone system, for contacting faculty, staff, parents, and students.

The district also provides the following services:

- Management of the local budget as well as the use of State & Federal funds allocated to the school
- Posting of the Annual School District Report Card on the district Website

- Annual review of the curriculum to determine necessary updates and additions
- Formal and informal professional development opportunities, school improvement meetings, and staff work-days
- Annual parent/teacher conferences
- Several opportunities for parent meetings scheduled throughout the year

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 state provides the following services to aid in completion of the School Improvement Plan:

- Compliance monitoring
- Illinois State Learning Standards
- EXPLORE, PLAN, and PSAE Tests
- Financial support
- Access to professional development opportunities
- Research information - best practices
- Site access to other schools
- IIRC site and data provided within
- SIP template and rubrics

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	Mr Joe Crawford	School Improvement Consultant
2	Mr. Paul Cannon	RESPRO Consultant
3	Mrs. Betty Clementz	RESPRO Consultant

Section IV-A Local Board Action

DATE APPROVED by Local Board:12/17/2008

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)

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

OTHER DATA (OPTIONAL)

Yes	If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?
Yes	Do the other data add clarity to the state assessment data?
Yes	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?
Yes	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

April 28, 2009

This is a plan worth waiting for. The specificity and focus of this plan gives me an idea of the learning community that is--first of all --in Choice/Academic Early Warning in 2008 and not years before this and secondly, experiencing increased scores. This plan outlines the kinds of activities that schools in restructuring are adopting. I also like the on-going committee being organized that includes parents and community members and believe your staff is reluctant to give yourselves excuses when students do not achieve. This plan certainly complies with requirements and should be implemented with the assistance of your area RESPRO. Best wishes to you during continued implementation. Carol Diedrichsen ISBE cdiedric@isbe.net

March 23, 2009

Primarily, this is a Response to Intervention (RtI) plan and outlines what the single school district will do to provide RtI for students. This school district is, however, also in the first year of Choice and academic early warning status and is therefore required to create a plan that has the greatest likelihood of ensuring that all subgroups make Adequate Yearly Progress (AYP). I am confining my comments to that end.

You have identified the areas of AYP deficiency but have not done a thorough analysis of your state assessment or other optional data. (To what do you attribute the improvement for all subgroups in math and for most subgroups in reading?) You essentially focus on external factors over which you have little or no influence or control. What about the internal factors and the time you spend with students during the school day? What is your level of confidence that all students have equitable access to a standards-aligned core curriculum in the least restrictive educational environment? The curricular path of taking two years of algebra I by itself means that—by design(?)—these students will not be prepared for the PSAE. Assumptions underlying the key factors page and the action plan suggest that you think students need tutoring and that implementing an RtI

system will result in improved achievement. What has the staff been doing to bring about the improvements? This is not clear.

For your objectives, you identify the RtI expectations but expectations for classroom practice for students are not clear. School improvement plans should be written with the plan user as the key audience. You need to be clear about what will be done, by whom, when, and how. Further, you need clear measures for completion and benchmarks for success. Note: on page 24, you do identify Step 2 expectations for reading across the curriculum. How will you know that this is being implemented? What will be your measures? What degree of implementation will be regarded as good enough? What results will be necessary for you to know if this is a success?

Parent involvement strategies and activities are quite general and again with little or no relationship with factors that may be affecting performance positively or negatively and have no measures or benchmarks associated with them.

Given the improvement you've demonstrated, I suspect that you have been engaging in some collaborative effort as a staff but this is not clear from this plan.

Regarding parent notification, NCLB requires that the district go further than providing the school report card. Please revise this part of your plan and resubmit the plan on or before April 7. Here is the description of this requirement from the NCLB legislation:

6) NOTICE TO PARENTS- A local educational agency shall promptly provide to a parent or parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of each student enrolled in an elementary school or a secondary school identified for school improvement under paragraph (1), for corrective action under paragraph (7), or for restructuring under paragraph (8) —

(A) an explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the State educational agency involved;

(B) the reasons for the identification;

(C) an explanation of what the school identified for school improvement is doing to address the problem of low achievement;

(D) an explanation of what the local educational agency or State educational agency is doing to help the school address the achievement problem;

(E) an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and

(F) an explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).

This is the compliance item that needs to be addressed. The action plan is not user-focused and should be revised with the assistance of your area RESPRO. This plan is not yet recommended for implementation. Carol Diedrichsen, ISBE

April 1, 2009 Note:

Due date revised to April 28, 2009 as per telephone confirmation with Carol Diedrichsen Paul Cannon, RESPRO Whiteside County

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?
Yes	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 RESPONSIBILITIES	
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 RESPONSIBILITIES	
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

April 28, 2009
The review of this plan is complete. CD

March 23, 2009 Please revise the parent notification information part of this plan. CD