

ISBE USE ONLY☐ Regular

ILLINOIS STATE BOARD OF EDUCATION
System of Support and District Intervention Division
100 North First Street, N-242
Springfield, IL 62777-0001

ATTACHMENT 14

DUE DATE**OCT. 13, 2015**

**FY 2016
SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)
APPLICANT COVER PAGE FOR INDIVIDUAL SCHOOL**

APPLICANT INFORMATION

DISTRICT NAME AND NUMBER Rockford Public Schools District 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	
NAME OF SCHOOL PRINCIPAL Renneth Richardson	SCHOOL NAME Kennedy Middle School	
ADDRESS (Street, City, State, 9 Digit Zip Code) 520 N. Pierpont Rockford, IL 61101-5037	TELEPHONE (Include Area Code) 815-654-4880	FAX (Include Area Code) 815-654-4874
	E-MAIL SCHOOL PRINCIPAL richarr@rps205.com	
SIG 1003(g) PRIMARY CONTACT Dr. Travis Woulfe	TITLE OF SIG 1003(g) PRIMARY CONTACT Executive Director of Improvement and Innovation	
ADDRESS (Street, City, State, 9 Digit Zip Code) 501 7th Street Rockford, IL 61104-1242	TELEPHONE (Include Area Code) 815-489-7289	FAX (Include Area Code) 815-489-2611
	E-MAIL SIG 1003(g) PRIMARY CONTACT woulfet@rps205.com	

INDIVIDUAL SCHOOL INFORMATION

2014 SCHOOL YEAR FEDERAL ACADEMIC STATUS N/A	2014 SCHOOL YEAR STATE ACADEMIC STATUS PRIORITY
Selected Intervention Model <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Whole-School Reform Model <input type="checkbox"/> Early Learning <input type="checkbox"/> Closure	

INDIVIDUAL SCHOOL LEAD PARTNER

NAME OF LEAD PARTNER Consortium for Education Change	<input checked="" type="checkbox"/> ISBE APPROVED LEAD PARTNER <input type="checkbox"/> NOT APPROVED BY ISBE	
PRIMARY CONTACT David Osta	TITLE Interim School Improvement Grant Director	
ADDRESS (Street, City, State, 9 Digit Zip Code) 530 East 22nd Street Lombard, IL 60148-6103	TELEPHONE (Include Area Code) 708-267-9352	FAX (Include Area Code) 630-495-7443
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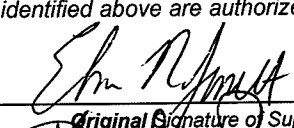
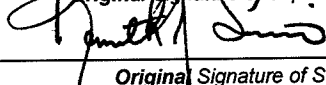
I certify that the authorized official and program person identified above are authorized to act on behalf of the institution with regard to the School Improvement Grant (SIG) - Section 1003(g).

October 9, 2015

Date

10/9/15

Date


Original Signature of Superintendent/Authorized Official
Original Signature of School Board President**ISBE USE ONLY**

Date Received

Date

Original Signature of ISBE Division Administrator,
System of Support and District Intervention

ILLINOIS STATE BOARD OF EDUCATION
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Springfield, IL 62777-0001

FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) SECTION 1003(g)
NEEDS ASSESSMENT
Cover Page

DISTRICT NAME AND NUMBER Rockford Public Schools District 205		REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-1010	
NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL Dr. Ehren Jarrett		NAME OF SCHOOL Kennedy Middle School	NAME OF PRIMARY CONTACT Ms. Renneth Richardson
DISTRICT ADDRESS (Street, City, State, 9 Digit Zip Code) 501 7th Street, Rockford, IL 61104-xxxx		SCHOOL ADDRESS (Street, City, State, 9 Digit Zip Code) 520 N. Pierpont, Rockford, IL 6110x-xxxx	
SUPERINTENDENT/AUTHORIZED OFFICIAL E-MAIL ADDRESS ehren.jarrett@rps205.com		PRIMARY CONTACT'S E-MAIL ADDRESS richarr@rps205.com	
TELEPHONE (Include Area Code) 815.966.3000	FAX (Include Area Code)	TELEPHONE (Include Area Code) 815.489.7289	FAX (Include Area Code) 815.489.2611
SCHOOL 2014: FEDERAL ACADEMIC STATUS N/A ESEA Flexibility Waiver		SCHOOL 2014: STATE ACADEMIC STATUS Priority	

Section I: Team and Process

Developing a District/School Improvement Team

The district/school improvement team is responsible for organizing and leading the Needs Assessment process. We recommend that the team be comprised of a cross-section of district and school staff involved in district and school improvement, professional development, No Child Left Behind (NCLB) coordination, special education, student services, fiscal matters, union representation, testing and data analysis, curriculum and instruction, and the school board. Parents and other community stakeholders should also be represented on the team. Moreover, participation of the superintendent is essential.

The district/school improvement team should be large enough to get diverse perspectives on the district and the individual school's efforts, yet small enough to ensure the team can meet regularly to complete the analysis. Research and experience indicate that the *process* of choosing a school improvement model rivals the strategy itself in importance for successful change. Involving school teams—with the current school leader, staff, parents, and others who have a large stake in each school's success—in decisions about their own schools can help the district make better informed decisions and reduce resistance to dramatic changes.

District/School School Improvement Grant (SIG) 1003(g) Improvement Team Membership

NAME	TITLE/POSITION	REPRESENTING
Dr. Ehren Jarrett Ms. Ankhe Bradley Dr. Travis Woulfe	Superintendent Assistant Superintendent Executive Director	RPS205 RPS205 RPS205
Ms. Renneth Richardson	Principal	Kennedy Administration
Chris Taylor Debra Novy	Special Education Administration Assistant Principal	Kennedy Administration Kennedy Administration
Greg Falls	Parent	Kennedy parents/community
Susan Boomgarden	Math Educational Leader (MEL)	Math curriculum and instruction
Anne Ciacco Jill Silvest	Librarian Reading Educational Leader (REL)	Reading curriculum Reading curriculum and instruction
Kelly Mossop Ben Epperson	Teacher Teacher	REA REA
John Elbers Marcy Wilson	Teacher Teacher	REA REA
Billi Sparacino	Teacher	REA
Laura Schultz	Teacher	REA
Marian Jones	Teacher	REA
Ronda Brown	Teacher	REA

Recordkeeping Requirement:

Each time the team engages in an activity related to the Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form as evidence of the session. Submit the signed completed forms in Section I of each school's FY 2016 SIG 1003(g) Individual School Application.

Section I: Team and Process

Developing a District/School Improvement Team

Instructions: Describe the overall process used to conduct this needs assessment, identifying which stakeholder and key district and school individuals contributed to which parts of the process.

The Needs Assessment process began by analyzing data from the ISBE's interactive report cards, district data, and the 5-Essentials survey to find the data to support an informed decision about which model to choose. School team members reviewed the data and explanations of each of the models to be considered. During the Needs Assessment phase, the school team met at least twice a week, sometimes daily, to complete the needs assessment. Key contributors to the process included District office personnel, administrators, teachers, REA representatives, and parents.

The committee met with teachers, REA, Representatives, administrators, and District office personnel present to discuss beginning phases of the needs assessment. Many strategies were considered to facilitate parent responses to the survey, including using local churches. An internet-only version was also considered, but discarded due to concerns about technology available in the community, though an online version was made available to community members. Ultimately, a paper copy of the survey was provided, along with an incentive in the form of a "jeans day" to students to bring the survey home and return it. The "jeans day" incentive was highly successful, netting 152 surveys from parents, 14 from students, and five from community members.

The parent survey data was compiled and analyzed by small groups within the team over the course of several meetings. School achievement and climate data was also analyzed, as well as neighborhood data. This analysis, in addition to a careful assessment of the success or failure of ongoing school initiatives, using the schools SMART Action Plan and Rising Star data, allowed the team to see the greatest areas of need. Key contributors to these meetings included teachers, REA representatives, administrators and our parent representative.

For Section IV of the needs assessment, the team consisting of teachers, REA representatives, administrators and our parent representative, met several times to discuss and find consensus on each of the statements regarding district-level capacity.

Once this analysis was complete, the team completed the worksheet on page 26 individually, then compared results and looked for patterns to help guide the decision-making process. The transformation model was selected because of its detailed approach to improving student performance, as well as its support for tools to create a positive school atmosphere.

DISTRICT NAME AND NUMBER Rockford Public Schools District 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-1010	NAME OF SCHOOL Kennedy Middle School
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Section II. School Performance - Data and Analysis

Context			
	2011-2012	2012-2013	2013-2014
1. Grade levels currently served (e.g., 9-12)	6-8	6-8	6-8
2. Total enrollment	735	700	667
3. % Free/Reduced Lunch Students	93.7	93.9	96.4
4. % Special Education Students	19.5	23.9	21.1
5. % English Language Learners	1.8	1.6	1.9
6. Home Languages of English Language Learners (list up to 3 most frequently represented).			
<ul style="list-style-type: none"> Spanish Indonesian Cambodian (Khmer) 			

7. Briefly describe the neighborhoods and communities served by the school.

The Kennedy Middle School community is on the far west side of Rockford. The neighborhood it serves contains two public housing units, and 96% of the student body comes from low-income households, with over 10% qualifying as homeless. The student body is 65% African American and 18% Hispanic. The mobility rate is 29%, and the chronic truancy rate is 18%. Major crime has escalated in the community, including gang activity, student-on-student altercations, altercations involving parents, and violent crimes including murder. The school has also seen an increase in in-school discipline problems related to issues in the community. The city of Rockford has made some recent investments in the neighborhood, including removing abandoned and condemned buildings, and improving roadways and lighting.

8. Briefly describe any recent changes (within the last three years) in the community and school that have had a positive and/or negative impact on the enrollment, climate, and culture of the school.

Positives:

- School based Health Center
- Repaved parking lots and driveways
- New flowerbeds
- Change in Principal for the 2013-14 school year
- New team of Assistant Principals for the 2014-15 school year
- 21st Century after school tutoring program with transportation added for the 2014-15 school year.
- Integrating math and arts in math intervention classes
- Use of Danielson model for evaluation

Negatives:

- Change to a zone-only, rather than choice model for attendance.
- Increased violent situations in our neighborhoods
- High rate of alternative placements/expulsions
- High rate of staff and student absences
- High rate of staff turnover
- Increased gang activity in the School

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Section II. School Performance - Data and Analysis (continued)

School Improvement Efforts – Previous and Current

9. Briefly summarize previous and current school reform and improvement efforts that occurred within the last five (5) years, and identify which elements were **not successful**. If applicable, also identify any specific elements of the effort that were successful.

For example:

- Adopted a model and curriculum to raise reading scores but was not able to implement with fidelity.
- District provided instructional coach but coach was not able to have an impact due to only visiting the school twice per quarter.
- Adopted a block schedule for math and reading but inadequate professional development funds limited ability of teachers to change instructional approach and fully utilize longer instructional blocks.

Year (s)	Reform/School Improvement Effort	Not Successful and Reason	Successful and Reason
11-12	Use the Danielson model for evaluation		
12-13	Math and Reading intervention classes added	<ul style="list-style-type: none"> • Insufficient class time, increased class sizes, difficulty aligning Common Core in mixed-grade classes. 	<ul style="list-style-type: none"> • Gives teachers a clear outline for expectations • Consistent implementation, some increase in Math scores seen.
13-14	Arts Integration added to Math Foundations	None	<ul style="list-style-type: none"> • Addresses a variety of learning styles
12-13	Additional period added to the school day	None	<ul style="list-style-type: none"> • Students have more opportunities to take elective classes.
11-12	Common bell schedule for all grades	<ul style="list-style-type: none"> • Overcrowded hallways lead to altercations. 	
14-15	Classrooms grouped by content and not by grade level	<ul style="list-style-type: none"> • Harder for grade level teachers to collaborate • Social issues for cross-grade groupings. 	
14-15	Math Book Pilot	<ul style="list-style-type: none"> • District funds insufficient to continue pilot. 	<ul style="list-style-type: none"> • Teachers are writing classroom SMART goals • PLC are working together to create action plans • PLC leaders have attended the trainings
14-15	SMART school Improvement process		<ul style="list-style-type: none"> • SMART process has strengthened PLCs
12-13	Addition of PLCs	<ul style="list-style-type: none"> • Low teacher buy-in. 	
14-15	Accelerated Reader	<ul style="list-style-type: none"> • Teachers are not promoting or encouraging students to take the tests. 	
14-15 14-15 13-14	"Teach like a Champion" book study Middle High Five Brain breaks trainings	<ul style="list-style-type: none"> • Voluntary training and the neediest teachers do not attend. • More follow up/ accountability needed. 	<ul style="list-style-type: none"> • New strategies are being used in some classrooms.

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Section II. School Performance - Data and Analysis (continued)

STUDENT ACADEMIC PERFORMANCE

Note: Use the school trend data that is posted at the Interactive Illinois Report Card <http://www.illinoisreportcard.com>. The school administration has the password to retrieve this data on behalf of the district/school improvement team.

STUDENT ACADEMIC PERFORMANCE

10. Based on the grades served by the school, enter the percentage of all students who tested as proficient or better on the state assessment test for reading and mathematics.

10a.	ISAT	2012	2013	2014
All Grades Served: Reading		51.8	20.0	18.8
All Grades Served: Mathematics		51.7	17.3	14.4
10b.	PSAE	2012	2013	2014
Grade 11: Reading		n/a	n/a	n/a
Grade 11: Mathematics		n/a	n/a	n/a

11. Using the **2014 state assessment data**, what is the percentage of students in each subgroup who tested proficient or better on the state assessment test (PSAE) for reading and mathematics?

ISAT – ALL GRADES SERVED						
Subject	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Native American	English Language Learners	Special Education
Reading	24.3	13.3	35.1	--	--	3.9
Mathematics	16.2	8.8	30.7	--	--	4.6
PSAE – GRADE 11						
Subject	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Native American	English Language Learners	Special Education
Reading						
Mathematics						

12. Using the **2014 state assessment data**, what is the student participation rate on the state assessment in reading and mathematics by student subgroup?

12a.	ISAT – ALL GRADES SERVED – PARTICIPATION RATE					
Subject	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Native American	English Language Learners	Special Education
Reading	100	99.5	100	--	--	97.9
Mathematics	99.2	99.3	99.7	--	--	98.7
12b.	PSAE – GRADE 11– PARTICIPATION RATE					
Subject	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Native American	English Language Learners	Special Education
Reading						
Mathematics						

2014 GRADUATION RATE (HIGH SCHOOLS ONLY)

All Students	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Native American	English Language Learners	Special Education

ENGLISH LANGUAGE PROFICIENCY

Enter the percentage of limited English proficient students who attained English language proficiency.	2012	2013	2014
	0	9.09	0

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Section II. School Performance - Data and Analysis (continued)

5-ESSENTIALS DATA			
	2012	2013	2014
Overall			Partially
Effective Leaders			41%
Teacher Influence			32
Principal Instructional Leadership			52
Program Coherence			38
Teacher-Principal Trust			40
Collaborative Teachers			23
Collective Responsibility			16
Quality Professional Development			43
School Commitment			1
Teacher-Teacher Trust			30
Ambitious Instruction			Low Resp.
Course Clarity			Low Resp.
English Instruction			Low Resp.
Math Instruction			Low Resp.
Quality of Student Discussion			Low Resp.
Supportive Environment			Low Resp.
Academic Personalism			Low Resp.
Safety			Low Resp.
School-wide Future Orientation			Low Resp.
Student-Teacher Trust			Low Resp.
Expectations for Post Secondary			Low Resp.
Involved Families			10
Outreach to Parents			27
Teacher-Parent Trust			1
Parent Involvement in School			1

Summary and analysis of any other climate and culture data collected by the school or district:

Kennedy Middle School struggles with a very negative school culture, with low rates of Trust and Collective Responsibility. Collaboration is not yet a school value, and many teachers still prefer to teach behind closed doors. Staff turnover is a reflection of this toxic culture, with over 50% of staff replaced in the last two years, either by individual choice or through the evaluation process. Attendance among staff is also an area concern. Staff attendance rates are also low, and a lack of substitute teachers puts the responsibility for covering absent teachers onto committed teachers, who lose valuable planning and collaboration time.

Low parent involvement is another marker of the school's poor climate. Few parents attend school events, and the PTO no longer functions fully.

In 2013-2014, the district commissioned a comprehensive self-study of all district middle schools, and the data from that study reveal many issues common at Kennedy as well, including a lack of shared vision, "assessment fatigue" from implementation of piecemeal strategies, and a sense that the school does not put the needs of students at the core of its work.

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Section II. School Performance - Data and Analysis (continued)

Please respond to the following questions based on the analysis of the above school performance data.

13. Which students are meeting or exceeding the district's achievement expectations and which are not?
Hispanic students showed the greatest numbers in the meets and exceeds category on last year's ISAT tests. The lowest numbers for meets and exceeds came from Special Education population.
14. What patterns of achievement are evident over time?
Despite the fact that not less than 98% of any subgroup was tested on last year's ISAT test, achievement in all subgroups remains low. Over the past three years there has been a decline in the number of students meeting or exceeding on the state tests in both math and reading. Some of that decline is due to the rise in cut score that happened over this period and the addition of Common core questions to the test.
15. In which subjects are students experiencing the lowest achievement?
Although both math and reading are low, it seems that math is the lower of the two. African American students, the school's largest subgroup, had only 8% of students meeting or exceeding in math.
16. What areas of climate and culture are strong and which are not?
Leadership seems to be the strongest area of climate and culture based on the 5 Essentials survey. This is most likely due to the addition of a new Principal in the 2014-15 school year. Involved Families, which includes Teacher-Parent trust and Parent Involvement in School, seems to be the lowest category. However, School Commitment under the Collaborative Teachers heading is also a point of concern in this data.
17. What characteristics of the student demographics should be taken into account in selecting an intervention model and Lead Partner (or other external agent)?
In selecting an intervention model and Lead Partner, characteristics like the success of the model or partner at working with a population with high poverty, high mobility, and high Special Education numbers needs to be strongly considered.
18. What characteristics of the district's and school's climate and culture should be taken into account in selecting on intervention model and Lead Partner (or other external agent)?
In selecting an intervention model and Lead Partner, characteristics like the success of the model or partner in improving culture and climate in a school experiencing high staff turnover, low staff commitment, and widespread discipline concerns needs to be strongly considered.
19. What characteristics of the district's and school's past experience with reform and school improvement efforts should be taken into account in selecting an intervention model and Lead Partner (or other external agent)?
In selecting an intervention model and Lead Partner, Kennedy is seeking support for coherent implementation, best practices, cultural sensitivity, and a whole student approach. Previous experiences with piecemeal professional development or short-lived initiatives are a major concern.

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Section III. Parent and Community Input Protocol

Directions: Administer the following questions as a survey to parents, applicable community member and groups (and optionally students) for each of the schools the LEA is considering serving. This survey can be administered in paper format by copying these pages without the directions, header and footer information, or the questions can be converted into an online survey by the school or district. Leverage pre-existing parent and community outreach strategies and meetings, including board meetings or meetings scheduled to discuss SIG 1003(g), as well as any other strategies appropriate to elicit a strong response rate from key stakeholder groups.

Record response rates to the rating scale questions in the associated cells in this form. Provide a short thematic analysis of the open-ended question responses in the area below the open-ended questions. Retain original response data until the end of the grant

Question 1: Are you a: ☐ Parent ☐ Community Member ☐ Student ☐ Other: _____

Question 2: Please indicate the extent to which you agree or disagree with the following statements about your child or community's school.

Teachers and Leaders	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
Our school has staff qualified to lead bold changes.	25	82	21	9	32
Our school works with the district to assign professional and support staff based on school need and staff qualifications.	19	85	19	6	41
The principal at our school has the authority to replace teachers based on performance.	35	74	22	5	35
Our principal has authority over items like budgets, staffing, and calendar.	26	57	27	5	56
Our school has a staff evaluation system that promoted the professional growth of all personnel.	21	70	18	5	56
Our school has a strong plan for recruiting, placing, and retaining effective teachers and school leaders. Considerations: Is there a high degree of turnover in your school? Do all staff have the proper certifications? Are they highly qualified?	19	67	22	10	53
Our school and district's relationship with the union is strong enough to ensure the placement of highly-effective teachers and the dismissal of low-performing teachers.	23	57	25	5	61

Question 3: What elements do you believe must be examined, strengthened, and/or developed in order to support sustainable improvements in this area?

Most parents seem to be in agreement that the new administration is moving the school in a positive direction. The data show that most parents feel that the staff is qualified to lead the changes that are necessary in this building. Many parent really do not know how the school and district handle issues around staffing, or how they relate to the union. Parents were most concerned about how these areas directly impacted their children's experience, with comments suggesting high needs in improved discipline and classroom management, and a desire for more motivated teachers and a stronger focus on individualized instruction.

In order to develop sustainable improvement efforts in this area, Kennedy must develop a recruitment plan to attract highly qualified teachers to our school. That plan should include a stipulation for current teachers that do not want to be part of these changes, to have the option of a voluntary surplus. The plan could include bonuses to teachers for student improvement and perseverance to stay with the school. The district and the teachers union will have to negotiate compensation for teachers for added time to their work day as well as waivers for any deviations to the current contract. The Principal needs to have the ability to hire who will be best for the job regardless of seniority and surpluses. Additional staff will be needed to meet the needs that teams will bring, support innovative work with curriculum, meet the social and emotional needs of our students, and to provide support to both parents and teachers. The use of the Danielson model of evaluation needs to continue, with improved implementation.

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Question 4: Please indicate the extent to which you agree or disagree with the following statements about your child or community's school.

INSTRUCTIONAL AND SUPPORT STRATEGIES	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
Our school uses data to drive decisions and target resources to support struggling students.	27	79	20	12	33
Our school has a strong system to collect and analyze student and performance data in order to drive continuous improvement.	27	84	22	5	33
Our school ensures that its curriculum leads to equitable educational opportunities and outcomes for all students.	26	84	26	5	28
Our school ensures that its assessment practices lead to equitable educational opportunities and outcomes for all students.	30	83	26	2	29
Our school ensures that its teaching practices lead to equitable educational opportunities and outcomes for all students.	36	76	26	4	28
Our school's teaching practices and assessment practices are well-aligned.	20	88	20	6	35
Our school continuously monitors and revises curriculum to make certain it responds to student needs.	25	84	19	10	33
Our school's teachers are competent in and use a variety of different teaching strategies that meet the needs of all students.	26	78	25	11	31
Interventions, supports, and extended learning opportunities are in place for all students who struggle academically.	28	76	25	11	30

Question 5: What elements do you believe must be examined, strengthened, and/or developed in order to support sustainable improvements in this area?

The community rates the teachers' competency as the second lowest area of confidence. An increase in staff development opportunities to increase each teacher's "tool box" would benefit all staff. Optional staff development leads to unequal utilization and results in a less-than-effective program. Requiring these opportunities and having effective follow through after the presentation (to ensure proper implementation) could lead to greater success. Another area to explore is attracting staff that is motivated to work in Kennedy's community, and find ways to transfer staff who do not have this motivation.

In all areas of the survey, parents are generally positive about the school's approach to issues such as equitable educational opportunity and use of student data, but a high percentage of parents do not know about these topics. One way to raise the awareness of all teaching practices, curricular design and intervention methods would be to increase the amount of information available to the community. This may be part of the 15-20% that disagree and the 17-19% that 'Don't Know' for every question. A monthly newsletter sent home and made available online could highlight programs and opportunities that are available to Kennedy students. More community outreach, especially via social media, that is tailored to the Kennedy community may increase awareness. A school-backed and maintained Facebook page could increase positive perceptions, when managed appropriately.

Parents made suggestions in this area that included lower class sizes, more one-on-one tutoring, more support for teachers in working with the school's target population, more hands-on and one-on-one instruction, and better schoolwide discipline practices.

Sustainable improvement in this area will require adding daily RtI time for academic, social, and emotional supports for our students. Professional development for teachers on Differentiated instruction, RTI, Classroom Management, Common formative assessments, and using data effectively should all be considered. Building time into the schedule for continued and consistent collaboration time for teachers is a necessity. Additionally, best practices on Common formative assessments, goal setting with students, and making data driven decisions must be investigated. Mentoring and or tutoring programs both during and after school and a summer program should also be considered. In all areas, individual student needs must be considered, and effective implementation must be a high priority.

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Question 6: Please indicate the extent to which you agree or disagree with the following statements about your child or community's school.

TIME AND SUPPORT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
Our school has the authority to modify calendar activities and extend the length of the school day or year.	22	81	25	5	36
Our school has a strategic professional development plan that meets the specific needs of the staff in our school.	25	71	19	2	52
Our district is willing to give capable school leaders the freedom to make bold changes, even if this means our school is different from other schools in the district.	25	67	23	7	46
Our school is willing to give capable teachers the freedom to make bold changes in their classrooms in order to meet the needs of all students.	28	70	25	3	43
Our teachers have adequate time to meet and collaborate with each other to ensure quality and consistency in the curriculum.	25	67	24	3	50
Our school has a communications plan in place that provides families, staff and community members with ongoing updates.	27	86	22	10	22

Question 7: What elements do you believe must be examined, strengthened, and/or developed in order to support sustainable improvements in this area?

Many of the survey results reflect parents' lack of understanding of the relationship and responsibilities of the school, district, and union leaders. While parents felt generally positive about the school's authority and willingness to make change, as well as the school's communication policy, they also expressed some concerns about improving communication and classroom climate. Some suggestions included updating the website, improving newsletters and other communications vehicles, reducing class size, and more individualized support for struggling students.

Key functions, systems, policies, and processes that need to be considered for improvement in Time and Support are extending the school day/ year, adding early release days to the schedule, adding School Improvement days to the beginning of the School year for professional development, creating a schedule that allows common planning for teams and teachers with common assignments. Additional staff including a parent liaison to support parents and teachers with continued communication efforts should be considered. It has been an ongoing struggle to find sufficient high-quality substitute teachers, and this must be addressed. In addition, professional development must be widespread and implemented effectively.

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Question 8: Please indicate the extent to which you agree or disagree with the following statements about your child or community's school.

TIME AND SUPPORT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
Our district is willing to take extreme action in failing schools.	26	60	37	12	33
There are clear indications that the local Board will provide strong support for bold change.	17	59	40	10	41
Our district is willing to bring in outside support, if needed, and grant these agents sufficient flexibility in order to improve student outcomes.	32	57	31	11	37
There are clear indications of ongoing, organized support by the district Central Office to support improvement efforts in our school	22	52	31	10	51

Question 9: What elements do you believe must be examined, strengthened, and/or developed in order to support sustainable improvements in this area?

Parents are confident that the district will take action for bold change, and utilize outside support if needed, but are not confident that ongoing, organized support is presently occurring. This indicates that better communication is needed between the school and community about the ongoing, organized support by our Central Office to support improvement efforts in our school.

Parent ideas in this area included more extreme action by the district to turn around failing schools and a concerted effort to help parents and students feel ownership over their school experience. Improved staffing with the training and desire to work with Kennedy's student population was also singled out, as well as lower class size.

Kennedy's decision to apply for the SIG grant, with the support of the district, will be a bold step towards meeting many of these concerns.

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Question 10: Consider the following intervention models and their key requirements. Rank these intervention models in order from MOST APPROPRIATE (=6) to LEAST APPROPRIATE (=1). Give the largest number value to the MOST APPROPRIATE intervention model

INTERVENTION MODEL	RANK VALUE (6=MOST APPROPRIATE, 1=LEAST APPROPRIATE)
TRANSFORMATION MODEL (K-12) The district must: <ul style="list-style-type: none"> • Replace the current principal (if he/she has been at the school more than 2 year) • Give the new principal operational flexibility (over budgets, staffing, calendars, etc.) • Extended time for student learning and teacher collaboration and professional development • Appoint or hire a district liaison to support the implementation of the intervention model • Contract with a Lead Partner who will provide daily on-site support and expertise to teachers and school administrators in the following areas: <ul style="list-style-type: none"> o Provide high-quality, job-embedded professional development to teachers o Use student data to drive instruction o Ensure comprehensive instructional reform o Monitor fidelity effectiveness of implementation • Use a rigorous, state compliant, evaluation model to identify and reward teachers who are successful in improving student achievement (and/or graduation rate, if applicable) and remove those who, after ample opportunity to improve, do not do so. • Engage in regular communication and outreach to parents and the community to update them on reform progress and solicit their input on implementation. 	1
TURNAROUND MODEL (K-12) The district must: <ul style="list-style-type: none"> • Replace the current principal (if he/she has been at the school more than 2 year) • Give the new principal operational flexibility (over budgets, staffing, calendars, etc.) • Fire all teachers and staff, and, using a locally developed, rigorous system, evaluate and rehire no more than 50%. • Put in place strong recruitment and retention policies to hire an additional 50% of staff that also meet the requirements of the locally developed, rigorous evaluation system. • Extended time for student learning and teacher collaboration and professional development • Appoint or hire a district liaison to support the implementation of the intervention model • Contract with a Lead Partner who will provide daily on-site support and expertise to teachers and school administrators in the following areas: <ul style="list-style-type: none"> o Provide high-quality, job-embedded professional development to teachers o Use student data to drive instruction o Ensure comprehensive instructional reform o Monitor fidelity effectiveness of implementation • Engage in regular communication and outreach to parents and the community to update them on reform progress and solicit their input on implementation. 	2
WHOLE-SCHOOL REFORM MODEL (K-12, as determined by the model developer) The district must: <ul style="list-style-type: none"> • Conduct a rigorous review of federally approved Whole-School Reform Model Developers that are willing to enter into a contract with the school and district in order to implement their evidence-based model in the school. The district must determine: <ul style="list-style-type: none"> o That the selected model has been shown to be effective in schools of similar size, demographic make-up and geography. o Will improve student academic achievement or attainment; o Be implemented for all students in a school; and o Address, at a minimum and in a comprehensive and coordinated manner, school leadership, teaching and learning in at least one full academic content area, student non-academic support, and family and community engagement. • Have a strong plan to monitor the whole-school reform model developer. 	3

<p>CLOSURE</p> <p>The district must:</p> <ul style="list-style-type: none"> • Close a failing school and enroll the students who attended that school in other schools in the district that are higher achieving or to new schools for which achievement data are not yet available. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools. 	4
<p>EARLY LEARNING MODEL (Pre-K-1)</p> <p>The district must:</p> <ul style="list-style-type: none"> • Replace the current principal (if he/she has been at the school more than 2 year) • Give the new principal operational flexibility (over budgets, staffing, calendars, etc.) • Provide full-day kindergarten • Provide a full-day, high quality preschool program for at least one year prior to kindergarten entry. • Appoint or hire a district liaison to support the implementation of the intervention model • Contract with a Lead Partner who will provide daily on-site support and expertise to teachers and school administrators in the following areas: <ul style="list-style-type: none"> o Provide high-quality, job-embedded professional development to teachers o Use student data to drive instruction o Ensure comprehensive instructional reform o Monitor fidelity effectiveness of implementation • Use a rigorous, state compliant, evaluation model to identify and reward teachers who are successful in improving student achievement (and/or graduation rate, if applicable) and remove those who, after ample opportunity to improve, do not do so. • Engage in regular communication and outreach to parents and the community to update them on reform progress and solicit their input on implementation. 	5

Question 11: Is there anything else you would like the district and school to be aware of and take into consideration in the selection of a SIG intervention model or creation of a SIG proposal?

The Transformation Model is an excellent fit for the extreme needs of Kennedy Middle School, the district's most impoverished and lowest-performing secondary school. One consideration is that the team strongly supports the retention of Renneth Richardson, the transformative principal who completed her second year in the spring of 2015. Previous to Ms. Richardson's tenure, the school had 4 principals in 6 years. Ms. Richardson has been a powerful leader in improving the school. For instance, during the school year before her tenure began in 2013, there were 2,151 suspensions, while in the 2014-15 school year, there were fewer than 800. She has even managed to make positive changes in the school despite 60% teacher turnover and performance issues among the Assistant Principals. Ms. Richardson has a strong reputation for turning around schools in Rockford, and has been a principal at a SIG school in the district. For these reasons, the team urges the district, school, and state to support the retention of Ms. Richardson as part of the SIG Transformation effort.

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Directions: Describe how the survey was administered the (online, paper, or both) and the strategies used to elicit strong response rates, especially for hard-to-reach groups (non-English speakers, homeless, etc.).

The committee met with teachers, REA, Representatives, administrators, and District office personnel present to discuss beginning phases of the needs assessment. Many strategies were considered to facilitate parent responses to the survey, including using local churches. An internet-only version was also considered, but discarded due to concerns about technology available in the community, though an online version was made available to community members. Ultimately, a paper copy of the survey was provided, along with an incentive in the form of a "jeans day" to students to bring the survey home and return it. The "jeans day" incentive was highly successful, netting 152 surveys from parents, 14 from students, and five from community members.

Because students themselves are one of the school's best resources for reaching non-English-speaking parents, the tactic of sending the survey home with students was effective at reaching these parents. In addition, by using the students to deliver the survey rather than the mail, barriers to homeless families were removed.

List the following data below:

Total number of responses received:	<u>171</u>
Number of responses from parents:	<u>152</u>
Number of responses from community members:	<u>5</u>
Number of responses from students (if applicable):	<u>14</u>
Total number surveyed:	<u> </u>
Approximate number of parents in the school ¹ :	<u> </u>
Approximate number of community members ² :	<u> </u>
Number of students (if applicable):	<u> </u>
Total response rate (Number of responses ÷ number of people surveyed):	<u> </u>
Parent response rate:	<u> </u>
Community response rate:	<u> </u>
Student response rate (if applicable):	<u> </u>

¹ Use the number of e-mails sent and/or letters mailed to homes as the approximate number of parents in the school.

² Use the approximate population of the school enrollment area. It is common for community response rate to be low, despite outreach efforts.

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Section IV – District-Level Capacity Analysis

District Level: Policies, Procedures and Practice Analysis

Directions: This section is divided into four areas. The team will need to reach consensus on each item and determine the extent to which the team strongly agrees or strongly disagrees with the statement. The focus of this section is on district-level capacity.

Teachers and Leaders

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
Our district has staff qualified to lead bold changes in schools.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district establishes and implements a process to assign professional and support staff based on system needs and staff qualifications.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central Office staff has the authority to replace principals and teachers based on performance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district has the authority to grant principals operational flexibility over items like budgets, staffing, and calendar.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district implements a staff evaluation system that provides for the professional growth of all personnel. <u>Considerations:</u> the evaluation process takes into consideration student data and other elements such as working in collaboration to support school improvement efforts, walk-throughs, observations, and is designed to reflect performance over a specified period.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a staffing plan in place that reflects best practice for recruiting, placing, and retaining effective teachers and school leaders. <u>Considerations:</u> Highly-Qualified Staff, Proper Certification, Environment Free of Nepotism, Trained Paraprofessionals, Support for Nationally Board Certified Teachers, Identified Opportunities for Career Growth, Flexible Work Environment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district's relationship with the union will support negotiations of contract terms that ensure the placement of highly-effective teachers and the dismissal of low-performing teachers. <u>Considerations:</u> Communications, community support, indepth understanding of evaluation methods, legislation/statutes, collective bargaining agreements.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

Although the team agreed with all of the statements on this page, current district systems, policies, and processes are not always appropriate or adequate for the special needs found at Kennedy. An MOU between the district and the Union will fill some of those gaps, including additional support for Kennedy to recruit and retain committed teachers, find new placements for teachers unable to commit to the transformation, and support innovative work with the curriculum and to meet the social and emotional needs of the students. Additional compensation for added teacher work time must be implemented. While Rockford currently has a compliant, Danielson-based Evaluation protocol, its use at Kennedy must be improved.

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Instructional and Support Strategies

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
Our district uses data to drive decisions and target resources and ongoing support to low-performing students in the neediest schools. <u>Considerations:</u> Data exist to support the decision to allocate resources towards a particular service, material, equipment, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district has in place a well defined plan for supporting the ongoing need for data collection and analysis to support and drive instructional needs for continuous improvement and/or the need for interventions. <u>Considerations:</u> Personnel, school data teams, professional development, communication.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district ensures that: <ul style="list-style-type: none"> Curriculum, Assessment, and Instructional Practices lead to equitable educational opportunities and outcomes for all students in its neediest schools. <u>Considerations:</u> There is evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Our district ensures that instructional practices are aligned with assessment practices to measure student progress. <u>Considerations:</u> Grade-level benchmarks, progress monitoring, job-embedded professional development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district continuously monitors curriculum to make certain it supports instructional practices that are responsive to student needs. <u>Considerations:</u> There is evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are competent in and use a variety of differentiated teaching strategies that meet the needs of all students. <u>Considerations:</u> The district ensures that research-based instructional strategies are implemented. Ongoing professional development is available and provided based on teacher input. Coaches are provided to assist teachers in utilizing instructional practices that best meet the needs of their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intervention strategies, supports, and extended learning opportunities are in place for all students who struggle academically. <u>Considerations:</u> Conducts extensive analysis of achievement gaps and develops strategies to address gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

The team felt that the district could improve in some key areas here, including putting the necessary resources into supporting data-drive decision-making at low-performing schools such as Kennedy and ensuring that there a clearly defined curriculum and instructional framework in place based on best instructional practices with grade-level assessments that will monitor student achievement in the neediest schools. The district needs to place highly qualified teachers in low achieving schools and provide ongoing professional development on differentiated teaching strategies that meet the needs of all students. Finally, the district needs to allow for flexibility in the master schedule and provide the funding which will allow low achieving schools the ability to implement intervention and extension strategies to close achievement gaps.

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Time and Support

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
Our district has the authority to modify calendar activities and extend learning time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district has a process in place to assess the needs of staff to inform the planning of professional development offered by the district. <u>Considerations:</u> The district conducts a professional development needs assessment or uses other tools such as the National Staff Development Council standards to guide efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Our district is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district has the authority to grant the flexibility to individual school leaders to ensure high-quality job-embedded professional development is provided, as needed, to support improvement. <u>Considerations:</u> Payment for extended days or additional days, adequate pool of substitutes, clearly defined job-embedded professional development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district has a communications plan in place to provide families, staff, and community members with ongoing updates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

Key functions, systems, policies, and processes that need to be considered for improvement in Time and Support are extending the school day/ year, adding early release days to our schedule, adding School Improvement days to the beginning of the School year for professional development, creating a schedule that allows common planning for teams and teachers with common assignments. Additional staff including a parent liaison to support parents and teachers with continued communication efforts should be considered.

It has been extremely difficult to get an adequate number of substitutes in our building on any given day, with extremely disruptive consequences. Incentives for substitute teachers, or an in-house sub cadre could help with this. Professional development opportunities currently are primarily voluntary and produce inconsistent result. The number of mandatory professional development opportunities need to be increased.

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Governance

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
Our district is willing to take extreme action in failing schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are clear indications that the local Board will provide strong support for bold change.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district is willing to bring in outsiders, if needed, and grant them sufficient operational flexibility in order to improve student outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are clear indications of systemic support by the Central Office to support improvement efforts. <u>Considerations:</u> Data Systems, Communication, Personnel, Accountability, Technical Assistance, Policies and Procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

Although the team strongly agreed that the district will support extreme action for improvement at Kennedy, we have not yet seen those results. The district's existing strong partnership with the selected External Partner, the Consortium for Educational Change (CEC), is an important part of the team's trust in the district's intentions, and CEC specializes in helping districts and unions negotiate effectively for school improvement. The transformation effort will require continued district support around data collection and monitoring, flexibility in the hiring and reallocation of staff, and a willingness to continue successful strategies.

Part V. Determining the (Best-Fit) Intervention Model for School

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school given the existing capacity in the school and the district? There is no "correct" or "formulaic" answer to this question. Rather, relative degrees of performance and capacity should guide decision-making. The following table outlines key areas and characteristics of performance and school, district, and community capacity that should be considered as part of your decision-making. In the first column, check the boxes that accurately describe the school. The checks in the right four columns indicate that if this characteristic is present, the respective intervention model could be an option. **Note:** Make sure to consider both parent and community input as well as the district's capacity analysis.

CHARACTERISTICS OF PERFORMANCE AND CAPACITY						
CHARACTERISTIC	INTERVENTION MODEL					
	TRANSFORMATION	TURNAROUND	RESTART	WHOLE-SCHOOL REFORM	EARLY LEARNING	CLOSURE
School Performance						
<input type="checkbox"/> All students experience low-achievement/graduation rates	✓	✓	✓	✓		✓
<input type="checkbox"/> Select sub-groups of students experiencing low-performance	✓			✓	✓	
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓	✓	✓			✓
<input type="checkbox"/> Students experiencing low-achievement in only select subject areas	✓				✓	
School Capacity						
<input type="checkbox"/> Strong, current (2 yrs or less) or readily available turnaround leader	✓	✓	✓		✓	
<input type="checkbox"/> Evidence of pockets of strong instructional staff capacity	✓			✓	✓	
<input type="checkbox"/> Evidence of limited staff capacity		✓	✓			✓
<input type="checkbox"/> Evidence of negative school culture		✓	✓			✓
<input type="checkbox"/> History of chronic low achievement	✓	✓	✓			✓
<input type="checkbox"/> Physical plant deficiencies				✓		✓
<input type="checkbox"/> Evidence of response to prior reform efforts	✓					
District Capacity						
<input type="checkbox"/> Willing to negotiate for waivers of collective bargaining agreements related to staff transfers and removals	✓	✓	✓			✓
<input type="checkbox"/> Capacity to negotiate with external partners/providers	✓	✓	✓	✓	✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓	✓			✓	
<input type="checkbox"/> Strong charter school law			✓			
<input type="checkbox"/> Experience authorizing charter schools			✓			
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO/Whole-school reform developer selection process		✓	✓	✓		
<input type="checkbox"/> Capacity to exercise strong accountability for performance	✓	✓	✓	✓	✓	
Community Capacity						
<input type="checkbox"/> Strong community commitment to school	✓			✓	✓	
<input type="checkbox"/> Supply of external partners/providers		✓	✓	✓		
<input type="checkbox"/> Other higher performing schools in district			✓			✓

Section V: Determining the (Best Fit) Intervention Model for School (continued)

Intervention Model Analysis

Note: Detailed explanations of the intervention models are provided in the U. S. Department of Education's Federal Register Federal Register, Vol. 80, No. 26 (February 9, 2015) at <http://www.gpo.gov/fdsys/pkg/FR-2015-02-09/pdf/2015-02570.pdf>, school improvement funds are to be focused on the State's Priority schools.

1. Based on the Characteristics of Performance and Capacity tables, rank order the intervention models that seem the best fit for this school. This is only a crude estimation of the best possible model, but it is a place to start.

Best fit ranking of Intervention Models:

A. Best Fit: Transformation

B. Second Best Fit: Turn-Around

C. Third Best Fit: Whole School Reform

D. Fourth Best Fit: Closure

2. Now answer the questions on the following pages for the intervention model the team considers the best fit and the model the team considers the second best fit.
3. Review the questions for the other two intervention models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.
4. Once the intervention model has been selected for this school, enter the LEA's decision on the FY 2016 SIG 1003(g) LEA Application (Attachment 2) and the Individual School's Application Cover Page (Attachment 15).
5. Provide a strong rationale, based on the data reviewed in Section II, Parent and Community input from Section III, district capacity analysis in Section IV, and the questions on the following pages, for why the selected intervention was chosen and how it aligns to the needs identified in Sections II-IV. (Do not go beyond space provided.)

The Transformation Model requires the use of a rigorous, state-compliant evaluation model to identify and reward teachers who are successful and improve achievement, and remove those who, after ample opportunity to improve, do not do so. This fits well with the district's existing evaluation model based on the Charlotte Danielson framework. This model, with some refinements, will continue to be an effective tool for retaining and rewarding high-quality staff, as well as identifying those requiring removal. Additional systems can help entice, hire, and retain qualified teachers in order to fully comply with the criteria in the Transformation Model. While the district's staffing plan, considered in Section IV, reflects best practice, the Transformation Model provides some additional tools to meet the unique needs of Kennedy. Additionally, the 5-Essentials data in Section II suggests that one of the school's strongest needs is for an environment of collaborative teachers (school commitment, collective responsibility, etc.). The Transformation Model strongly addresses those needs through the requirement of daily on-site support and expertise of a contracted Lead Partner. The student performance data in Section II shows that less than 20% of the students at Kennedy met or exceeded on the 2014 ISAT test, and the Transformation Model's requirement of a comprehensive instructional program is an ideal fit for this need. Another important aspect of the Transformation Model is the engagement in regular communication and outreach to parents and the community, updating them on reform progress and soliciting input on implementation. While in both Sections III and IV, school communication was ranked very highly, the 5-Essentials data showing low family involvement tells a different story, and the Transformation Model will encourage and support fundamental improvements in this area.

6. Provide a strong explanation for why the other intervention models were not selected. (Do not go beyond space provided.)

The Turnaround Model necessitates evaluating and rehiring no more than 50% of teachers and staff. By the start of the 2015-16 school year, nearly 50% of our certified staff will have been hired within two years including administration, providing us with a solid base of motivated teachers for the Transformation.

Closure was not chosen because parent surveys showed that parents are encouraged by the direction the school is going. The proximity to Auburn High School and McIntosh Elementary School support keeping Kennedy open. The district also has a 10 year facilities plan to address any physical needs of buildings.

The Whole School Reform and Restart models required administrative changes that the team felt would be counter-productive to the existing movement being made in the school and district towards improvement.

**FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)
INDIVIDUAL SCHOOL STRATEGIES**

ATTACHMENT 15

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DISTRICT NAME AND NUMBER Rockford Public Schools 205		DISTRICT NCES I.D. # 1734510	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-1010	
SCHOOL NAME Kennedy Middle School		SCHOOL NCES I.D. # 173451003394	SOURCE OF FUNDS CODE 4339-16	

Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed. Strategies should align with the needs identified in the Needs Assessment Analysis.

Individual School Strategy	Evidence of Improvement	Frequency of Review (e.g., Quarterly, Monthly)	Responsible Person or Position
Example: List Goal Number(s) <u>1</u> List Objective Number(s) <u>2.4</u> Strategy # <u>1</u> Double dose ELA for 9th grade students who did not meet expectations on the PARCC, during the 8th grade. List Goal Number(s) <u>1</u> List Objective Number(s) <u>1.1 S1</u> Unpack and repack the CCSS to make them functional for classroom use. This includes identifying and clarifying essential learning objectives (ELOs).	70% of the student cohort will demonstrate mastery of targeted skills during short cycle assessments. 90% of 9th grade students will be on-track to graduate. -100% of teachers will create the next quarter's reading/language arts ELOs and proficiency statements. -80% of students will show growth on reading/language arts essential learning objectives, as measured by pre and post common assessments.	• Weekly • Biweekly -Weekly PLC meetings -Each pre and post common assessment	• ELA Department Chair • Graduation Coach -All reading/language arts teachers -REL (for support) -Data Coach -Lead Partner
List Goal Number(s) <u>1</u> List Objective Number(s) <u>1.1 S2</u> Support classroom instruction for all subject area teachers to align data goals with reading/language arts CCSS and curriculum	-Weekly PLC minutes. -Professional development agendas and attendance. -80% of students grow reading/language arts ELOs. -80% of students grow on reading DE assessments. -Minimum 17 minutes of tech usage per day per student -Minimum 15 pts. student growth in intervention classes	-Weekly PLC meetings -Based on need, quarterly pre/post common assessment -Two times per year -Every six weeks -Every six weeks.	-All classroom teachers -REL & MEL -Administrative team, Data Coach -Lead Partner -All reading/language arts intervention teachers
List Goal Number(s) <u>1</u> List Objective Number(s) <u>1.1 S3</u> Redesign the way English and Reading classes work together, ensuring that class sizes remain consistent with program requirements.	-All class sizes remain smaller than or equal to the program requirements.	-Quarterly -Annual comparison of pre- and post-redesign	-All classroom teachers -All counselors -REL -Data Coach -Lead Partner
List Goal Number(s) <u>1</u> List Objective Number(s) <u>1.2 S1</u> Utilize SMART goals and tools to identify each grade level's greatest area of need in reading/language arts.	-100% of grade level teachers will identify their greatest area of need by the end of 1st Quarter, and again by the end of 3rd Quarter.	-Each semester	-REL -All reading/language arts teachers -Data Coach -Lead Partner

**FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)
INDIVIDUAL SCHOOL STRATEGIES**

DISTRICT NAME AND NUMBER Rockford Public Schools 205		DISTRICT NCES I.D. # 1734510	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-1010	
SCHOOL NAME Kennedy Middle School		SCHOOL NCES I.D. # 173451003394	SOURCE OF FUNDS CODE 4339-16	
Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed. Strategies should align with the needs identified in the Needs Assessment Analysis.				
LEA Goal #	LEA Objective #			
Individual School Strategy	Evidence of Improvement	Frequency of Review (e.g., Quarterly, Monthly)	Responsible Person or Position	
Example: List Goal Number(s) <u>1</u> List Objective Number(s) <u>2, 4</u> Strategy # <u>1</u> Double dose ELA for 9th grade students who did not meet expectations on the PARCC, during the 8th grade. List Goal Number(s) <u>1</u> List Objective Number(s) <u>1.2, S2</u> Provide ongoing opportunities within PLC Teams to explore and refine successful strategies and skills.	70% of the student cohort will demonstrate mastery of targeted skills during short cycle assessments. 90% of 9th grade students will be on-track to graduate.	<ul style="list-style-type: none"> • Weekly • Biweekly 	<ul style="list-style-type: none"> • ELA Department Chair • Graduation Coach 	
List Goal Number(s) <u>1</u> List Objective Number(s) <u>1.2, S2</u> Monitor SMART goal progress through the implementation of a SIP cycle and annual Data Retreat, employing zone analysis data charts.	-PLC agendas, minutes, and attendance.	-Weekly PLC meetings	-REL -All reading/language arts teachers -Data Coach -Lead Partner	
List Goal Number(s) <u>1</u> List Objective Number(s) <u>1.2, S3</u> Monitor SMART goal progress through the implementation of a SIP cycle and annual Data Retreat, employing zone analysis data charts.	-Leadership Team meeting agendas and minutes. -Data Retreat agendas and minutes.	-At least monthly	-Principal -REL & MEL -Data Coach -Lead Partner	
List Goal Number(s) <u>1</u> List Objective Number(s) <u>1.3, S1</u> Develop pre/post common assessments that are rigorous and align to essential learning objectives.	-100% of teachers will create the next quarter's common assessments in collaborative teams.	-Quarterly	-All reading/language arts teachers -REL (for support) -Data Coach -Lead Partner	
List Goal Number(s) <u>1</u> List Objective Number(s) <u>1.3, S2</u> Design a system for ensuring mastery of learning. (re-taking tests, tutoring, etc.)	-100% of teachers adhere to the system in place.	-Annually.	-All reading/language arts teachers -REL (for support) -Data Coach -Lead Partner	

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List Goal Number(s) <u>1</u> List Objective Number(s) <u>1.4 S1</u> Provide consistent, ongoing SES Tutoring.	-Enroll an additional 10% per year, from our academically-lowest 50% student population.	-Annually	-SES Tutors -Data Coach -Lead Partner	
List Goal Number(s) <u>1</u> List Objective Number(s) <u>1.4 S2</u> Implement a summer school program based on need, emphasizing exploratory learning and cross-curricular activities.	-Enroll an additional 10% per year, from our academically-lowest 50% student population. -70% of students in the program show some academic growth in the following academic year.	-At the end of 1st Semester and the end of 3rd Quarter. -Annually	-All reading/language arts teachers -Administrative team -Data Coach -Lead Partner	
List Goal Number(s) <u>1</u> List Objective Number(s) <u>1.4 S3</u> Develop dedicated time in the normal school day for RTI time.	-At least 10% of students enrolled in reading/language arts interventions classes progress through the successive RTI levels.	-Annually	-All reading/language arts intervention teachers -REL (for support) -Data Coach -Lead Partner	

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Individual School Strategy	Evidence of Improvement	Frequency of Review (e.g., Quarterly, Monthly)	Responsible Person or Position	
Example: List Goal Number(s) <u>1</u> List Objective Number(s) <u>2.4</u> Strategy # <u>1</u> Double dose ELA for 9th grade students who did not meet expectations on the PARCC, during the 8th grade.	70% of the student cohort will demonstrate mastery of targeted skills during short cycle assessments. 90% of 9th grade students will be on-track to graduate.	<ul style="list-style-type: none"> Weekly Biweekly 	<ul style="list-style-type: none"> ELA Department Chair Graduation Coach 	
List Goal Number(s) <u>2</u> List Objective Number(s) <u>2.1 S1</u> Unpack and repack the CCSS to make them functional for classroom use. This includes identifying and clarifying essential learning objectives.	-100% of teachers will create the next quarter's mathematics ELO and proficiency statements. -80% of students will show growth on mathematics ELOs, as measured by pre and post common assessments.	-Weekly PLC meetings. -Each pre and post common assessment.	-All mathematics teachers -MEL (for support) -Data Coach -Lead Partner	
List Goal Number(s) <u>2</u> List Objective Number(s) <u>2.1 S2</u> Support classroom instruction strategies for data-based goals that align with mathematics CCSS and curriculum through use of a MEL, Data Coach, professional development, technology-based supports, and PLCs.	-Weekly PLC minutes. -Professional development agendas and attendance. -80% of students show growth on math ELOs -80% of students show growth on math DE assessment -15 min. daily technology use in intervention classes -5 pts growth/student in intervention classes, STAR Math.	-Weekly PLC meetings -Quarterly -Pre/post common assessment. -Twice per year. -Monthly. -Quarterly.	-All classroom teachers -MEL & REL -Administrative team -Data Coach -Lead Partner -Math intervention teachers	
List Goal Number(s) <u>2</u> List Objective Number(s) <u>2.1 S3</u> Maintain a maximum enrollment of 15 students per class in all mathematics intervention classes.	-All class sizes for mathematics intervention classes remain smaller than or equal to 15.	-Quarterly.	-All mathematics interventions teachers -All counselors -MEL -Data Coach -Lead Partner	
List Goal Number(s) <u>2</u> List Objective Number(s) <u>2.2 S1</u> Utilize SMART goals and tools to identify each grade level's greatest area of need in mathematics.	-100% of grade level teachers will identify their greatest area of need by the end of the 1st Quarter.	-Each semester.	-MEL -All mathematics teachers -Data Coach -Lead Partner	

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Individual School Strategy	Evidence of Improvement	Frequency of Review (e.g., Quarterly, Monthly)	Responsible Person or Position
Example: List Goal Number(s) <u>1</u> List Objective Number(s) <u>2.4</u> Strategy # <u>1</u> Double dose ELA for 9th grade students who did not meet expectations on the PARCC, during the 8th grade.	70% of the student cohort will demonstrate mastery of targeted skills during short cycle assessments. 90% of 9th grade students will be on-track to graduate.	• Weekly • Biweekly	• ELA Department Chair • Graduation Coach
List Goal Number(s) <u>2</u> List Objective Number(s) <u>2.2 S2</u> Provide ongoing opportunities within PLC Teams to explore and refine successful strategies and skills.	-PLC agendas, minutes, and attendance.	-Weekly PLC meetings.	-MEL -All mathematics teachers -Data Coach -Lead Partner
List Goal Number(s) <u>2</u> List Objective Number(s) <u>2.2 S3</u> Monitor SMART goal progress through the implementation of a SIP cycle and annual Data Retreat, employing zone analysis data charts.	-Leadership Team meeting agendas and minutes. -Data Retreat agendas and minutes.	-Monthly	-Principal -REL & MEL -Data Coach -Lead Partner
List Goal Number(s) <u>2</u> List Objective Number(s) <u>2.3 S1</u> Develop pre/post common assessments that are rigorous and align to essential learning objectives.	-100% of teachers will create the next quarter's common assessments in collaborative teams.	-Quarterly	-All mathematics teachers -MEL (for support) -Data Coach -Lead Partner
List Goal Number(s) <u>2</u> List Objective Number(s) <u>2.3 S2</u> Design a system for ensuring mastery of learning. (re-taking tests, tutoring, etc.)	-100% of teachers adhere to the system in place.	-Annually	-All mathematics teachers -MEL (for support) -Data Coach -Lead Partner

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Individual School Strategy	Evidence of Improvement	Frequency of Review (e.g., Quarterly, Monthly)	Responsible Person or Position	
Example: List Goal Number(s) <u>1</u> List Objective Number(s) <u>2, 4</u> Strategy # <u>1</u> Double dose ELA for 9th grade students who did not meet expectations on the PARCC, during the 8th grade. List Goal Number(s) <u>2</u> List Objective Number(s) <u>2,3 S3</u> Train teachers in scaffolding and the use of a variety of methods and tools to better differentiate instruction in their classrooms.	70% of the student cohort will demonstrate mastery of targeted skills during short cycle assessments. 90% of 9th grade students will be on-track to graduate.	<ul style="list-style-type: none">• Weekly• Biweekly	<ul style="list-style-type: none">• ELA Department Chair• Graduation Coach	
List Goal Number(s) <u>2</u> List Objective Number(s) <u>2,3 S3</u> Provide consistent, ongoing SES Tutoring.	-Agendas and attendance at trainings or PLC meetings. -Enroll an additional 10% per year, from our academically-lowest 50% of the student population.	-Each semester	<ul style="list-style-type: none">-All mathematics teachers-MEL (for support)-Data Coach-Lead Partner	
List Goal Number(s) <u>2</u> List Objective Number(s) <u>2,4 S1</u> Implement a summer school program based on need, emphasizing exploratory learning and cross-curricular activities.	-Enroll an additional 10% per year, from our academically-lowest 50% student population. -70% of students in the program show some academic growth in the following academic year.	-Annually	<ul style="list-style-type: none">-SES Tutors-Data Coach-Lead Partner	
List Goal Number(s) <u>2</u> List Objective Number(s) <u>2,4 S2</u> Develop dedicated time in the normal school day for RTI time.	-At least 10% of students enrolled in mathematics interventions classes progress through the successive RTI levels.	-At the end of 1st Semester and the end of 3rd Quarter.	<ul style="list-style-type: none">-All mathematics teachers-Administrative team-Data Coach-Lead Partner	
List Goal Number(s) <u>2</u> List Objective Number(s) <u>2,4 S3</u> Develop dedicated time in the normal school day for RTI time.	-At least 10% of students enrolled in mathematics interventions classes progress through the successive RTI levels.	-Annually	<ul style="list-style-type: none">-All mathematics intervention teachers-MEL (for support)-Data Coach-Lead Partner	

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Example: List Goal Number(s) <u>1</u> List Objective Number(s) <u>2, 4</u> Strategy # <u>1</u> Double dose ELA for 9th grade students who did not meet expectations on the PARCC, during the 8th grade. List Goal Number(s) <u>2</u> List Objective Number(s) <u>2, 4 S4</u> Alignment Rockford tutoring/mentoring program will start in year 1 with sixth grade and roll up one grade each year until it is offered at all grade levels.	70% of the student cohort will demonstrate mastery of targeted skills during short cycle assessments. 90% of 9th grade students will be on-track to graduate. -Creation of a weekly tutoring schedule.	• Weekly • Biweekly -Each semester	• ELA Department Chair • Graduation Coach -Alignment Rockford College -MEL -Lead Partner	
List Goal Number(s) _____ List Objective Number(s) _____				
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Example: List Goal Number(s) <u>1</u> List Objective Number(s) <u>2, 4</u> Strategy # <u>1</u> Double dose ELA for 9th grade students who did not meet expectations on the PARCC, during the 8th grade. List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.1 S1</u> Implement PBIS behavior management interventions to improve student academic and behavioral outcomes, including trainings on all three levels of PBIS.	70% of the student cohort will demonstrate mastery of targeted skills during short cycle assessments. 90% of 9th grade students will be on-track to graduate.	• Weekly • Biweekly	• ELA Department Chair • Graduation Coach	
List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.1 S2</u> Target specific recurring and/or severe behavioral issues by designing and utilizing a school-within-a-school concept, establishing a Behavior Specialist position, and creating a Data Coach position	-10% reduction, major disciplinary referrals per semester. -Recognize 10% of students for growth, positive behavior. -PBIS booster lessons focusing on specific behavior. -10% reduction in targeted behavior referrals month after. -At least 75% of students in PBIS Tier 2 interventions progress out of their program by the end of each quarter.	-Each semester -Monthly -Monthly -Quarterly	-All teachers -All administrators -All support staff -Lead Partner -Behavior Specialist -Data Coach -Principal -Lead Partner	
List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.1 S3</u> Research and acquire additional technology that supports classroom instruction, as well as No-Nonsense Nurture and/or other programs to determine relevance and impact in our environment	-At least 15% of students in the program successfully re-enter the main population by the end of the year. -Behavior Specialist and Data Coach positions are created, defined, and filled.	-Quarterly -Annually	-All teachers -MEL & REL -Principal -Lead Partner	
List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.1 S4</u> Explore and implement high-interest elective offerings during or outside the school day.	-100% of staff implements the program with 100% fidelity. -At least 5% reduction in minor disciplinary referrals per month.	-Annually -Monthly	-All counselors -Principal -Lead Partner	
	-Collection of student surveys to determine high-interest topics. -Create a list of staff interests and talents that could be utilized in potential offerings. -Pilot at least 1 high-interest offering during or outside the school day by Spring 2016.	-Each semester. -Annually.		

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List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.1 S5</u> Explore and implement ways to include interventions for social and emotional needs within our daily schedule, and for students returning from OSS.	-Compile research on alternative schedules. -Pilot at least 2 intervention groups by Spring 2016.	-Each semester	<ul style="list-style-type: none">-All counselors-All administrators-Lead Partner	
List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.2 S1</u> Plan and facilitate monthly parent and community opportunities and events, including Saturday field trips, dinners/awards, and other celebration events.	-Attendance at parent and community opportunities and events. -A calendar of planned events.	<ul style="list-style-type: none">-Monthly-Monthly	<ul style="list-style-type: none">-Outreach Coordinator-PTO-Principal-Lead Partner	
List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.2 S2</u> Provide incentives and awards for students, possibly including field trips or other engaging educational activities, based on behavior, attendance, and/or academics.	-Attendance at incentives and award events. -A calendar of planned events.	-Quarterly	<ul style="list-style-type: none">-Universal PBIS Team-All administrators-Lead Partner	
List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.2 S3</u> Develop a working, involved, and diverse PTO in order to foster a partnership between parents and the school.	-Agendas, minutes, and attendance at PTO meetings. -Collect survey data from parents to measure growth of positive perceptions of the parent-school partnership.	<ul style="list-style-type: none">-Each semester-Annually	<ul style="list-style-type: none">-PTO-Principal-Lead Partner	

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List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.2 S4</u> Offer parent education opportunities and/or events based upon ongoing needs.	-Collect survey data from parents to determine current needs. -Pilot at least 1 parent education opportunity by Spring 2016.	-Each semester	-Outreach Coordinator -PTO -Principal -Lead Partner	
List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.3 S1</u> Use PLC Teams and weekly collaborative PLC meetings to analyze student achievement data, discuss best practices, and define what commitment to learning for all looks like in a school with a culture of learning.	-Agendas, minutes, and attendance at PLC Team meetings. -Achievement of all SMART goals. -A staff-created definition of commitment to learning for all by Spring 2016.	-Monthly -Monthly -Annually	-All PLC Team members -Lead Partner	
List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.3 S2</u> Provide cultural competencies trainings for staff to identify and promote understandings of the needs of an ethnically and culturally diverse student body in order to increase student achievement.	-Agenda and attendance at trainings.	-Quarterly	-District and building-level administrators -Lead Partner	
List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.4 S1</u> Create an Outreach Coordinator position, who will assist students and families to address social and emotional barriers to improve student academic and behavioral outcomes.	-The positions has been created, defined, and filled.	-Annually	-Outreach Coordinator -Principal -Lead Partner	

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<p>List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.4 S2</u> Offer monthly parent education opportunities and/or events based upon ongoing needs, such as GED supports, English language assistance, or providing a space for parents to have computer access.</p>	-Collect survey data from parents to determine current needs. -Provide a report including a proposed schedule and available spaces.	<ul style="list-style-type: none"> -Monthly -Annually 	<ul style="list-style-type: none"> -Outreach Coordinator -PTO -Principal -Lead Partner 		
<p>List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.4 S3</u> Provide bus transportation and/or child care opportunities for families during school- and community-outreach events.</p>	-Creation of bus routes and schedules for school- and community-outreach events.	-Monthly	<ul style="list-style-type: none"> -Outreach Coordinator -Principal -Lead Partner 		
<p>List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.4 S4</u> Explore ways to include interventions for social and emotional needs within our daily schedule.</p>	-Compile research on alternative schedules. -Pilot at least 2 intervention groups by Spring 2016.	-Each Semester	<ul style="list-style-type: none"> -All counselors -All administrators -Lead Partner 		
<p>List Goal Number(s) <u>3</u> List Objective Number(s) <u>3.4 S5</u> Create a student leadership team to give input on building issues.</p>	-Submissions of Student Leadership Application Forms to create membership of a student leadership team. -Agendas, minutes, and attendance at student leadership team meetings.	-Annually	<ul style="list-style-type: none"> -Principal -Lead Partner 		

**FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(G)
INDIVIDUAL SCHOOL STRATEGIES**

DISTRICT NAME AND NUMBER Rockford Public Schools		DISTRICT NCES I.D. # 1734510	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-1010	
SCHOOL NAME Kennedy Middle School		SCHOOL NCES I.D. # 173451003394	SOURCE OF FUNDS CODE 4339-16	
Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed. Strategies should align with the needs identified in the Needs Assessment Analysis.				
LEA Goal #		LEA Objective #		
Individual School Strategy	Evidence of Improvement	Frequency of Review (e.g., Quarterly, Monthly)	Responsible Person or Position	
Example: List Goal Number(s) <u>1</u> List Objective Number(s) <u>2, 4</u> Strategy # <u>1</u> Double dose ELA for 9th grade students who did not meet expectations on the PARCC, during the 8th grade.	70% of the student cohort will demonstrate mastery of targeted skills during short cycle assessments. 90% of 9th grade students will be on-track to graduate.	• Weekly • Biweekly	• ELA Department Chair • Graduation Coach	
List Goal Number(s) <u>3</u> List Objective Number(s) <u>3, 4 S6</u> Continue partnerships with Auburn's School Based Health Center, Park District, Rosecrance, Washington Park, and Northwest Community Center.	-At least 20% reduction in health-based student exclusions per year. -At least 10% of student population utilizing eye care services. -At least 1 additional event/program hosted in partnership with an external agency.	-Annually -Quarterly -Annually	-Nurse -Outreach Coordinator -PTO -Principal -Lead Partner	
List Goal Number(s) _____ List Objective Number(s) _____				
List Goal Number(s) _____ List Objective Number(s) _____				
List Goal Number(s) _____ List Objective Number(s) _____				

**FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)
INDIVIDUAL SCHOOL STRATEGIES**

ATTACHMENT 15
Page 13 of 17

DISTRICT NAME AND NUMBER	DISTRICT NCES I.D. #	REGION, COUNTY, DISTRICT, TYPE CODE
Rockford Public Schools	1734510	04-101-2050-25-1010
SCHOOL NAME	SCHOOL NCES I.D. #	SOURCE OF FUNDS CODE
Kennedy Middle School	173451003394	4339-16
Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed. Strategies should align with the needs identified in the Needs Assessment Analysis.		
LEA Goal #	LEA Objective #	

Individual School Strategy	Evidence of Improvement	Frequency of Review (e.g., Quarterly, Monthly)	Responsible Person or Position
Example: List Goal Number(s) <u>1</u> List Objective Number(s) <u>2, 4</u> Strategy # <u>1</u> Double dose ELA for 9th grade students who did not meet expectations on the PARCC, during the 8th grade.	70% of the student cohort will demonstrate mastery of targeted skills during short cycle assessments. 90% of 9th grade students will be on-track to graduate.	• Weekly • Biweekly	• ELA Department Chair • Graduation Coach
List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.1 S1</u> Develop a common, school-wide mission, vision, and commitments to provide continual, long-term leadership and focus on key school improvement priorities.	A mission statement, vision statement, and documented school improvement plan.	Annually	-Leadership Team -Principal -Lead Partner
List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.1 S2</u> Provide principal training and coaching on time analysis, as well as ongoing leadership coaching.	Agendas and attendance at trainings.	Annually	-All administrators -Principal -Lead Partner
List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.1 S3</u> Implement a Leadership Team that will provide collaborative oversight of all school improvement initiatives and monitor the work of all PLC Teams.	Agendas, minutes, and attendance at Leadership Team meetings.	Quarterly	-Leadership Team -Principal -Lead Partner
List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.1 S4</u> Assess existing positions to determine need for a new academic data analysis position to: facilitate vertical/horizontal curriculum alignment, manage school-wide testing SMART process, PLC Curriculum	Creation of specific job descriptions for all positions.	Annually	-Leadership Team -Data Coach -Principal -Lead Partner

**FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)
INDIVIDUAL SCHOOL STRATEGIES**

DISTRICT NAME AND NUMBER Rockford Public Schools		DISTRICT NCES I.D. # 1734510	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-1010	
SCHOOL NAME Kennedy Middle School		SCHOOL NCES I.D. # 173451003394	SOURCE OF FUNDS CODE 4339-16	
<p>Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed. Strategies should align with the needs identified in the Needs Assessment Analysis.</p>				
LEA Goal #	LEA Objective #			
Individual School Strategy	Evidence of Improvement	Frequency of Review (e.g., Quarterly, Monthly)	Responsible Person or Position	
<p>Example: List Goal Number(s) <u>1</u> List Objective Number(s) <u>2.4</u> Strategy # <u>1</u> Double dose ELA for 9th grade students who did not meet expectations on the PARCC, during the 8th grade.</p>	<p>70% of the student cohort will demonstrate mastery of targeted skills during short cycle assessments. 90% of 9th grade students will be on-track to graduate.</p>	<ul style="list-style-type: none"> • Weekly • Biweekly 	<ul style="list-style-type: none"> • ELA Department Chair • Graduation Coach 	
<p>List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.1 S5</u> Add a Teacher Mentor position to assist teachers.</p>	<p>-Teacher Mentor position created, defined, and filled.</p>	<p>-Annually.</p>	<p>-Leadership Team -Teacher Mentor -Principal -Lead Partner</p>	
<p>List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.2 S1</u> Utilize the existing district teaching evaluation system, based upon the Charlotte Danielson Framework for Teaching, and include measures of student growth.</p>	<p>-100% compliance with District evaluation system. -Completed teacher evaluations for 100% of teachers.</p>	<p>-Annually</p>	<p>-All teachers -All administrators -Lead Partner</p>	
<p>List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.2 S2</u> Provide ongoing training, support, coaching, and resources for staff on day-to-day implementation of the Charlotte Danielson Framework for Teaching.</p>	<p>-Agendas and attendance at trainings. -Collect survey data from staff regarding needs. -Feedback from informal observations and/or walkthrough data.</p>	<p>-Each semester -Each semester -Based on need</p>	<p>-All teachers -All administrators -Lead Partner</p>	
<p>List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.2 S3</u> Design and implement time and opportunities to cultivate staff leadership through modeling, coaching, and informal peer classroom observation.</p>	<p>-Agendas, minutes, and attendance at PLC Team meetings. -Documented peer observations.</p>	<p>-Each semester</p>	<p>-Leadership Team -PLC Team members -All administrators -Lead Partner</p>	

**FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)
INDIVIDUAL SCHOOL STRATEGIES**

ATTACHMENT 15
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DISTRICT NAME AND NUMBER Rockford Public Schools		DISTRICT NCES I.D. # 1734510	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-1010	
SCHOOL NAME Kennedy Middle School		SCHOOL NCES I.D. # 173451003394	SOURCE OF FUNDS CODE 4339-16	
<p>Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed. Strategies should align with the needs identified in the Needs Assessment Analysis.</p>				
LEA Goal #	LEA Objective #			
Individual School Strategy	Evidence of Improvement	Frequency of Review (e.g., Quarterly, Monthly)	Responsible Person or Position	
<p>Example: List Goal Number(s) <u>1</u> List Objective Number(s) <u>2, 4</u> Strategy # <u>1</u> Double dose ELA for 9th grade students who did not meet expectations on the PARCC, during the 8th grade.</p>	<p>70% of the student cohort will demonstrate mastery of targeted skills during short cycle assessments. 90% of 9th grade students will be on-track to graduate.</p>	<ul style="list-style-type: none"> • Weekly • Biweekly 	<ul style="list-style-type: none"> • ELA Department Chair • Graduation Coach 	
<p>List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.2, S4</u> Design a system whereby both administrator and teacher leaders use informal walkthroughs to support instructional growth, as well as measure changes in instructional practices resulting from PN</p>	<p>-A schedule of walkthroughs for both administrators and teachers.</p>	<p>-Quarterly</p>	<p>-All administrators -Principal -Lead Partners</p>	
<p>List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.2, S5</u> Implement a mechanism to provide incentives for administrators and teachers to stay at Kennedy, which should be connected to performance.</p>	<p>-An incentive scale determining how staff are compensated.</p>	<p>-Annually</p>	<p>-Leadership Team -All administrators -Principal -Lead Partner</p>	
<p>List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.2, S6</u> Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority or status.</p>	<p>-Memorandum of Understanding between the REA and the District.</p>	<p>-Annually</p>	<p>-REA -District -Lead Partner</p>	
<p>List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.2, S7</u> Provide staff with an option to self-surplus during years 1 and 2.</p>	<p>-Memorandum of Understanding between the REA and the District.</p>	<p>-Annually</p>	<p>-REA -District -Lead Partner</p>	

**FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)
INDIVIDUAL SCHOOL STRATEGIES**

ATTACHMENT 15
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DISTRICT NAME AND NUMBER Rockford Public Schools		DISTRICT NCES I.D. # 1734510	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-1010
SCHOOL NAME Kennedy Middle School		SCHOOL NCES I.D. # 173451003394	SOURCE OF FUNDS CODE 4339-16

Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed. Strategies should align with the needs identified in the Needs Assessment Analysis.

Individual School Strategy	Evidence of Improvement	Frequency of Review (e.g., Quarterly, Monthly)	Responsible Person or Position
Example: List Goal Number(s) <u>1</u> List Objective Number(s) <u>2, 4</u> Strategy # <u>1</u> Double dose ELA for 9th grade students who did not meet expectations on the PARCC, during the 8th grade.	70% of the student cohort will demonstrate mastery of targeted skills during short cycle assessments. 90% of 9th grade students will be on-track to graduate.	<ul style="list-style-type: none"> Weekly Biweekly 	<ul style="list-style-type: none"> ELA Department Chair Graduation Coach
List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.2 S8</u> Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of our students.	A proposed plan detailing the additional compensation.	Annually	-Leadership Team -Principal -Lead Partner
List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.3 S1</u> Utilize an ongoing professional development plan that is aligned to school improvement priorities and is job-embedded through a PLC Team focus and coaching-based model	-Calendar of professional development plan. -Collect data from a PLC Needs Survey.	-Each semester -Once at the start of the year, and once at the end of the year.	-All PLC Team members -MEL & REL -Data Coach -Principal -Lead Partner
List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.3 S2</u> Design and implement time and opportunities to cultivate staff leadership through modeling, coaching, and informal peer classroom observation.	-Weekly MEL & REL schedule. -Informal Peer Observation report form.	Each semester	-All teachers -MEL & REL -Data Coach -Principal -Lead Partner
List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.3 S3</u> Provide a pool of in-house permanent substitute teachers, in order to allow teachers release time for receiving individually-focused mentoring, coaching, peer observation, professional development	-A pool of in-house permanent substitute teachers. -Informal Peer Observations report form. -Teachers are attending Professional Development in areas of need.	Each semester	-In-house sub teachers -All teachers -MEL & REL -Data Coach -Principal -Lead Partner

**FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(G)
INDIVIDUAL SCHOOL STRATEGIES**

DISTRICT NAME AND NUMBER Rockford Public Schools	DISTRICT NCES I.D. # 1734510	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-1010	
SCHOOL NAME Kennedy Middle School	SCHOOL NCES I.D. # 173451003394	SOURCE OF FUNDS CODE 4339-16	
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LEA Goal #	LEA Objective #		
Individual School Strategy	Evidence of Improvement	Frequency of Review (e.g., Quarterly, Monthly)	Responsible Person or Position
Example: List Goal Number(s) <u>1</u> List Objective Number(s) <u>2, 4</u> Strategy # <u>1</u> Double dose ELA for 9th grade students who did not meet expectations on the PARCC, during the 8th grade.	70% of the student cohort will demonstrate mastery of targeted skills during short cycle assessments. 90% of 9th grade students will be on-track to graduate.	<ul style="list-style-type: none">• Weekly• Biweekly	<ul style="list-style-type: none">• ELA Department Chair• Graduation Coach
List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.4 S1</u> Restructure the daily bell schedule such that each grade level has its own passing periods, teachers/teams who teach common courses have common planning time	-Creation of a new daily bell schedule is piloted by Spring 2016. -Creation of a new schedule containing common plan times for teachers who teach the same core courses, and for team teachers.	-Annually -Annually	-Leadership Team -Principal -Lead Partner
List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.4 S2</u> Create a building design such that teams are located in close proximity to each other.	-Creation of a new schedule with teams located close to each other.	-Annually	-Leadership Team -Principal -Lead Partner
List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.4 S3</u> Create a bi-monthly early-release day schedule.	-Creation of an annual academic calendar containing 2 early-release days per month.	-Annually	-Leadership Team -Principal -Lead Partner
List Goal Number(s) <u>4</u> List Objective Number(s) <u>4.4 S4</u> Create flexible, data-responsive solutions to staffing needs for additional certified staff and support staff. (lunch tutoring needs as well)	-Relationship with Rockford College, other universities, etc to attract/hire these positions.	-Annually	-Leadership Team -Outreach Coordinator -Principal -Lead Partner

ILLINOIS STATE BOARD OF EDUCATION
System of Support and District Intervention Division
100 North First Street, N-242
Springfield, Illinois 62777-0001

FY 2016
SCHOOL IMPROVEMENT GRANT
(SIG) - SECTION 1003(g)
FEDERAL BUDGET SUMMARY
Use whole dollars only. Omit Commas
and Decimal Places, e.g., 2536

Projected Budget

<input checked="" type="checkbox"/> Initial Budget	<input type="checkbox"/> Amendment (No. _____)	<input checked="" type="checkbox"/> School Planning Budget
<input type="checkbox"/> Revised Initial Budget	<input type="checkbox"/> Regular	<input type="checkbox"/> School Full Implementation Budget
FISCAL YEAR 16 <input checked="" type="checkbox"/> 17 <input type="checkbox"/>	SOURCE OF FUNDS CODE 4339-16	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000
SUBMISSION DATE		
DISTRICT NAME AND NUMBER Rockford Public Schools District 205		
SIG 1003(g) PROGRAM CONTACT Dr. Travis Woulfe		TELEPHONE NUMBER (Include Area Code) 815-489-7289
E-MAIL ADDRESS woulfet@ps205.com		FAX NUMBER (Include Area Code) 815-489-2611

Directions: Please check FY17 if the LEA is supporting schools who are taking a planning year. Check 16 if not schools are taking a planning year. Prior to preparing this Budget Summary request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures" handbook that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbook.pdf. Obligations of funds based on this budget request cannot begin prior to January 1, 2016 or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT (9)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	
1	1000 Instruction								
2	2110 Attendance & Social Work Services								
3	2120 Guidance Services								
7	2210 Improvement of Instruction Services	282,500	126,984	600					
8	2220 Educational Media Services								
9	2230 Assessment & Testing								
10	2300 General Administration								
11	2400 School Administration								
13	2520 Fiscal Services								
15	2540 Operation & Maintenance of Plant Services								
16	2550 Pupil Transportation Services								
18	2570 Internal Services*								
19	2610 Direction of Central Support Services			292,700					
20	2620 Planning, Research, Development & Evaluation Services								
21	2630 Information Services								
22	2640 Staff Services*								
23	2660 Data Processing Services*								
24	2900 Other Support Services								
25	3000 Community Services	20,000	9,341	9,500	1,500				
27	4000 Payments to Other Districts and Governmental Units								
29	Total Direct Costs								
31	TOTAL BUDGET	302500	136925	302800	1500				

*If expenditures are shown, the indirect cost rate cannot be used

October 9, 2015

Date

Original Signature of Superintendent or Administrator

Date

Original Signature of ISBE Division Administrator,
System of Support and District Intervention

FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)

SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN

ATTACHMENT 10B

Page 1 of 1

- ☒ School Planning Budget
☐ School Full Implementation Budget
☒ FY16 ☐ FY17

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES I.D. #	SOURCE OF FUNDS CODE	END DATE
Rockford Public Schools District 205	04-101-2050-25-0000	1734510	4339-16	<input checked="" type="checkbox"/> 06/30/2016 <input type="checkbox"/> 06/30/2017

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures" handbook that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to January 1, 2016, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
1000	SIG Stipends for 65 Teachers at \$ 2500/ each. For additional days, PLC meetings, and other professional development activities. Plus 4 Building Support Specialists for half of the academic year (January-June 2016). Plus one Data Coach for one half of the year (January-June 2016) at \$ 40,000. Benefits incl. TRS, Federal TRS, THIS, Health Ins. for BSS). Purchased Services incl. Workers Comp and Unemployment.	282,500	126,984	600					
2610	See MOU for detail of services to be provided by Lead Partner, Consortium for Educational Change. Fees are all inclusive.			292,700					
3000	Parent Liaison/Community Engagement Specialist. Full time for one half a year (January-June 2016). Benefits include IMRF, Health Insurance, and Purchased Services include Unemployment and Workers Comp. and printing. Supplies include newsletters, books, and other supplies for Parental involvement.	20,000	9341	9500	1500				
TOTAL		302500	136325	302800	1500				743,125

ILLINOIS STATE BOARD OF EDUCATION
System of Support and District Intervention Division
100 North First Street, N-242
Springfield, Illinois 62777-0001

<input checked="" type="checkbox"/> Initial Budget	<input type="checkbox"/> Amendment (No. _____)	<input type="checkbox"/> School Planning Budget
<input type="checkbox"/> Revised Initial Budget	<input type="checkbox"/> Regular	<input checked="" type="checkbox"/> School Full Implementation Budget
FISCAL YEAR 16 <input type="checkbox"/> 17 <input checked="" type="checkbox"/>	SOURCE OF FUNDS CODE 4339-16	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000
SUBMISSION DATE		
DISTRICT NAME AND NUMBER Rockford Public Schools District 205		
SIG 1003(g) PROGRAM CONTACT Dr. Travis Woulfe		TELEPHONE NUMBER (Include Area Code) 815-489-7289
E-MAIL ADDRESS woulfe@rps205.com		FAX NUMBER (Include Area Code) 815-489-2611

FY 2016
SCHOOL IMPROVEMENT GRANT
(SIG) - SECTION 1003(g)
FEDERAL BUDGET SUMMARY
Use whole dollars only. Omit Commas
and Decimal Places, e.g., 2536
Projected Budget

ISBE USE ONLY			
PROGRAM APPROVAL DATE AND INITIALS			
TOTAL FUNDS			
CARRYOVER FUNDS			
CURRENT FUNDS			
BEGIN DATE	END DATE		
	06/30/2016		<input checked="" type="checkbox"/> 06/30/2017

Directions: Please check FY17 if the LEA is supporting schools who are taking a planning year. Check 16 if not schools are taking a planning year. Prior to preparing this Budget Summary request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to January 1, 2016 or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
1	1000 Instruction	108,000	48,544		125,000				
2	2110 Attendance & Social Work Services	75,000	49,950	1200	5,000				
3	2120 Guidance Services								
7	2210 Improvement of Instruction Services	532,500	167,439	1200	6,500				
8	2220 Educational Media Services				15000				
9	2230 Assessment & Testing				5,000				
10	2300 General Administration								
11	2400 School Administration								
13	2520 Fiscal Services								
15	2540 Operation & Maintenance of Plant Services								
16	2550 Pupil Transportation Services			15,000					
18	2570 Internal Services*								
19	2610 Direction of Central Support Services			411,500					
20	2620 Planning, Research, Development & Evaluation Services								
21	2630 Information Services								
22	2640 Staff Services*								
23	2660 Data Processing Services*								
24	2900 Other Support Services								
25	3000 Community Services	40,000	18,682	12,000	6,000				
27	4000 Payments to Other Districts and Governmental Units								
29	Total Direct Costs								
31	TOTAL BUDGET	755500	265933	440900	162500				

*If expenditures are shown, the indirect cost rate cannot be used

October 9, 2015

Date

Original Signature of Superintendent or Administrator

Date

Original Signature of ISBE Division Administrator,
System of Support and District Intervention

- ☐ School Planning Budget
☒ School Full Implementation Budget
☐ FY16 ☒ FY17

FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)
SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN

DISTRICT NAME AND NUMBER		REGION, COUNTY, DISTRICT, TYPE CODE		DISTRICT NCES I.D. #		SOURCE OF FUNDS CODE		END DATE	
Rockford Public Schools District 205		04-101-2050-25-0000		1734510		4339-16		<input type="checkbox"/> 06/30/2016 <input checked="" type="checkbox"/> 06/30/2017	
Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures" handbook that can be accessed at http://www.isbe.net/fundingpdf/fiscal_procedure_handbk.pdf . Obligations of funds based on this budget request cannot begin prior to January 1, 2016, or receipt of a substantially approvable budget request, whichever is later.									
FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT (9)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	
1000	4,800 hours of small group tutoring services after school, Saturdays, and beyond the school year, at \$ 22.50/hour. Benefits include TRS, Federal TRS, and THIS. Supplies and Materials for instruction will include ELA and Math instruction, Rtl, and supplemental materials.	108,000	48,544		125,000				
2110	Salary for a Behavior Specialist to focus on engagement and attendance. Benefits include TRS, Federal TRS, THIS, and health insurance. Purchased Services incl. Work. Comp. and Unemploy. Materials to include books, paper, and other attendance related supplies.	75000	49,950	1200	5000				
2210	Stipends for 65 teachers at \$ 4500. Will be differentiated for SIG Team, SIG Ldr, and SIG Mentor; 4 Building Support Specialists for professional development (sub teachers (\$40,000 each), and 1 Data Coach at \$80,000. Benefits include TRS for all certified, health insurance for coach and building support specialists, and IMRF for BSS. Purchased Services incl. Work. Comp. and Unemploy. for coach and BSS.	532,500	267,439	1200	6500				
2220	Library books and materials for differentiated instruction.				15000				
TOTAL									

- ☐ School Planning Budget
☒ School Full Implementation Budget
☐ FY16 ☒ FY17

FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)
SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN

ATTACHMENT 16B
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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES I.D. #	SOURCE OF FUNDS CODE	END DATE
Rockford Public Schools District 205	04-101-2050-25-0000	1734510	4339-16	<input type="checkbox"/> 06/30/2016 <input checked="" type="checkbox"/> 06/30/2017

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FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
2230	Supplemental assessment materials to assess efficacy.				5000				
2550	Buses are the purchased services for Experiential Learning Trips.			15000 411500					
2610	All inclusive fee for Lead Partner, CEC. Detail of services in MOU.			12000					
3000	Parent Liaison/Community Engagement Specialist. Full time. Benefits include IMRF, Health Insurance, and Purchased Services include Unemployment and Workers Comp. and printing. Supplies include newsletters, books, and other supplies for Parental involvement.	40000	18682		6000				
TOTAL		755500	365933	440900	162500				1,624,833

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SCHOOL NARRATIVE**

DISTRICT NAME AND NUMBER Rockford Public Schools 205	REGION, COUNTY, DISTRICT, TYPE CODE 041012050251010	SCHOOL NAME Kennedy Middle School
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Provide narrative responses to the prompts listed in the RFP. The School Narrative must not exceed 20 pages. Responses included must be organized and sequenced by section, letter, number, and letter, (e.g., 4. Implement a Program to Improve Student Achievement A..B..C..D..).

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3. School-Specific Planning and Implementation Preparation Activities

3A. How Planning and Implementation Preparation Activities Will Strongly Prepare for Full Implementation on First Day of First Year of Implementation.

The planning and implementation preparation activities found in the 5-year timeline are carefully designed to support full implementation of the Transformation Model on the first school day of the first year of full implementation. A careful cycle of auditing Kennedy's current capability, assessing available options, and planning specific activities will guide the work of the planning year. This cycle will be followed in the areas of school leadership, instruction, and climate. The Consortium for Educational Change (CEC) will be a key partner in this work, providing technical assistance and coaching for the activities proposed for pre-implementation.

Before the planning year even begins, Kennedy will have engaged with CEC to complete a school level System Assessment. The Assessment, which includes a self-study and external validation visit, will generate a clear picture of the school's overall strengths and opportunities, as well as next-step recommendations for improvements aligned to the principles of Professional Learning Communities (PLC). (See System Assessment Criteria in Appendix)

During the Planning Year, the School Leadership Team (SLT) will audit, assess, and reconstitute itself with a newly understood set of responsibilities for the SIG Transformation Model, the School Improvement Plan (SIP), and the support of PLCs. The SLT will support and oversee a variety of subcommittees to plan and implement the SIG Transformation Model, and will work deliberately to widen the network of teacher leaders within the building to develop leadership capacity, improve cross-committee cooperation, and increase staff ownership of the many essential responsibilities associated with the transformation.

One key responsibility of the SIG committee in the planning year will be to do an honest self-assessment of existing positions and job duties to determine the need for additional staff, such as a Data Coach to facilitate curricular alignment, support PLCs, and coach teachers on use of data to inform instruction; a Teacher Mentor, to provide individualized instructional support and proliferate effective strategies throughout the building; and a Behavior Specialist. Other staffing issues, such as a system for voluntary transfer of staff unable to support the Transformation and the need for a permanent in-house substitute cadre, will be studied, addressed, and refined. In addition, SIG preparation will entail auditing a variety of building systems issues, such as the daily bell schedule, block and team scheduling, a master schedule that supports implementation of smaller intervention classes, use of early release days, and technical capacity, such as

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SMART Boards and ELMOs. Programs such as the Alignment Rockford tutoring/mentoring program will be piloted with 6th grade to ensure fidelity and problem-solve before school wide implementation. This careful planning process will ensure that effective staffing and building systems are fully operational for the first day of implementation.

School leadership will be a major focus of implementation preparation. The principal will engage with CEC in a self-assessment using Public Impact's "School Turnaround Leaders: Competencies for Success," Campbell Leadership Index, or an equivalent. The process will result in the development of an Individualized Learning Plan for Transformational Leaders. The plan will include training and coaching on time analysis and use of informal walkthroughs to support instructional growth. The planning year will also be an opportunity to revisit the existing Rockford Teacher Evaluation System, and refine its use.

In the area of instruction, all teachers will use the planning year to participate in critical, fundamental instructional planning work that will establish a strong framework for the following year. The SLT, with the coaching and support of CEC, will define PLC teams, schedules, and responsibilities and implement weekly PLC meetings. All teachers will begin the process to unpack/repack standards for the first quarter of the first implementation year (Q1) by defining essential learning objectives, rigor at each grade level, what proficiency looks like for standards and learning targets at each grade level. Then teachers will create Q1 curriculum maps and Q1 common formative assessments. Other instructional supports in the planning year will include investigating technology supports for instruction and summer school models for enrichment and remediation, refining the school's Supplemental Education Services (SES) tutoring program, redesigning how English and reading intervention classes work together, researching best practices for embedding RTI time into the day, and auditing the school's collection of differentiated reading materials.

The planning year will also support full implementation of a system of student non-academic support on the first day of the implementation year, by providing time to research and plan how to operationalize PBIS behavior interventions, train PBIS coaches, and develop a prioritized schedule. During the planning year, additional supports will be explored, including the creation of new high-interest electives and new in-school interventions to better meet the social and emotional needs of students. An Outreach Coordinator position will be explored and refined in conjunction with community resources.

In order to prepare to implement effective Family and Community Engagement (FACE), Kennedy will work with CEC to build a steering committee to audit current engagement assets, survey parents, and strengthen community partnerships with health and

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community organizations. The data from these outreach efforts will help the SLT refine its FACE objectives, strategies, and activities, which might include providing GED support, English language assistance, transportation, child care, or computer access. The school's inactive Parent Teacher Organization (PTO) will be revived as a resource for parent-teacher communication, and can help plan and oversee events such as Saturday field trips and awards events that can begin during the planning year.

3B. How these Activities Address the Needs Identified in the Needs Assessment

The major needs identified in the Kennedy Middle School needs assessment process were: 1) Student academic achievement, 2) Instructional excellence, 3) School climate and culture as it relates to the student experiences, 4) School climate and culture as it relates to the teacher experience, and 5) Implementation of initiatives with coherence and fidelity.

3B.a. Planning and improving staff recruiting and selection:

The 5Essentials data analyzed in the Needs Assessment showed a shocking lack of school commitment and a low rate of collective responsibility and teacher-teacher trust. Improving staff recruitment and selection as well as improving the retention of excellent teachers within the building is a major focus of the SIG work. Planning year activities will include researching incentives for recruiting and retaining teachers committed to the hard work of the Transformation, and developing an in-house cadre of substitute teachers who will assist the Transformation while being considered for possible permanent assignment to the building. Currently, substitute coverage is extremely unpredictable and inadequate, which not only cuts into teacher planning time (as teachers are forced to cover their colleagues classes) and reduces morale, but also contributes to an atmosphere of chaos for students. The sub pool will emphasize familiar faces and consistent expectations for students, and will participate in trainings with district New Teacher Mentors to help implement academic and behavioral initiatives.

3B.b. Recruiting and assembling the principal and leadership team(s):

The School Leadership Team (SLT) will be organized around a group of staff members that have been trained in the SMART school improvement process. The SLT will be supported in part by a SMART Learning Systems coach. The SLT, with the support of CEC, will monitor and supervise the new structures and schedules of our grant proposal, using our 5-Year Timeline and Frequency of Review

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guidelines of our Goals - Strategies (see Attachments 10 and 15). The SLT will charge subcommittees and task forces on an ongoing basis, depending on need, including but not limited to: School within a School, Logistics, Instructional, Mastery of Learning, PBIS, Building, and PTO committees. These committees will allow SLT to focus on academic goals and strategies. The SLT will delegate committee positions to staff members in the building, based on interest and qualifications, in order to promote teacher leadership. (See CEC Collaborative Leadership Structures in Appendix)

3B.c. Guiding and compensating staff for instructional planning:

In order to support the Transformation's core focus on improving instruction and student achievement, the SLT will support and monitor the instructional work of all PLC Teams, and create a new schedule that establishes additional time to the teacher school day and early release days. Compensation for this additional time will be determined through a process outlined in the MOU, and will allow for instructional planning, mentoring, coaching, professional development, PLC time, and/or parent contact time. All staff will also be guided in instructional planning, by a Data Coach, Teacher Mentor, Mathematics Education Leader (MEL), Reading Education Leader (REL), and informal walkthrough data.

3B.d. Negotiating changes to the CBA potentially regarding extended day, staff removal, transfer procedures, etc:

The attached MOU outlines a variety of changes to the CBA specifically designed to offer Kennedy the flexibility needed to effectively address the needs outlined above. These include an extended day and year, an expectation of staff participation in family and community events outside the school day, and a procedure by which tenured teachers who do not wish to participate fully in the Transformation can voluntarily place themselves on surplus status for transfer to another school. In addition, for the duration of the SIG process, no professional staff member may be placed at Kennedy without the mutual consent of the staff member and the principal.

3B.e. Training staff on new programs or initiatives necessary to implement the model:

A need noted by staff during the Needs Assessment process was for a more consistent and coherent implementation process for new initiatives. The SLT and the SIG committees will carefully plan implementation of any new initiatives chosen during the planning year, and will work with CEC to create a training and implementation schedule that will ensure full participation and understanding of each initiative.

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3B.f. Developing a fidelity monitoring system and/or new leadership structures within the building:

The SLT along with the Lead Partner will develop indicators and measures which it will monitor on a weekly, monthly, quarterly, and annual basis in conjunction with the LEA. The indicators and measures address both fidelity of implementation and outcomes developed in Attachment 10 and 15. Collection of monitoring data will manifest in a variety of ways: committee reports, PLC surveys, student surveys, parent and community surveys, student achievement data, discipline and behavior data. The SLT will also be tasked with identifying and promoting a network of teacher leaders throughout the building.

3C. Letters of Support - ATTACHED

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4. Implement a Program to Improve Student Achievement

OVERVIEW

Our plan targets four ambitious overarching goals: 1) Improve Reading/ELA achievement, 2) Improve Math achievement, 3) Improving school culture and climate by improving the student learning environment, and 4) Improving the school's professional culture through strong leadership. All four goals support each other and work in unison to channel the SIG time and resources towards a concerted, building-wide effort to improve all aspects of our school's functions. A carefully designed blend of strategies and structures will generate momentum, and provide the Kennedy staff and school community with the necessary tools and opportunities to make a difference. The plan is not simply a nudge in the right direction; it is a dramatic push.

An important component of this process is the School Leadership Team (SLT), anchored by a core group of staff members that are trained in the SMART Process. The coordination of the SLT with a web of teacher leadership throughout the building will be an essential component of the Kennedy Transformation.

4A. School Leadership

4A.1. Principal:

The district hired Renneth Richardson in 2013. She is a transformative leader and has made significant improvements in climate and culture these past two years. Prior to her arrival, the school suffered a series of disruptions to the learning environment, including 4 principals in the last 6 years. In fact, the school has had a long history of climate concerns, which has led to teacher mobility and teacher stability issues. In Ms. Richardson's first two years at Kennedy, 60% of the staff, as well as several Assistant Principals, turned over, and many were removed due to performance issues. This means that Kennedy is in an excellent position to move forward with Ms. Richardson, who was previously principal at another SIG school in the district, helming a Transformation effort in a building with a new and energized staff.

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4A.2 Transform the School-Teacher and Principal Evaluation Systems - Required

During the planning year, in order to more effectively support the Transformation, the Principal will participate in Self-Assessment of Building Principal and Assistant Principals using Public Impact's "School Turnaround Leaders: Competencies for Success," Campbell Leadership Index, or an equivalent (provided by CEC). The process will result in the development of an Individualized Learning Plan for the Principal. Assistant Principals will also follow a similar process.

4A.2.a Evaluation System to Improve Instruction - Required

The district currently implements a rigorous, transparent, and equitable evaluation system for teachers and administrators, based upon the Charlotte Danielson Framework for Teaching and based on the Illinois Professional School Leader Standards respectively. The evaluation systems meets all of the required elements of the Transformation Model and Performance Evaluation Reform Act (PERA) of 2010. Measures of student growth are included in the evaluation system, and are designed and developed with teacher and principal involvement. The evaluation system includes a goal setting process that works in conjunction with common formative assessments to gather data helping the teacher to improve and target instruction in the greatest area of (student) need (GAN). (See Teacher Evaluation Overview in Appendix)

4A.2.b Evaluation to Meaningfully Differentiate Performance - Required

The Rockford evaluation system, following the model of the Danielson Framework, meaningfully differentiates performance using four different performance levels (Excellent, Proficient, Needs Improvement, and Unsatisfactory).

4A.2.c Evaluation System with Multiple Measures Including Student Growth - Required

Multiple valid measures are used to determine performance levels, including all student growth data and formal classroom observations. To complement this formal evaluation system, administrators and teacher leaders will use informal walkthroughs to support instructional growth and as measure changes in instruction practices resulting from professional development.

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4A.2.d Evaluation on a Regular Basis - Required

Tenured teachers are evaluated every two years, and non-tenured teachers are evaluated every year, in compliance with PERA regulations. Principals are evaluated every year.

4A.2.e Evaluation System with Clear, Timely Feedback - Required

Summative evaluations are based on multiple observations, pre- and post-conferences between the teacher and evaluator, and guided by collaboratively developed forms. These forms delineate clear, specific strengths observed in the classroom, as well as clear, specific goals for the teacher to achieve. The CBA requires these forms to be completed and signed within a certain number of days from the observation, in order to ensure that feedback is timely.

4A.2.f Evaluation System Used to Inform Personnel Decisions - Required

Evaluations are consistently used to inform personnel decisions. The rating and the tenure status of the teacher determine the next steps. A tenured teacher who is rated as Proficient or Excellent is maintained in the regular evaluation program. If he/she is rated Needs Improvement, then an offer is made to enter the Peer Assistance and Review (PAR) program which was jointly developed by the district and Rockford Education Association in the 2014-2015 school year. In PAR, the teacher will develop a Plan for Improvement and begin work on intensive support through job-embedded and online professional development and coaching. The teacher is evaluated again at the conclusion of the Plan for Improvement and the legally prescribed steps are followed if he/she fails to improve. A tenured teacher who is rated Unsatisfactory develops a Remediation Plan in keeping with applicable school code. An Unsatisfactory Evaluation after the Remediation Plan results in the conclusion of the teacher's employment with Rockford Public Schools. A teacher who has not attained tenure yet is evaluated with the same process, tools, and consequences and offered services of a Mentor in a New Teacher Induction Program that honors all Illinois New Teacher Collaborative principles and aims, but has fewer options than a tenured peer and is ineligible for the PAR program.

4A.3. Rewards and Incentive Strategies - Required

The existing Rockford Public Schools evaluation system will be used to to identify and reward school leaders, teachers, and other staff who have increased student achievement, as well as to identify and remove staff, who after ample opportunities have been provided

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to improve, are not meeting expectations for Proficient or Excellent ratings. A major focus of SIG planning efforts will be designing a plan to recruit, place, and retain staff with the skills necessary to meet the needs of Kennedy students. Teacher leaders will only be chosen from those teachers with Proficient or Excellent evaluation ratings.

4A.4. Financial Incentives, Opportunities for Career Growth, Flexible Work Conditions, etc. - Required

The SIG MOU provides for a compensation increase for teachers willing to undertake the additional work and accountability of the SIG Transformation; details of this compensation will be negotiated in detail during the Planning year. **(Permissible Element 1)** Principal and Teacher evaluations will also be used to provide additional compensation to attract and retain skilled staff members. A concerted teacher leadership development effort undertaken by the SLT will develop additional routes for career development. In addition, the development of an in-house substitute cadre will constitute a career development route for properly licensed teachers to be moved into permanent positions within the building as staffing allows. This substitute pool will also support flexible work conditions for Kennedy's existing full-time staff, as it will allow additional time for planning and collaboration.

4A.5. Operational Flexibility - Required

The LEA will provide the school the opportunity for extraordinary operational flexibility. The MOU outlines the LEA and REA (union) commitment and the process by which the schools will be granted operational flexibility. A new master schedule and daily bell schedule will be part of creating sufficient operational flexibility to implement each element of the Transformation Model to substantially improve student achievement outcomes, including grade level teaming. In addition, the school will develop flexible, data-responsive solutions to staffing needs for additional certified staff and support staff. The MOU also assures that the school will not be required to accept a teacher without the mutual consent of the teacher and principal. **(Permissible Element 3)**

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4B. Teaching and Learning

4B.1. Technical Assistance and Support from LEA and Lead Partner - Required

Rockford Public Schools and the Consortium for Educational Change (CEC) are a strong team of support for the Kennedy transformation effort. The LEA is ready to offer any needed technical support, and will work closely with CEC to align and monitor support for SIG schools. CEC specializes in "on-the-ground" support for schools and districts. Embedded in CEC's work are its core beliefs that collaborative cultures are foundational to ongoing, positive change, and that school systems must build and sustain their own internal capacities in order to continuously improve. CEC specializes in working with the "three anchors" in a school district: the school administration, school board, and teachers organization, and has worked in Rockford Public Schools for several years, including recently supporting the development of a successful new district Strategic Plan and the completion of a historic new teacher's contract using an Interest Based Bargaining process.

4B.2. Identify and Implement an Instructional Program - Required

Currently, the district-level curriculum maps are generalized in terms of core texts and instructional objectives are not sufficient to inform classroom practice or create program coherence. All educators will participate in the unpacking of the New Illinois Learning Standards (NILS). Educators will be trained so they have an understanding of the overall structure and layout of the NILS and how to integrate them into instruction. Through this professional development, teachers will examine how specific standards vertically align from one grade level to the next and analyze how those standards are read horizontally across the grade level continuum. Additional supports necessary for ELL and students with disabilities will be examined to ensure high expectation for success. The process, supported by CEC and following a framework known as *On The Same Page 2.0*, includes identifying and clarifying essential learning objectives which every student must master, rewriting the standards in teacher and student friendly language, defining rigor and what proficient student work looks like, and creating quarterly curriculum maps.

4B.3 Continuous Use of Student Data: Formative and Summative- Required

Setting high expectations for students is a best practice of successful schools. Academic data from the Discovery Education Assessment, Scholastic Reading Inventory, STAR Math Assessment, district benchmarks and nationally-normed assessments show the majority of Kennedy students rate below proficient in all measures of literacy and numeracy.

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A newly developed Data Coach position will anchor this element of Kennedy's SIG work, analyzing data and working with the school administration and faculty to understand assessment data and generate effective responses to the school's and the students' needs. The Data Coach will support PLCs in analyzing student data for the purposes of instructional decision-making and designing RtI plans for students in need of academic support. The Data Coach will guide PLCs in aligning curriculum maps both horizontally and vertically in order to improve consistency between classrooms as well as ensure that students are receiving instruction in all necessary standards and skills across our three grade levels. CEC will provide Assessment Design and Assessment for Learning training to support teacher-designed assessments.

In PLCs, the Data Coach will also provide training for teachers on how to use assessment data to design classroom activities and select classroom materials that promote student engagement. Teachers will utilize SMART goals and tools to identify each grade level's greatest area of need (GAN). All subject area teachers will use strategies and best practices for data-based SMART goals. We will develop pre- and post- common assessments which are rigorous and align to essential learning objectives. We will also design a system for ensuring mastery of learning, including re-teaching, tutoring, and re-testing.

4B.4. Teaching and Learning: High Quality Job Embedded Professional Development-Required

4B.4.a. Aligned with School's Comprehensive Instructional Program Quality

4B.4.b. Designed by Staff to Sustain Capacity - Required

The Professional Development plan for the SIG Transformation will be developed during the Planning year and then continuously assessed and refined to assure that it is addressing teachers' greatest needs for support. The plan will align to school improvement priorities and be job-embedded through a PLC Team focus and coaching-based model, and there will be ongoing opportunities within PLC Teams to explore and refine successful strategies and skills.

Lead Partner, CEC, will help determine key needs and plan job-embedded training and coaching sessions using a coaching model that is specifically designed to build durable school and teacher capacity beyond the SIG grant period. CEC specializes in particular in supporting the implementation, with fidelity of PLCs. Some important supports for PLC implementation will include increasing PLC time, assuring weekly PLC meetings, and providing clearer direction and two-way communication with the School Leadership Team (SLT). With

**FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)
SCHOOL NARRATIVE**

DISTRICT NAME AND NUMBER Rockford Public Schools 205	REGION, COUNTY, DISTRICT, TYPE CODE 041012050251010	SCHOOL NAME Kennedy Middle School
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Provide narrative responses to the prompts listed in the RFP. The School Narrative must not exceed 20 pages. Responses included must be organized and sequenced by section, letter, number, and letter, (e.g., 4. Implement a Program to Improve Student Achievement A..B..C..D..).

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guidance from CEC, PLC Teams will analyze student achievement data, discuss best practice research, share successes and resources, and develop common formative assessments, in order to more effectively implement interventions that increase student achievement and promote a school-wide culture of learning. Additional instructional support will be leveraged from key positions including Mathematics Education Leader (MEL), Reading Education Leader (REL), Data Coach, and Teacher Mentor.

The development of an in-house substitute teacher pool will allow teachers release time to receive individually-focused mentoring, coaching, peer visitation, professional development and/or professional dialogue regarding instructional and classroom management strategies, skills, and techniques with less disruption of student learning. In addition, a system of informal classroom observations and a consistent classroom walkthrough schedule will individualize mentoring and identify more specific professional development based on teacher needs.

4B.5. Increased Time - Required

The School Leadership Team (SLT) will redesign and structure daily operations to reflect school-wide and long-term goals. Time will be increased in all three required categories as described below:

- Increase teacher time by adding time to each teacher's school day, requiring attendance at team planning meetings, monthly Saturday field trips, weekly PLC meetings, summer trainings, and planning professional development or collaboration time during bi-monthly early-release days. **(4B.5.3)**
- Increase student instructional time in core academic subjects and enrichment topics in Year 2 through Saturday field trips and possible schedule adjustments. In Years 3 through 5 student instruction time will be increased even more by extending the student day and reallocating portions of the additional teacher time added in Years 1 through 3, such as the possibility of utilizing the bi-monthly early-release time for enrichment activities or dedicating every other PLC meeting time for more core academic instruction. **(4B.5.1 and 4B.5.2)**

4B. Additional Permissible Elements

We will use our existing Danielson-based evaluation system to conduct periodic monitoring reviews to ensure that instruction is implemented with fidelity to the selected curriculum, is having the intended impact on student achievement (measured via student growth

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data tied to each teacher's SMART goal), and is modified if ineffective (1). We will also provide professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English learners acquire language skills to master academic content (2). We will continue to use and integrate technology-based supports in both our reading/language arts and mathematics intervention programs as well as research new support usage (3). Furthermore, we will research, develop, and implement more high-interest elective offerings for our students, to be pursued during or outside of the school day. These programs will prepare students for college and careers, and/or provide appropriate supports designed to ensure that low achieving students can take advantage of rigorous, relevant project-, inquiry-, or design-based contextual learning opportunities (Secondary 1).

4C. Student Non-academic Support

Permissible Activity 4C.1 Partnering to Meet Students Social, Emotional, and Health Needs

SIG will support ongoing partnerships with community organizations to create a safe and nurturing school environment that meets students' social, emotional, and health needs. For instance, many Kennedy students are delayed in starting the school year because they do not have the necessary physical examination requirements completed. In 2014, over 60 students were excluded on day one, a number cut in half through a nascent partnership with the Auburn School-Based Health Center. This partnership also provided essential eye exams, dental services, and behavioral health services to students to improve learning outcomes. Another important partnership is with the Rockford Park District, which provides after school tutoring supported by a 21st Century Grant that includes both academic subjects and technology, as well as much-needed additional topics including decision-making, etiquette, and hygiene.

As part of the Transformation, Kennedy will also hire a Behavior Specialist to help create a safe learning environment for students. Data on school discipline issues, as well as parent comments on the needs assessment, motivated the creation of this position, which will provide students with chronic behavior issues a more individualized intervention to support healthy, safe choices. The Behavior Specialist will also be responsible for researching and helping design a school-within-a-school concept for students with specific, severe, recurrent behavioral issues to provide a temporary high-intervention alternative learning environment, with appropriate individualized

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strategies and counseling, coupled with high rigor academics. This school-within-a-school would be a temporary placement, with clear expectations and routes to re-entry into regular classes.

The Behavior Specialist would also support full implementation of the Positive Behavior Interventions and Supports (PBIS) strategies to improve student academic and behavioral outcomes, including leading trainings on all three levels of PBIS. In addition, Kennedy Middle School has researched Connected Schools (ACS) and No-Nonsense Nurturer (NNN) as intervention models and will examine more research-based models to make a best-fit determination. (See Attached Overviews of PBIS, ACS, and No-Nonsense Nurturer in Appendix)

Permissible Activity 4C.2. Extending or restructuring the school day with activities to build relationships between students, faculty, and other school staff;

Restructuring the daily bell schedule, master schedule, and building design will provide the needed time, opportunities, and structures for staff to develop strong relationships with each other. The extension of the teacher's school day during the Planning Year will also create opportunities and time for staff relationship-building. When that additional time transitions to extended student time during Year 3, we will implement activities designed specifically to foster relationships between students and faculty. Saturday field trips will provide students time to see their teachers outside of classroom walls in new environments, engaging in different conversations and making new connections. Exploratory or enrichment activities during bimonthly early-release days will also create time for relationship-building between students and staff that does not normally occur within the confines of the classroom.

The extended, restructured day will allow time for interventions and strategies that meet the social and emotional needs of our students, such as supports for students returning from out-of-school suspension (OSS). The restructured day will also provide the needed flexibility to create and implement "True Middle School Teams." These teams are small learning communities made up of students and teachers where teachers are able to better build relationships with students in order to create a more effective academic and social emotional experience. This will ensure that positive student relationships will be formed and students will feel part of a team, thus increasing student success and a feeling of belonging. True Teams will also allow for more effective interdisciplinary units which will create more shared and coherent learning experiences across classes.

Permissible Activity 4C.3. Implementing approaches to improve school climate and discipline.

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Traditionally, Kennedy has had a high rate of turnover for both teachers and administrators. As evidenced in 5Essentials results, the school staff lacks a sense of collective responsibility or shared commitment to the school. The negative atmosphere among staff both worsens and is worsened by student discipline issues and poor climate among students in the school. Several strategies will be implemented to address this key issue at Kennedy. For instance, the addition of high-interest electives based on student and teacher interests, such as Bridge Club, Drama Club, Community Service Club, Dance, Chess Club, Gaming Club and Art, will motivate both students and teachers to participate and collaborate. In addition, as described in further detail in section 4D below, parent and community engagement is an essential strategy for changing school climate and reducing discipline issues. The Outreach Coordinator hired through the SIG grant would, in conjunction with the newly revitalized PTO, organize monthly parent education opportunities and/or events based upon ongoing needs, and could include topics such as supporting positive decision-making and impulse control for students.

Another strategy is the creation of a permanent in-house substitute cadre. Currently, substitute coverage is extremely unpredictable and inadequate, which not only cuts into teacher planning time (as teachers are forced to cover their colleagues classes) and reduces morale, but also contributes to an atmosphere of chaos for students. The sub pool will emphasize familiar faces and consistent expectations for students, and will participate in trainings with district New Teacher Mentors to help implement academic and behavioral initiatives.

4D. Family and Community Engagement - Required

Based on the results of detailed audits and parent surveys conducted with the assistance of CEC during the Planning Year, Kennedy and CEC will develop a comprehensive Family and Community Engagement (FACE) plan. This process will begin by identifying existing assets and inviting leaders to come together as a FACE Steering Committee. This steering committee will report to the SLT, and will advise on suggested strategies, activities, and resources to support FACE.

All staff will participate in efforts to interact with parents, families, and community members, in order to increase parent and community engagement and participation and improve overall high school readiness. The FACE committee, in collaboration with a newly revitalized PTO will develop monthly parent and community opportunities and events, including Saturday field trips, dinners/awards, and other celebration events. In addition, the committee will consider ways to use incentives and awards for students and families, possibly

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including field trips or other engaging educational activities, based on behavior, attendance, and/or academics. The school will also offer parent education opportunities and events based upon ongoing needs.

All staff will assist in eliminating non-academic barriers to students' academic success, in conjunction with community resources, agencies, and supports. The Outreach Coordinator position will assist students and families to address social and emotional barriers to improve student academic and behavioral outcomes as described in section 4C above.

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5. A & B: Evidence-Based Practices Selection and Rationale

Kennedy was supported by CEC in reviewing school improvement research theories, reports, best practices, meta-studies, internal and external needs assessment materials, stakeholder surveys, and student performance data to design and develop evidence-based objectives and strategies. This review frames a collaborative approach to capacity building in order to provide services that result in the improvement of student learning at Kennedy. The core approaches identified below have been proven to move schools and districts from isolated silos of individual practice to collaboratively designed communities of practice and from single to distributed leadership systems. (Bibliography in Appendix)

Leadership Structure and Goal Setting Process: Management models with formal, hierarchical school leadership have proven disastrous for fostering teacher potential through what Fullan calls the individualistic fallacy (2013). School leadership has a demonstrable impact on teaching and student learning, with distributed models of leadership showing the most validity in peer reviewed studies (Leithwood et al., 2007). Developing distributed and shared leadership structures through the implementation of District Leadership Team (DLT) and Peer Learning Community (PLC) structures, practices, and processes has been shown to build social trust (Bryk & Schneider, 2002) and make a positive difference to organizational outcomes and student learning (Harris & Spillane, 2008). Kennedy selected distributed leadership structures due to an organizational commitment to collaboration and to increase buy-in from teachers. Similarly, Kennedy selected CEC due to a shared value in labor-management collaboration. W. Patrick Dolan (1994) asserts that that an open and collaborative relationship between labor and management is a crucial means to improving the work of schools and districts. CEC is confident that collaboration among three anchors – the board, the union, and the administration – improves student outcomes. This is backed by recent studies of public school districts over the past two decades, which suggest that union-management partnerships significantly improve collaboration in schools and student performance (Rubinstein and McCarthy, 2014). As the CEC, Kennedy partnership works to distribute leadership, build PLCs and foster labor-management collaboration over time, teams will use the SMART Goals strategic planning method to ensure alignment between intents and outcomes (Conzemius and Morganti-Fisher, 2011). Specifically, PLC teams will use SMART Goals, targets, common assessments, an aligned, standards-based curriculum, and data-based evidence to identify interventions and enrichments needed for the team's students to succeed in their learning.

Teacher Collaboration and Peer Learning Communities (PLCs): Hattie's (2009) analysis of 800+ meta-analyses, representing 50,000 studies and 200+ million students, finds that the single most impactful variable for student learning success, beyond the student

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himself or herself, is the teacher. Therefore, Kennedy and CEC prioritize supporting teacher development and learning. A myriad of research indicates that collaborative structures build human and social capital among teachers, provide an infrastructure for problem solving, enhance instructional skills, and result in student growth (Rubinstein and McCarty, 2014; Anrig, 2013; Quintero, 2014; Leana & Pil, 2009; DuFour, 2004). Kennedy will use PLCs as a vehicle for school improvement and job-embedded professional development. Teacher leaders, with CEC coaching and support, will facilitate these sessions, thereby also promoting shared leadership structures. PLCs will also provide the vehicle for developing standards-aligned curriculum, instruction, and assessment systems (Kruse, Louis, & Bryk, 1994). Teachers must collaboratively define college-and-career readiness standards to ensure consistent implementation and a deep understanding of what the standards require, thus aligning with Kennedy and CEC's shared values.

Teacher Evaluation: As teacher skills are built, quality assurance and professional learning must be supported. The connection of instruction to student learning is reflected in research and legislative initiatives, such as Illinois' teacher and principal evaluation requirements (PERA, 2010). The research shows that the most robust teacher evaluations involve examining teacher practice (Danielson, 2007) in addition to student learning results (Weisburg et al., 2009). Research further supports the need for teacher evaluation systems to move from being highly compliant to ones supported by communities of practice as a process for social learning (Danielson, 2009). The key shift is in moving from practices and procedures that are done to a teacher to ones where teachers grow and improve their practices together as a community of professional learners. CEC and Kennedy share a commitment to establishing quality assurance and professional learning through evaluations based in the Danielson Framework for Teaching, a proven evaluation method that leads to increases in teacher effectiveness and collaboration (Danielson, 2013).

Non-Academic Support: Kennedy selected strategies to enhance students' non-academic skills and needs. An expanded behavior intervention system, as part of a multi-tiered system of supports, and a focus on students emotional and physical needs will create a supportive environment for students. Research indicates that successful students develop personal strengths, such as grit and perseverance that contribute to a fixed mindset that allows qualities and talents to evolve into traits (Dweck, 2012). Additionally, social emotional learning (SEL), including the ability to manage emotions, build positive relationships, and make responsible decisions, leads to success both in and out of school. SEL programs have been shown to build students' social and emotional skills, reduce disruptive behavior, aggression, and delinquent acts, and improve student achievement (Weissberg & Cascarino, 2013). Additionally, CDC-Kaiser Adverse Childhood Experiences Study discovered that childhood trauma, or Adverse Childhood Experiences (ACEs), leads to the adult

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onset of chronic diseases, depressions, mental illness, violence, being a victim of violence, and ultimately early death (Wagner & Weiss, 1998). Selected intervention systems, coupled with an expanded Whole Student Program, will need to serve the whole child and will continually address SEL needs.

Family and Community Engagement: Finally, Kennedy selected evidence-based strategies to improve family and community engagement. A longitudinal study of 400 Chicago elementary schools showed that schools with strong learning environments, which includes Family and Community Engagement, were ten times more likely to improve student achievement than those not organized to support student learning (Bryk & Schneider, 2010). Based on a synthesis of research by the National Center for Family and Community Connection with Schools, students of engaged parents, regardless of the student's background, earned higher grades and test scores, graduate, and have better attitudes towards school, social skills, and behavior. Specific strategies, such as home visits, have been shown as particularly effective methods of building trust, positive relationships, and increased communication between families and the school (Henderson and Mapp, 2002).

In short, Kennedy and CEC have identified research-based best practices to inform improvements in: leadership structure, goal setting and planning, teacher collaboration, distributed leadership, evaluation, non-academic support, and community engagement to support student learning at home and in school.

Rockford Public Schools 205
LEA Additional Required Documents

Five Year Timeline of Activities

MOU with Lead Provider: Consortium for Educational Change (CEC)

Rockford Public Schools 205
Kennedy Middle School Additional Required Documents

3C. Letters of Support

4E. MOU between RPS 205 and Rockford Education Association (REA)

6. Five Year Timeline of Activities

Meeting Sign-in Sheets

October 8, 2015

Ms. Robin M. Lisboa, Division Administrator
 Illinois State Board of Education
 Division of System of Support and District Intervention N-242
 100 North First Street
 Springfield, Illinois 62777-0001

Dear Ms. Lisboa,

This letter is in support of Kennedy Middle School's application for the FY 2016 School Improvement 1003(g) Grant. The goal of the grant is to provide federal resources to support the persistently lowest-performing schools in the state of Illinois. Kennedy Middle School strongly commits to use the awarded funds to provide resources in order to raise substantially the achievement of their students in the academic areas of English/Language Arts and Mathematics.

We are the staff of Kennedy Middle School and are members of the Rockford Education Association. Preparing our middle school students for high school success elevates their chances for high school graduation and, thereby, increases the chance that former Kennedy students will enter their community as young adults capable of both college success and success in the world of work. Transforming Kennedy Middle School, then, transforms the high schools into which our students matriculate and sets the stage for our students to transform what is now a terribly economically depressed area of Rockford.

We believe that the ultimate outcome of this initiative -- improved student achievement for students at Kennedy Middle School -- will justify and provide significant return on every dollar invested. We look forward to this opportunity to support Kennedy Middle School with great enthusiasm. If we can provide additional information, please feel free to contact us at 815-654-4880.

Kelly Mossop
 Sincerely, *Lisa Neal*

Paul [Signature]
 Kennedy Middle School Staff

Maureen [Signature]
Susan Boongard
Rene Brown

[Signature]
[Signature]
Rockel Peles

[Signature]
Shanna Fung

Search [Signature]
Katelyn [Signature]

Carol [Signature]
Angie [Signature]

[Signature]
Winters Naine

Drisha Hoppe
Jesse [Signature]
Marian Jones

Michael [Signature]
Belle [Signature]
Benjamin [Signature]

Jim E. Sibert
[Signature]

[Signature]
[Signature]
Carolyn Wilson



October 5, 2015

Ms. Robin M. Lisboa, Division Administrator
Illinois State Board of Education
Division of System of Support and District Intervention N-242
100 North First Street
Springfield, Illinois 62777-0001

Dear Ms. Lisboa:

This letter is in support of Kennedy Middle and West Middle Schools' application for the FY2016 School Improvement 1003(g) Grant. The goal of the grant is to provide federal resources to support the persistently lowest performing schools in the state of Illinois. Both Kennedy and West Middle Schools strongly commit to use the award funds to provide resources in order to raise substantially the achievement of their students in the academic areas of English/Language Arts and Mathematics as well as improve parental involvement and school culture.

We will actively support the district and schools' work that is outlined in the SIG Application. We are specifically focused on:

- 1) Improving Teacher Effectiveness through SIG, Title I/II, our new Peer Assistance and Review program and our New Teacher Mentoring Program.
- 2) Improving Student Achievement through targeted work based on research-based activities.
- 3) Increased parental and community involvement is also a "Key Focus" of our district's Strategic Plan, Readiness 2020.

We believe that the ultimate outcome of this initiative – improved student achievement and development for students at Kennedy and West Middle Schools, will justify and provide significant return on every dollar invested. We look forward to this opportunity to support both Kennedy Middle School and West Middle School with great enthusiasm. If I can provide additional information, please feel free to contact me at (815) 871-6683 or kenneth.scrivano@rps205.com.

Sincerely,

A handwritten signature in black ink, appearing to read "Kenneth J. Scrivano".

Mr. Kenneth J. Scrivano,
President of the Board of Education, Rockford Public Schools
Director of Clinical Services, Swedish American Hospital

Tony Smith, Ph.D.
State Superintendent of Education
100 North First Street
Springfield, IL 62777-0001

October 9, 2015

Dear Superintendent Smith:

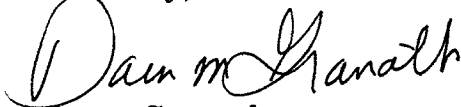
This letter is to express my strong support of Kennedy Middle School's application for the FY 2016 School Improvement 1003(g) Grant. The goal of the grant is to provide federal resources to support the persistently lowest-performing schools in the state of Illinois. Kennedy Middle School strongly commits to use the awarded funds to provide resources in order to substantially raise the achievement of their students in the academic areas of English/Language Arts and Mathematics.

Currently I serve as the President of the Rockford Education Association, which represents the approximately 2,000 educators who form the core staff of the Rockford Public Schools, including the staff at Kennedy Middle School. REA leaders have been involved with Kennedy Middle School professional staff right from the beginning of considering application for a School Improvement Grant, and should Kennedy Middle School receive a SIG Grant, we will continue to engage with the professional staff to support and encourage innovation in pursuit of school improvement and student achievement.

We have entered into a Memorandum of Understanding with the Rockford Public Schools that we hope will provide a strong foundation for Kennedy Middle School in its design and implementation of a School Improvement Grant, setting the school up for success.

We believe that the ultimate outcome of this initiative – improved student achievement for students at Kennedy Middle School – will justify and provide significant return on every dollar invested. We look forward to this opportunity to support Kennedy Middle School with great enthusiasm. If I can provide additional information, please feel free to contact me at 815-398-0995 and/or readawn1@aol.com.

Sincerely,

A handwritten signature in cursive script that reads "Dawn Granath".

Dawn Granath

President

Rockford Education Association



KFACT
PO Box 342
Rockford, IL 61105
(815) 519-1072
www.kfact.org
Building Healthy Futures!

October 5, 2015

Ms. Robin M. Lisboa, Division Administrator
Illinois State Board of Education
Division of System of Support and District Intervention N-242
100 North First Street
Springfield, Illinois 62777-0001

Dear Ms. Lisboa,

This letter is in support of Kennedy Middle School's application for the FY 2016 School Improvement 1003(g) Grant. The goal of the grant is to provide federal resources to support the persistently lowest-performing schools in the state of Illinois. Kennedy Middle School strongly commits to use the awarded funds to provide resources in order to raise substantially the achievement of their students in the academic areas of English/Language Arts and Mathematics.

KFACT Inc. has collaborated with Kennedy Middle School for the past 7 years to provide mentoring services and prevention education to at-risk students through weekly groups, enrichment activities, and family engagement of at-risk students. KFACT Inc. is a non-profit youth development and mentoring organization established to alleviate opportunity gaps among at-risk underserved youth attending Rockford Public Schools. We would like to continue to offer our services to Kennedy Middle School to assist with educational and personal development for youth. KFACT would like to continue to provide an array of holistic comprehensive services for students and families at Kennedy Middle School.

We believe that the ultimate outcome of this initiative – improved student achievement for students at Kennedy Middle School will justify and provide significant return on every dollar invested. We look forward to this opportunity to support Kennedy Middle School with great enthusiasm. If I can provide additional information, please feel free to contact me at (815) 519-1072 or executivedirector@k-fact.org. For more information about our programs and services please visit www.k-fact.org.

Sincerely,

Shamika Williams, B.A., M.A., Founder and Executive Director

October 9, 2015

Ms. Robin M. Lisboa, Division Administrator
Illinois State Board of Education
Division of System of Support and District Intervention N-242
100 North First Street
Springfield, Illinois 62777-0001

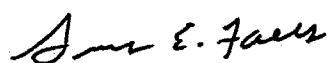
Dear Ms. Lisboa,

This letter is in support of (Kennedy Middle School's) application for the FY 2016 School Improvement 1003(g) Grant. The goal of the grant is to provide federal resources to support the persistently lowest-performing schools in the state of Illinois. Kennedy Middle School strongly commits to use the awarded funds to provide resources in order to raise substantially the achievement of their students in the academic areas of English/Language Arts and Mathematics.

My name is Gregory Falls and I am the parent of two students at Kennedy Middle School. I volunteer my time at the school several times a week. I believe that this school is trying to make positive changes in the lives of the students. Teachers are working hard everyday to help students learn. A grant such as the SIG would bring so many opportunities to students that have had very little up to this point because of financial restraints.

We believe that the ultimate outcome of this initiative – improved student achievement for students at Kennedy Middle School -- will justify and provide significant return on every dollar invested. We look forward to this opportunity to support Kennedy Middle School with great enthusiasm. If I can provide additional information, please feel free to contact me at 815-319-3372.

Sincerely,

Mr. E. Falls

September 30, 2015

Ms. Robin M. Lisboa, Division Administrator
Illinois State Board of Education
Division of System of Support and District Intervention N-242
100 North First Street
Springfield, Illinois 62777-0001

Dear Ms. Lisboa,

This letter is in support of Kennedy Middle School's application for the FY 2016 School Improvement 1003(g) Grant. The goal of the grant is to provide federal resources to support the persistently lowest-performing schools in the state of Illinois. Kennedy Middle School strongly commits to use the awarded funds to provide resources in order to raise substantially the achievement of their students in the academic areas of English/Language Arts and Mathematics.

- Lynn DeLacey
- Former reading coach of KMS
- Currently serving on board of the Barbara Olson Center of Hope
- Substitute teaching and volunteering at KMS

We believe that the ultimate outcome of this initiative – improved student achievement for students at Kennedy Middle School -- will justify and provide significant return on every dollar invested. We look forward to this opportunity to support KMS with great enthusiasm. If I can provide additional information, please feel free to contact me at 815 4943145 or lynn.delacey@RPS205.com.

Sincerely,

Lynn DeLacey

October, 7th 2015

Ms. Robin M. Lisboa, Division Administrator
Illinois State Board of Education
Division of System of Support and District Intervention N-242
100 North First Street
Springfield, Illinois 62777-0001

Dear Ms. Lisboa,

This letter is in support of Kennedy Middle School application for the FY 2016 School Improvement 1003(g) Grant. The goal of the grant is to provide federal resources to support the persistently lowest-performing schools in the state of Illinois. Kennedy Middle School strongly commits to use the awarded funds to provide resources in order to raise substantially the achievement of their students in the academic areas of English/Language Arts and Mathematics.

I'm writing you as an invested community member. I'm born and raised in Rockford, IL, and I'm a product of the public education system. I currently work for United Way and I serve on the Board of Trustees for Rock Valley College. More importantly, I'm dedicated to seeing the youth in Rockford flourish personally and academically. I've hosted workshops at Kennedy Middle School and utilized that opportunity to build personal relationships with students at Kennedy Middle School.

I see a lot of potential in the students and I'm excited about the possibilities this grant will bring to our bright students. There's no doubt that larger community issues such as poverty, lack of resources and crime affect our students, but that doesn't stop community leaders from dedicating their time and energy to seeing our youth develop. I'm sure you understand that it takes a village to raise a child and I hope that this grant can enhance the village of talented and dedicated individuals committed to seeing our children succeed.

We believe that the ultimate outcome of this initiative – improved student achievement for students at Kennedy Middle School -- will justify and provide significant return on every dollar invested. We look forward to this opportunity to support Kennedy Middle School with great enthusiasm. If I can provide additional information, please feel free to contact me via phone 815-608-6280 or via email rvctrustee@gmail.com

Sincerely,

Ashley Burks

September 19, 2015

Ms. Robin M. Lisboa, Division Administrator
Illinois State Board of Education
Division of System of Support and District Intervention N242
100 North First Street
Springfield, Illinois 62777

Dear Ms. Lisboa,

This letter is in support of Kennedy Middle School's application for the FY 2016 School Improvement 1003(g) Grant. The goal of the grant is to provide federal resources to support the persistently lowest performing schools in the state of Illinois. Kennedy Middle School strongly commits to use the awarded funds to provide resources in order to raise substantially the achievement of their students in the academic areas of English/Language Arts and Mathematics.

Alignment Rockford is a non-profit public school support organization that employs a unique collaborative process to design and pilot tactical solutions in areas of greatest strategic need for Rockford Public Schools. We understand that a strong foundation is the basis for student success; therefore, Alignment Rockford is in support of Kennedy Middle School's application for a Student Improvement Grant.

We work with Kennedy Middle School on a regular basis, and believe that the ultimate outcome of this initiative – improved student achievement for students at Kennedy Middle School will justify and provide significant return on every dollar invested.

We look forward to this opportunity to support Kennedy Middle School with great enthusiasm. If I can provide additional information, please feel free to contact me at 779.774.4389 or bridgetfrench@alignmentrockford.com.

Sincerely,



Bridget French
Executive Director

Memorandum of Understanding
School Improvement Grant
Kennedy Middle School

The Board of Education of the Rockford Public Schools, District No. 205 (District) and the Rockford Education Association (REA) hereby agree as follows:

The District and REA agree to implement, fully and with fidelity, all of the model requirements of the 1003(g) School Improvement Grant Transformation Model as enumerated in FY16 Request for Proposals School Improvement Grants 1003(g) dated August 31, 2015.

Except as modified by the provisions of this Memorandum of Understanding (MOU), the provisions of the current professional agreement and any successor contract entered by the parties shall be in full force and effect, and all of the benefits and protections of the contract shall apply to the professional staff of Kennedy Middle School. To the extent any provision of the current professional agreement or any successor contract is in conflict with this MOU, this MOU shall govern.

1. Each professional staff member shall participate in a proportional share of family engagement activities held outside of the school day (for example: Saturday field trips for students and parents).

2. The student instructional day may be shortened in order to provide additional time for professional staff attendance at and participation in meetings, professional learning communities, professional development, curriculum development, research and other work in support of the SIG Grant. Enrichment, intervention, and other activities will be provided for students so that the transportation schedule remains consistent with the remaining days of each week.

3. Beginning in the 2016-17 school year, additional instructional, enrichment, and/or intervention time will be provided for all students.

4. The following aspects of Kennedy Middle School may also be modified:

a) Professional staff hours, including but not limited to attendance at and participation in meetings, professional learning communities, professional development, curriculum development, research and other work in support of the SIG Grant, and teaching and supervision of students.

b) Student attendance times, with additional approval of the Superintendent.

c) The size of classes, the school daily schedule, assignment of students, the use of planning time, and the assignment and roles of professional staff.

d) The governance of the school and structure of school committees. Any change in the authority or responsibilities of the principal or assistant principals must also be approved by the Superintendent.

e) The calendar of professional development, curriculum development, or other work by the professional staff outside of the school year.

5. The professional staff shall receive a differential for their engagement in the pursuit of the goals of the SIG Grant, including participation in strategies pursuant to the enumerated items above. The amount of such differential and the express expectations for entitlement to receive the differential must also be approved by the Superintendent and REA Executive Board.

6. Any plan or design to implement items 1 through 5, above, must receive the approval of the Kennedy Middle School professional staff in one of the methods described below:

a) by majority vote of a SIG team or other governing body elected by members of the professional staff; the number of such representatives, the manner of their election, and their terms shall first be approved by majority vote of all professional staff members voting, in a separate vote preceding the election of representatives; both the former and latter votes each must be taken after providing the precise process and the names of candidates, respectively, to all professional staff one week in advance of the vote; and all professional staff must be provided an opportunity to vote.


b) by majority vote of all professional staff members voting; any such vote must be taken after providing the precise language to all professional staff one week in advance of the vote; and all professional staff must be provided an opportunity to vote.

All votes taken pursuant to this section 6 shall be administered by the Kennedy Middle School REA Association Representatives.

7. Prior to February 1, 2016, any tenured Kennedy Middle School professional staff member who has received a proficient or excellent rating in their most recent summative evaluation may request to be placed on surplus status for the subsequent school year. When such a request is made, a Peer Consulting Teacher from the Peer Assistance and Review program shall perform a validation of the rating. If the validation supports a rating of proficient or excellent, the Human Resources Department of the District shall place the professional staff member on surplus status for the subsequent school year and shall not place the staff member at Kennedy Middle School for the duration of the SIG Grant.

8. For the duration of the SIG Grant, no professional staff member shall be assigned to Kennedy Middle School without the express consent of the professional staff member and the principal. In the event a position remains unfilled because of the requirement of mutual consent, the position shall be filled in accordance with the terms of the professional agreement.

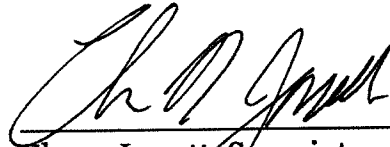
This agreement takes effect upon the date of award of a School Improvement Grant to Kennedy Middle School by the Illinois State Board of Education based upon the October 2015 application for such grant and shall remain in effect until the completion of the grant term or the termination of the grant, at which time its terms in part or whole may be extended, or modified and extended, by written agreement of both parties.



Dawn Granath, REA President

10-13-15

Date



Ehren Jarrett, Superintendent

10/13/15

Date

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KENNEDY MIDDLE SCHOOL Rockford Public Schools 205 5 Year Timeline of Activities

"PREPARE"	"ENCOURAGE"	"ASSIST"	"EXPECT"	"ENSURE"
Year 1: Planning and Implementation Preparation	Year 2: Implementation	Year 3: Implementation	Year 4: Implementation	Year 5: Sustainability

Curriculum, Instruction, and Assessment

PLCs

Leadership Team, with support of CEC, will define PLC teams, schedules, and responsibilities. Implement weekly PLC meetings.

Continue weekly PLC meetings.	Continue weekly PLC meetings.	Continue weekly PLC meetings.	Continue weekly PLC meetings.
Provide ongoing opportunities within PLC Teams to explore and refine successful strategies and skills. Modify PLC structure as needed. CEC to provide coaching and support as needed.	Provide ongoing opportunities within PLC Teams to explore and refine successful strategies and skills. Modify PLC structure as needed. CEC to provide coaching and support as needed.	Provide ongoing opportunities within PLC Teams to explore and refine successful strategies and skills. Modify PLC structure as needed. CEC to provide coaching and support as needed.	Provide ongoing opportunities within PLC Teams to explore and refine successful strategies and skills. Modify PLC structure as needed.

All teachers will unpack/repack standards for Q2-Q4 with support of CEC. The process will include: defining essential learning objectives, defining rigor at each grade level, what proficient looks like for standards and learning targets at each grade level, the creation of Q2-Q4 common classroom formative assessments.	Review and revise standards, essential learning objectives, rigor, what proficient looks like, and quarterly curriculum maps according to data results from normative assessments, formative assessments and summative assessments.	Review and revise standards, essential learning objectives, rigor, what proficient looks like, and quarterly curriculum maps according to data results from normative assessments, formative assessments and summative assessments.	Review and revise standards, essential learning objectives, rigor, what proficient looks like, and quarterly curriculum maps according to data results from normative assessments, formative assessments and summative assessments.
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Review and revise pre/post common assessments for rigor and alignment to essential learning objectives.	Review and revise pre/post common assessments for rigor and alignment to essential learning objectives.	Review and revise pre/post common assessments for rigor and alignment to essential learning objectives.	Review and revise pre/post common assessments for rigor and alignment to essential learning objectives.
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Standards and Assessments

All teachers will unpack/repack standards for Q1 with support of CEC. The process will include: defining essential learning objectives, defining rigor at each grade level, what proficient looks like for standards and learning targets at each grade level, the creation of Q1 curriculum maps and Q1 common classroom formative assessments.

All teachers will create and utilize SMART goals and tools for each grade level's GAN. All teachers will participate in data analysis within PLCs to monitor student growth toward reaching SMART goals. Coaching and support from CEC as needed.	All teachers will create and utilize SMART goals and tools for each grade level's GAN. All teachers will participate in data analysis within PLCs to monitor student growth toward reaching SMART goals. Coaching and support from CEC as needed.	All teachers will create and utilize SMART goals and tools for each grade level's GAN. All teachers will participate in data analysis within PLCs to monitor student growth toward reaching SMART goals. Coaching and support from CEC as needed.	All teachers will create and utilize SMART goals and tools for each grade level's GAN. All teachers will participate in data analysis within PLCs to monitor student growth toward reaching SMART goals.
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KENNEDY MIDDLE SCHOOL **Rockford Public Schools 205** **5 Year Timeline of Activities**

Instructional Practices - English/ Language Arts	"PREPARE"	"ENCOURAGE"	"ASSIST"	"EXPECT"	"ENSURE"
	Year 1: Planning and Implementation Preparation	Year 2: Implementation	Year 3: Implementation	Year 4: Implementation	Year 5: Sustainability
	<p>Create an instructional committee and, with the support of CEC, perform an audit to determine areas of need in classroom instruction. Research strategies and best practices to increase rigor, relevance, differentiation, and student engagement.</p>	<p>Develop a training program in response to the needs of students and teachers (book studies, peer observations, attending professional development, teachers training teachers, etc.), and begin training teachers in strategies.</p>	<p>Continue providing training for teachers in variety of strategies. Use data from informal walkthroughs to measure implementation and effectiveness of best practices and provide targeted training for teachers in need of further support in the best practices.</p>	<p>Continue providing training for teachers in variety of strategies. Use data from informal walkthroughs to measure implementation and effectiveness of best practices and provide targeted training for teachers in need of further support in the best practices.</p>	<p>Continue providing training for teachers in variety of strategies. Use data from informal walkthroughs to measure implementation and effectiveness of best practices and provide targeted training for teachers in need of further support in the best practices.</p>
	<p>Support classroom instruction for all subject area teachers to use strategies and best practices for data-based goals that align with reading/language arts CCSS and curriculum through use of a REL, Data Coach, professional development, technology-based supports, and PLC collaboration.</p>	<p>Support classroom instruction for all subject area teachers to use strategies and best practices for data-based goals that align with reading/language arts CCSS and curriculum through use of a REL, Data Coach, professional development, technology-based supports, and PLC collaboration.</p>	<p>Support classroom instruction for all subject area teachers to use strategies and best practices for data-based goals that align with reading/language arts CCSS and curriculum through use of a REL, Data Coach, professional development, technology-based supports, and PLC collaboration.</p>	<p>Support classroom instruction for all subject area teachers to use strategies and best practices for data-based goals that align with reading/language arts CCSS and curriculum through use of a REL, Data Coach, professional development, technology-based supports, and PLC collaboration.</p>	<p>Support classroom instruction for all subject area teachers to use strategies and best practices for data-based goals that align with reading/language arts CCSS and curriculum through use of a REL, Data Coach, in-house professional development, technology-based supports, and PLC collaboration.</p>
	<p>Monitor SMART goal progress through the implementation of a SIP cycle and annual Data Retreat, employing zone analysis data charts.</p>	<p>Monitor SMART goal progress through the implementation of a SIP cycle and annual Data Retreat, employing zone analysis data charts.</p>	<p>Monitor SMART goal progress through the implementation of a SIP cycle and annual Data Retreat, employing zone analysis data charts.</p>	<p>Monitor SMART goal progress through the implementation of a SIP cycle and annual Data Retreat, employing zone analysis data charts.</p>	<p>Monitor SMART goal progress through the implementation of a SIP cycle and annual Data Retreat, employing zone analysis data charts.</p>
	<p>Expand the school's collection of differentiated reading materials through additional leveled readers and chapter books.</p>	<p>Continue to expand the school's collection of differentiated reading materials through additional leveled readers and chapter books to match with changes in student population and student achievement.</p>	<p>Continue to expand the school's collection of differentiated reading materials through additional leveled readers and chapter books to match with changes in student population and student achievement.</p>	<p>Continue to expand the school's collection of differentiated reading materials through additional leveled readers and chapter books to match with changes in student population and student achievement.</p>	<p>Continue to audit the school's collection of differentiated reading materials and prune/add as needed to keep with the times.</p>
<p>Audit the school's collection of differentiated reading materials through additional leveled readers and chapter books.</p>	<p>Review lesson plans and data from informal walkthroughs to track the use of differentiated and leveled reading materials in classroom instruction. Provide training, if needed, on incorporating these reading materials for differentiated instruction.</p>	<p>Review lesson plans and data from informal walkthroughs to track the use of differentiated and leveled reading materials in classroom instruction. Provide training, if needed, on incorporating these reading materials for differentiated instruction.</p>	<p>Review lesson plans and data from informal walkthroughs to track the use of differentiated and leveled reading materials in classroom instruction. Provide training, if needed, on incorporating these reading materials for differentiated instruction.</p>	<p>Research to find additional community or organizational sources for providing new reading materials to meet our students' academic needs and proficiencies.</p>	
<p>Redesign the way English and reading interventions classes work together by conducting the necessary hiring to ensure class sizes remain consistent with program requirements and all reading intervention students get co-taught English.</p>	<p>Pilot the new design of aligned English and Reading intervention classes and analyze the data on whether or not the alignment has improved learning.</p>	<p>Review the data from year 2 and redesign the program as needed.</p>	<p>Review the data from year 3 and redesign the program as needed.</p>	<p>Make final decision on the design of English and reading intervention classes and make it common practice.</p>	

KENNEDY MIDDLE SCHOOL
Rockford Public Schools 205
5 Year Timeline of Activities

Instructional Practices - Math	"PREPARE"	"ENCOURAGE"	"ASSIST"	"EXPECT"	"ENSURE"
	Year 1: Planning and Implementation Preparation	Year 2: Implementation	Year 3: Implementation	Year 4: Implementation	Year 5: Sustainability
	Create a Mastery of Learning committee and audit/design a system for ensuring mastery of learning. (re-taking tests, tutoring, etc.) Begin training of teachers in selected system for ensuring mastery of learning. Design system and format for data collection on the effectiveness of the system.	100% of teachers trained in selected system for ensuring mastery of learning; implement the system and data collection strategy.	Continue implementation of the system and review data on students' mastery of learning for committee to make decisions on improving the system and/or data collection strategies as needed. Continue to provide training to ensure that 100% of staff is prepared to implement the system for ensuring mastery and collect the necessary data to prove or discount its effectiveness.	Continue to implement and review the system for ensuring mastery of learning and continue/improve as needed. Continue to provide training to ensure that 100% of staff is prepared to implement the system for ensuring mastery and collect the necessary data to prove or discount its effectiveness.	Continue to implement and review the system for ensuring mastery of learning and continue/improve as needed. Organize a plan to embed training for the system of ensuring mastery of learning into PLCs and teacher-to-teacher mentoring cycle.
	Develop a training program in response to the needs of students and teachers (book studies, peer observations, attending professional development, teachers training teachers, etc.), and begin training teachers in strategies.	Continue providing training for teachers in variety of strategies. Use data from informal walkthroughs to measure implementation and effectiveness of best practices and provide targeted training for teachers in need of further support in the best practices.	Continue providing training for teachers in variety of strategies. Use data from informal walkthroughs to measure implementation and effectiveness of best practices and provide targeted training for teachers in need of further support in the best practices.	Continue providing training for teachers in variety of strategies. Use data from informal walkthroughs to measure implementation and effectiveness of best practices and provide targeted training for teachers in need of further support in the best practices.	Continue providing training for teachers in variety of strategies. Use data from informal walkthroughs to measure implementation and effectiveness of best practices and provide targeted training for teachers in need of further support in the best practices.
	Create an instructional committee and, with the support of CEC, perform an audit to determine areas of need in classroom instruction. Research strategies and best practices to increase rigor, relevance, differentiation, and student engagement.	Support classroom instruction for all subject area teachers to use strategies and best practices for data-based goals that align with reading/language arts CCSS and curriculum through use of a MEL, Data Coach, professional development, technology-based supports, and PLC collaboration.	Support classroom instruction for all subject area teachers to use strategies and best practices for data-based goals that align with reading/language arts CCSS and curriculum through use of a MEL, Data Coach, professional development, technology-based supports, and PLC collaboration.	Support classroom instruction for all subject area teachers to use strategies and best practices for data-based goals that align with reading/language arts CCSS and curriculum through use of a MEL, Data Coach, professional development, technology-based supports, and PLC collaboration.	Support classroom instruction for all subject area teachers to use strategies and best practices for data-based goals that align with reading/language arts CCSS and curriculum through use of a MEL, Data Coach, professional development, technology-based supports, and PLC collaboration.
	Monitor SMART goal progress through the implementation of a SIP cycle and annual Data Retreat, employing zone analysis data charts.	Monitor SMART goal progress through the implementation of a SIP cycle and annual Data Retreat, employing zone analysis data charts.	Monitor SMART goal progress through the implementation of a SIP cycle and annual Data Retreat, employing zone analysis data charts.	Monitor SMART goal progress through the implementation of a SIP cycle and annual Data Retreat, employing zone analysis data charts.	Monitor SMART goal progress through the implementation of a SIP cycle and annual Data Retreat, employing zone analysis data charts.
Review and refine existing SES tutoring program, to focus on increased participation.	Provide consistent, ongoing SES Tutoring.	Provide consistent, ongoing SES Tutoring.	Provide consistent, ongoing SES Tutoring.	Provide consistent, ongoing SES Tutoring.	Provide consistent, ongoing SES Tutoring.
Create a committee and investigate summer school models and programs for both summer enrichment opportunities and summer remediation opportunities. Investigate the options for incentivizing the summer school programs.	Choose and design a summer school program that meets the needs of our students.	Implement summer school program; review and revise for improvements. Audit the costs of maintaining a summer school program after the conclusion of the grant.	Implement summer school program; review and revise for improvements. Research community-funded options for continuing the summer school program and reach out to community organizations with data to support our need to continue the summer school program.	Implement the summer school program; review and revise for improvements.	

KENNEDY MIDDLE SCHOOL
Rockford Public Schools 205
5 Year Timeline of Activities

	"PREPARE"	"ENCOURAGE"	"ASSIST"	"EXPECT"	"ENSURE"
	Year 1: Planning and Implementation Preparation	Year 2: Implementation	Year 3: Implementation	Year 4: Implementation	Year 5: Sustainability
	Develop a master schedule such that math intervention class sizes remain smaller than or equal to 15.	Continue to ensure math intervention class sizes remain smaller than or equal to 15.	Continue to ensure math intervention class sizes remain smaller than or equal to 15.	Continue to ensure math intervention class sizes remain smaller than or equal to 15.	Continue to ensure math intervention class sizes remain smaller than or equal to 15.
	Implement Alignment Rockford tutoring/mentoring program with 6th Grade	Implement/Sustain Alignment Rockford tutoring/mentoring program with 6th Grade and 7th Grade	Implement/sustain Alignment Rockford tutoring/mentoring program with 6th Grade, 7th Grade, and 8th Grade	Implement Alignment Rockford tutoring/mentoring program with 6th Grade, 7th Grade, and 8th Grade; review and revise for improvements	Implement Alignment Rockford tutoring/mentoring program with 6th Grade, 7th Grade, and 8th Grade; review and revise for improvements
	Research and investigate models for embedding dedicated RTI time in the normal school day.	Choose and design an RTI program that meets the needs of our students.	Implement the selected RTI program.	Implement the RTI program; review and revise for improvements. Research ways to sustain and implement a RTI program if extended time is no longer available.	Implement a sustainable RTI program.
Interventions and Technology	Create a committee to investigate technology-based supports for classroom applications.	Acquire and utilize appropriate technology for our building; reassess to determine our technology needs.	Utilize appropriate technology for our building.	Utilize appropriate technology for our building.	Utilize appropriate technology for our building.
	Review and refine existing SES tutoring program, to focus on increased participation.	Provide consistent, ongoing SES Tutoring.	Provide consistent, ongoing SES Tutoring.	Provide consistent, ongoing SES Tutoring.	Provide consistent, ongoing SES Tutoring.
Student Non-Academic Achievement	Audit current PBIS implementation and effectiveness, with the assistance of CEC. Develop a prioritized schedule and designate co-coaches.	Begin implementation of PBIS interventions based on the research from Year 1. Train the list of prioritized staff for all three levels of PBIS. Co-coaches will begin teaching PBIS interventions at school. At the end of year 2, we will re-evaluate the interventions and modify as needed.	Implement the strategies based upon the re-evaluations of year two. Re-evaluate strategies for interventions and plan modifications for next year. Co-coaches continue professional development for staff.	Implement the strategies based upon the re-evaluations of year three. Re-evaluate strategies for interventions and plan modifications for next year. Co-coaches continue professional development for staff.	Re-assess strategies and interventions. Implement strategies based upon re-assessment.
Student Non-Academic Needs	Create a committee to develop PBIS behavior interventions and create a schedule of trainings on all three levels of the program.				

KENNEDY MIDDLE SCHOOL
Rockford Public Schools 205
5 Year Timeline of Activities

"PREPARE"	"ENCOURAGE"	"ASSIST"	"EXPECT"	"ENSURE"
Year 1: Planning and Implementation Preparation	Year 2: Implementation	Year 3: Implementation	Year 4: Implementation	Year 5: Sustainability
<p>Create a committee to design and implement a school-within-a-school program. The committee will address: recommendation qualifications, academic and social-emotional curriculum within the program, designing job descriptions for the teachers staffing the program, creating criteria for earning out of the program, and outlining a transition plan for students returning back to the classroom.</p> <p>Leadership Team will research and investigate social and emotional supports such as No-Nonsense Nurturer and/or other programs, to determine relevance and impact in our environment.</p> <p>Explore high-interest elective offering during or outside the school day. Distribute student surveys to determine high-interest topics. Create a list of staff interests and talents to be utilized in potential offerings. Plan for the pilot of one high-interest offering during or outside the school day by Fall of 2016.</p>	<p>Implement the school-within-a-school program; evaluate at the end of Year 2 and modify as necessary.</p> <p>Pilot one high-interest offering during or outside the school day by Fall of 2016.</p>	<p>Implement the strategies based upon the previous year; re-evaluate strategies and plan modifications for next year.</p> <p>Implement offerings; assess previous year and make improvements.</p>	<p>Implement the strategies based upon the previous year; re-evaluate strategies and plan modifications for next year.</p> <p>Implement offerings; assess previous year and make improvements.</p>	<p>Implement the strategies based upon the previous year; re-evaluate strategies and plan modifications for next year. Assess the need and sustainability of the program beyond Year 5.</p> <p>Implement offerings; assess previous year and make improvements. Finalize plans for sustaining offerings.</p>
<p>Create a student leadership team to give input on building issues. Create a list of expectations and qualifications to be on the team. Create an application for the beginning of 2016 school year.</p> <p>Explore and implement ways to include interventions for social and emotional needs within our daily schedule, and for students returning from OSS.</p>	<p>Student leadership team will be created after all applicants are reviewed. Leadership team will meet once a month beginning in the fall of 2016. Re-evaluation of the team will be annually in the spring. Modifications will be made as needed.</p> <p>Compile research on alternative schedules. Pilot at least two intervention groups by Fall 2016.</p>	<p>Student leadership team will be created after all applicants are reviewed. Leadership team will meet once a month beginning in the fall of 2017. Re-evaluation of the team will be annually in the spring. Modifications will be made as needed.</p> <p>Implement the strategies based upon the re-evaluations of year two. Re-evaluate strategies for interventions and plan modifications for next year.</p>	<p>Student leadership team will be created after all applicants are reviewed. Leadership team will meet once a month beginning in the fall of 2018. Re-evaluation of the team will be annually in the spring. Modifications will be made as needed.</p> <p>Implement the strategies based upon the re-evaluations of year two. Re-evaluate strategies for interventions and plan modifications for next year.</p>	<p>Student leadership team will be created after all applicants are reviewed. Leadership team will meet once a month beginning in the fall of 2019. Re-evaluation of the team will be annually in the spring. Modifications will be made as needed.</p> <p>Re-assess strategies and interventions. Implement strategies based upon re-assessment.</p>

Student Engagement

KENNEDY MIDDLE SCHOOL
Rockford Public Schools 205
5 Year Timeline of Activities

"PREPARE"	"ENCOURAGE"	"ASSIST"	"EXPECT"	"ENSURE"
Year 1: Planning and Implementation Preparation	Year 2: Implementation	Year 3: Implementation	Year 4: Implementation	Year 5: Sustainability
Research and schedule incentives and awards for students (free/cost effective), possibly including field trips or other engaging educational activities, based on behavior, attendance, and/or academics.	Evaluate cost and effectiveness of incentives, awards, and re-evaluate if there was an improvement in parent involvement. Modify where necessary.	Evaluate cost and effectiveness of incentives, awards, and re-evaluate if there was an improvement in parent involvement. Modify where necessary.	Evaluate cost and effectiveness of incentives, awards, and re-evaluate if there was an improvement in parent involvement. Modify where necessary. Research and reach out to community partners to continue sustainability of programs, based on the data to achieve buy-in.	Begin sustainability of programs using community partners based on data.
Develop a working, involved, and diverse PTO in order to foster a partnership between parents and the school. Develop a staff committee to help implement.	The outreach coordinator will recruit parents at the beginning of the year to run the PTO and facilitate in increasing the parent roles within the PTO	The outreach coordinator will continue recruiting of parents and partner with a parent to begin passing over recruiting roles to the hands of the parents.	The outreach coordinator will continue recruiting of parents and partner with a parent to continue passing over recruiting roles to the hands of the parents.	The outreach coordinator will continue recruiting of parents and partner with a parent to pass over recruiting roles to the hands of the parents. By the end of year 5 parents will sustain the recruiting.
Develop monthly parent and community opportunities and events, including Saturday field trips, dinners/awards, and other celebration events. Implement calendar of events.	Carry out and modify calendar based on last year's attendance of events and parent support of events for continuation in the following years.	Carry out and modify calendar based on last year's attendance of events and parent support of events for continuation in the following years.	Carry out and modify calendar based on last year's attendance of events and parent support of events for continuation in the following years. Begin strategies for community partners to continue implementation beyond year 5.	Begin sustainability of programs using community partners based on data.
Continue partnerships with Auburn's school based health center, Alignment Rockford, Park District, Rosecrance, Washington Park, and Northwest Community Center				
Explore ways to include interventions for social and emotional needs within our daily schedule, with support from CEC	Maximize advisory time at the beginning of each day. Train staff to properly implement interventions for social and emotional needs. Pilot at least two intervention groups by Fall of 2016.	Assist and encourage full compliance of interventions. Evaluate data from year two and make adjustments based upon data.	Re-assess strategies and interventions. Implement strategies based upon re-assessment.	Re-assess strategies and interventions. Implement strategies based upon re-assessment.
Family and Community Engagement				
Family and Community Engagement (FACE)	Research and schedule parent education opportunities and/or events based upon ongoing needs.	Engage parents in education opportunities and events.	Engage parents in education opportunities and events.	Engage parents in education opportunities and events. Continue looking for community partners who will assist in educational opportunities and events to sustain after year 5.

KENNEDY MIDDLE SCHOOL
Rockford Public Schools 205
5 Year Timeline of Activities

	"PREPARE"	"ENCOURAGE"	"ASSIST"	"EXPECT"	"ENSURE"
	Year 1: Planning and Implementation Preparation	Year 2: Implementation	Year 3: Implementation	Year 4: Implementation	Year 5: Sustainability
	Schedule monthly parent education opportunities and/or events based upon ongoing needs, such as GED supports, English language assistance, or providing a space for parents to have computer access. Distribute survey to parents developing a highest area of need.	Distribute student surveys to determine parent high-interest needs. Develop a report including a proposed schedule and available spaces. Engage parents with education opportunities and events.	Adjust schedule and available space dependent upon the re-evaluation of year two usage data. Encourage parents to engage with services.	Encourage and assist staff with strategies. Re-assess strategies and interventions. Implement strategies based upon re-assessment.	Encourage and assist staff with strategies. Re-assess strategies and interventions. Implement strategies based upon re-assessment.
	Develop bus and/or child care opportunities for families during school and community-outreach events.	Create bus routes and schedules for school and community outreach events.	Adjust schedule and available space dependent upon the re-evaluation of year two usage data. Encourage parents to engage with services.	Encourage and assist staff with strategies. Re-assess strategies and interventions. Implement strategies based upon re-assessment.	Re-assess strategies and interventions. Implement strategies based upon re-assessment.
	Use PLC Teams and weekly collaborative PLC meetings to analyze student achievement data, discuss best practice research, share resources, and illustrate how a commitment to learning is displayed.	Execute agendas, minutes, and attendance at PLC Team meetings. Analyze achievement of all SMART goals. Display and utilize a staff created definition of commitment to learning for all, by fall 2016.	Implement the strategies based upon the re-evaluations of year two. Re-evaluate strategies for interventions and plan modifications for next year.	High level of execution throughout the building. Re-evaluate strategies for interventions and plan modifications for next year.	Encourage and assist staff with strategies. Re-assess strategies and interventions. Implement strategies based upon re-assessment.
	Introduce and research cultural competencies for staff, with support from CEC, to identify and promote understandings of the needs of an ethnically and culturally diverse student body in order to increase student engagement. Re-examine existing resources. Select a committee of staff to help implement.	CEC will provide training with cultural competencies for staff to identify and promote understandings of the needs of an ethnically and culturally diverse student body in order to increase student engagement.	Evaluate the effectiveness of training. Re-evaluate strategies for interventions and plan modifications for next year.	High level of execution throughout the building. Re-evaluate strategies for interventions and plan modifications for next year.	Encourage and assist staff with strategies. Re-assess strategies and interventions. Implement strategies based upon re-assessment.
	Hire Outreach Coordinator position, who will assist students and families to address social and emotional barriers to improve student academic and behavioral outcomes. Select a committee of teachers to support position.	Re-evaluate position based on increased parent involvement. Teach staff members cultural understanding and diversity of our students. Create a list of community members to present to the students regarding behavior and success of education. Schedule 3-5 events per school year.	Re-evaluate position based on increased parent involvement. Teach staff members cultural understanding and diversity of our students. Schedule 3-5 events per school year.	Re-evaluate position based on increased parent involvement. Teach staff members cultural understanding and diversity of our students. Schedule 2-4 events per year.	Encourage and assist staff with strategies. Re-assess strategies and interventions. Implement strategies based upon re-assessment.
Leadership	Create a plan to provide principal training and coaching on time analysis. Create a plan for leadership coaching with CEC.	Revise and implement plans.	Continue implementing plans; revise as necessary.	Continue implementing plans; revise as necessary.	Continue implementing plans; revise as necessary.
Principal Capacity Building					

KENNEDY MIDDLE SCHOOL
Rockford Public Schools 205
5 Year Timeline of Activities

	"PREPARE"	"ENCOURAGE"	"ASSIST"	"EXPECT"	"ENSURE"
	Year 1: Planning and Implementation Preparation	Year 2: Implementation	Year 3: Implementation	Year 4: Implementation	Year 5: Sustainability
Evaluation and Instructional Improvement Systems	Use existing RPS Evaluation System, based on the Danielson Framework, for all teacher evaluations, including measures of student growth. CEC to support fidelity of implementation. Develop a plan for administrator and teacher leaders to use informal walkthroughs to support instructional growth to drive the need for professional development.	Provide ongoing professional development for full implementation of Danielson Framework.	Provide ongoing professional development for full implementation of Danielson Framework.	Provide ongoing professional development for full implementation of Danielson Framework.	Provide ongoing professional development for full implementation of Danielson Framework.
Leadership Structures for Teaching and Learning	Form Leadership Team, with Support of CEC. Revise school-wide mission and vision. Devise a plan to oversee all school improvement initiatives and monitor PLC teams. Develop a plan aligned to the school improvement plan (SIP) for job-embedded PD with a PLC team focus	Implement school-wide mission and vision statements. Implement plan to oversee school improvement initiatives and PLC teams. Develop a checklist for monitoring initiatives and PLCs.	Reassess, revise, and continue plan. Leadership Team begins using the checklist to monitor. Revise checklist as needed.	Continue using the checklist to monitor. Revise checklist as needed.	Re-visit school-wide mission and vision statements for alignment.
School Structures	Create a logistics committee to restructure daily bell schedule, assess building design, organize team placement, and develop master schedule including bimonthly early-release days. Add time to the teacher school day to allow for mentoring, coaching, professional development, PLC time, and/or parent contact time. Finish implementation of team design for 6th Grade.	Pilot new daily bell schedule; revise as necessary. Pilot new building design with teams in close proximity to each other. Implement new master schedule, adhering to class size requirements. Begin early-release days for teacher collaboration and training. Use added time to the teacher school day for mentoring, coaching, professional development, PLC time, and/or parent contact time. Implement team design for 6th Grade, 7th Grade, and 8th Grade.	Implement daily bell schedule. Implement new building design with teams in close proximity to each other. Evaluate and revise master schedule as necessary. Continue early-release days for teacher collaboration and training. Use added time to the teacher school day for mentoring, coaching, professional development, PLC time, and/or parent contact time. Reallocate some of that time to student core instructional time Implement team design for 6th Grade, 7th Grade, and 8th Grade.	Refine and continue implementation Revise daily bell schedule as necessary. Revise building design as necessary. Evaluate and revise master schedule as necessary. Continue early-release days for teacher collaboration and training. Re-evaluate the need for continuing early-release days. Use added time to the teacher school day for mentoring, coaching, professional development, PLC time, and/or parent contact time. Reallocate some of that time to student core instructional time Implement team design for 6th Grade, 7th Grade, and 8th Grade.	Refine and continue implementation Revise daily bell schedule as necessary. Revise building design as necessary. Evaluate and revise master schedule as necessary. Continue early-release days for teacher collaboration and training. Continue as in previous year but time will no longer be used for professional development. Implement team design for 6th Grade, 7th Grade, and 8th Grade.

KENNEDY MIDDLE SCHOOL
Rockford Public Schools 205
5 Year Timeline of Activities

	"PREPARE"	"ENCOURAGE"	"ASSIST"	"EXPECT"	"ENSURE"
	Year 1: Planning and Implementation Preparation	Year 2: Implementation	Year 3: Implementation	Year 4: Implementation	Year 5: Sustainability
Data-responsive solutions	Investigate capping all classes at a maximum student enrollment of 25.				
	Investigate programs for flexible, data-responsive solutions to staffing for additional certified staff and support staff.	Continue to investigate programs for flexible, data-responsive solutions to staffing for additional certified staff and support staff.	Implement a program for flexible, data-responsive solutions to staffing for additional certified staff and support staff.	Continue to implement a program for flexible, data-responsive solutions to staffing for additional certified staff and support staff.	Continue to implement a program for flexible, data-responsive solutions to staffing for additional certified staff and support staff.
	Create a guideline for hiring and voluntary transfer of staff.	Implement the plan.	Evaluate and revise guideline.	Evaluate and revise guideline.	Evaluate and revise plan as needed. Evaluate for sustainability.
	Create a plan for compensation to attract and retain staff with the skills necessary to meet the needs of our students.	Implement the plan.	Evaluate and revise plan as needed.	Evaluate and revise plan as needed.	Evaluate and revise plan as needed. Evaluate for sustainability.
	Create a plan to hire a pool of in-house permanent substitute teachers.	Implement the plan.	Evaluate and revise plan as needed.	Evaluate and revise plan as needed.	Evaluate and revise plan as needed. Evaluate for sustainability.
Staffing	Leadership Team will develop job descriptions for Data Coach, Outreach Coordinator, Behavior Specialist, and Teacher Mentor, and recruit and hire for those positions.	New positions implemented with ongoing professional development and re-evaluation of job descriptions as needed.	New positions implemented with ongoing professional development and re-evaluation of job descriptions as needed.	New positions implemented with ongoing professional development and re-evaluation of job descriptions as needed.	New positions implemented with ongoing professional development and re-evaluation of job descriptions as needed.

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Rockford Public Schools #205	REGION, COUNTY, DISTRICT, TYPE CODE Wineburg	NAME OF SCHOOL Kennedy Middle School
DATE OF MEETING 3/26/15	LOCATION OF MEETING Room 120 KMS	
PURPOSE OF MEETING SIG Grant Introduction		

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Susan Baumgartner	Math Ed. Leader	KMS	Susan Baumgartner	3/26/15
Bill Sparacino	Teacher	KMS	Bill Sparacino	3/26/15
Ann Liaccio	Teacher	KMS	Ann Liaccio	3/26/15
John Ebers	SPED Teacher	KMS	John Ebers	3/26/15
Kelly Mossop	Teacher	KMS	Kelly Mossop	3/26/15
Debra Gnanadi	LEA	LEA	Debra Gnanadi	3-26-15
Marian Jones	LEA	KMS	Marian Jones	3-26-15

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

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DISTRICT NAME AND NUMBER <u>Rockford Public Schools #205</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>Winnebago</u>	NAME OF SCHOOL <u>Kennedy M.S.</u>
DATE OF MEETING <u>4/9/2015</u>	LOCATION OF MEETING <u>Kennedy Auditorium</u>	



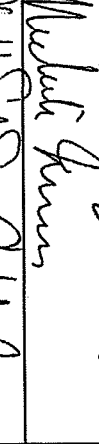


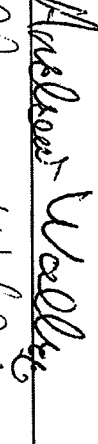
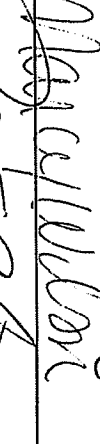
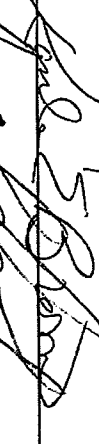




PURPOSE OF MEETING
Consider SIG Grant

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Mike Davis	Teacher	Kennedy Middle School	Mike Davis	4-9-15
Marian Jones	Teacher	Kennedy Middle	Marian Jones	4-9-15
Ann Ciaccio	Teacher	Kennedy	Ann Ciaccio	4-9-15
Chris Taylor	SEEd Admin.	KMS	Chris Taylor	4-9-15
Angela Young	School Psychologist	KMS	Angela Young	4-9-15
Aime Johnson	Teacher	KMS	Aime Johnson	4-9-15
Lloyd Roberts	Teacher	KMS	Lloyd Roberts	4/9/15
Carmy Wilson	School nurse	KMS	Carmy Wilson	4/9/15
Kelly Mossop	Teacher	KMS	Kelly Mossop	4/9/15

FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation

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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	NAME OF SCHOOL
Rockford Public Schools #205	Winnebago	Kennedy Middle School
DATE OF MEETING	4/9/2015	LOCATION OF MEETING
Kennedy Auditorium		
PURPOSE OF MEETING	Consider SIG Grant	

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Dominique Smith	Teacher	KMS		4-9-15
Emily Greenwood	Teacher	KMS		4-9-15
Michelle Lundin	Teacher	KMS		4/9/15
Chelsea Spiveille-Blumson	Teacher	KMS		4-9-15
Don Schroeder	Teacher	KMS		4-9-15
Andrew Wallace	Teacher	KMS		4-9-15
Marcy Wilson	Teacher	KMS		4-9-15
Ronda Brown	Teacher	KMS		4-5-15
	Teacher	KMS		4-9-15
	Curriculum	KMS		4/9/15

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FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation

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DISTRICT NAME AND NUMBER

Rockford Public Schools #205

REGION, COUNTY, DISTRICT, TYPE CODE

Winnebago

NAME OF SCHOOL

Kennedy Middle School

DATE OF MEETING

4/9/15

LOCATION OF MEETING

Kennedy Auditorium

PURPOSE OF MEETING

Consider SIG Grant

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Suzanne Delgado	Teacher	KMS	Suzanne Delgado	4-9-15
Bill Sparacino	Teacher	KHS	Bill Sparacino	4-9-15
Loreli Cluender	Teacher	KMS	[Signature]	4-9-15
Theresa Bartsch	Teacher	KMS	[Signature]	4-9-15
Kye Gaffey	Teacher	KMS	K. Gaffey	4-9-15
Shandra Kuykendall	Teacher	KMS	Shandra Kuykendall	4-9-15
Michael Padron	Teacher	KMS	Michael A. Padron	4-19-15
Gusca Megan-Jacobson	Counselor	KMS	Gusca Megan-Jacobson	4-19-15
[Signature]	Teacher	KMS	[Signature]	4-19-15
Mance Basano	Teacher	KMS	Mance Basano	4-19-15

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FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation

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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	NAME OF SCHOOL
Rockford Public Schools #205	Winnebago	Kennedy Middle School
DATE OF MEETING 4/9/2015	LOCATION OF MEETING Kennedy Auditorium	
PURPOSE OF MEETING Consider SIG Grant		

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Shante King	teacher	Kennedy	<i>Shante King</i>
Jennifer Fuller	teacher	Kennedy	<i>Jennifer Fuller</i>
TJ Zamboni	teacher	Kennedy	<i>TJ Zamboni</i>
Larry King	teacher	Kennedy	<i>Larry King</i>
Ben Epperson	teacher	Kennedy	<i>Ben Epperson</i>
Andy Blume	teacher	Kennedy	<i>Andy Blume</i>
William Brown	Teacher	Kennedy	<i>William Brown</i>
Chris Hall	Teacher	Kennedy	<i>Chris Hall</i>
Steve	Collaboration	Kennedy	<i>Steve</i>
Jonathan Loggins	Teacher	Kennedy	<i>Jonathan Loggins</i>

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FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation

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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	NAME OF SCHOOL
Rockford Public Schools #205	Winnebago	Kennedy Middle School
DATE OF MEETING 4/9/2015	LOCATION OF MEETING Kennedy Auditorium	
PURPOSE OF MEETING Consider SIG Grant		

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Donna Penni	teacher	Kennedy	Donna Penni	4-9-15
Carol North	Speed Teacher	Kennedy	Carol North	4-9-15
Alfreda Johnson	Teacher	Kennedy	Alfreda Johnson	4-9-15
Wendy Barrett	Teacher	Kennedy	Wendy Barrett	04092015
Mark Jones	Social Worker	KMS	Mark Jones	4-9-15
Sarah Craig	Teacher	KMS	Sarah Craig	4-9-15
Trisha Singer	Teacher	KMS	Trisha Singer	4-9-15
Bernethi Richardson	Principal	KMS	Bernethi Richardson	4-9-15
Bruna Wby	AP	KMS	Bruna Wby	4-9-15
Susan Bongarden	Math Ed. Leader	KMS	Susan Bongarden	4-9-15

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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	NAME OF SCHOOL
Rockford Public Schools #205	Winnebago	Kennedy Middle School
DATE OF MEETING		LOCATION OF MEETING
4/9/2015		Kennedy Auditorium
PURPOSE OF MEETING		
Consider SIG Grant		

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**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

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DISTRICT NAME AND NUMBER

RS 205

REGION, COUNTY, DISTRICT, TYPE CODE

Winnebago

NAME OF SCHOOL

Kennedy Middle School

DATE OF MEETING

4/16/15

LOCATION OF MEETING

RM 5 Room 114

PURPOSE OF MEETING

Grant Application Pre Needs Assessment

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Billi Sparacino	Teacher	Kennedy	Billi Sparacino	4/16/15
Bernethi Richards	Principal	Administration	Bernethi Richards	4/16/15
Alma Curren	Teacher	Kennedy	Alma Curren	4/16/15
Ronda Brown	Teacher	RSN	Ronda Brown	4-16-15
John Ebers	SPEL teacher	Kennedy	John Ebers	4-16-15
Kelly Mossop	Teacher	Kennedy	Kelly Mossop	4/16/15
Susan Boonsgarden	MEL	Kennedy	Susan Boonsgarden	4/16/15

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FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation

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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	NAME OF SCHOOL
KPS 205	Winnemac	Kennedy Middle School
DATE OF MEETING	4/21/15	LOCATION OF MEETING
PURPOSE OF MEETING	Grant Application Pre Needs Assessment	KMS Room 114

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Laura Schulte	music teacher	Kennedy	<i>[Signature]</i>	4/21/15
John Elbers	SPEL teacher	Kennedy	<i>[Signature]</i>	4/21/15
Ronda Brown	REA	Kennedy	<i>[Signature]</i>	4/21/15
Marian Jones	REA	Kennedy	<i>[Signature]</i>	4/21/15
Renneth Richardson	Principal	"	<i>[Signature]</i>	4/21/15
Debra Nally	Asst. Principal	Kennedy	<i>[Signature]</i>	4-21-15
Chris Taylor	School Admin	Kennedy	<i>[Signature]</i>	4-21-15
Bill Sparacino	teacher	Kennedy	<i>[Signature]</i>	4-21-15
Aime Ciaccio	teacher	Kennedy	<i>[Signature]</i>	4-21-15
Susan Bomgardner	MEI	Kennedy	<i>[Signature]</i>	4-21-15

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FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation

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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	NAME OF SCHOOL		
KPS 205	Winnebago	Kennedy Middle School		
DATE OF MEETING	4/22/15	Room 114		
PURPOSE OF MEETING Grant Application Pre Needs Assessment				
PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Kelly Mossop	Teacher	Kennedy	Kelly Mossop	4/22/15
Ann Ciaccio	Teacher	Kennedy	Ann Ciaccio	4/22/15
Ronda Brown	ESA	"	Ronda Brown	4/25/15
John Elbert	STED Teach	Kennedy	John Elbert	4/22/15
Anna Schulz	Teacher	Kennedy	Anna Schulz	4/22/15
Bill Sparacino	Teacher	Kennedy	Bill Sparacino	4/22/15
Susan Boomgard	Teacher	Kennedy	Susan Boomgard	4/22/15

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FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	NAME OF SCHOOL		
RP5205	Wineburg	Kennedy Middle School		
DATE OF MEETING 4/24/15	LOCATION OF MEETING RMS Room 119			
PURPOSE OF MEETING Grant Application Pre Needs Assessment				
PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Susan Bongarden	MEL	Kennedy	Susan Bongarden	4/24/15
Bill Sparacino	TEACHER	Kennedy	Bill Sparacino	4/24/15
Ronda Brown	PCA	"	Ronda Brown	4/24/15
Reneeth Richardson	Principal	"	Reneeth Richardson	4/24/15
Chris Taylor	SEA Admin	Kennedy	Chris Taylor	4/24/15
Debra May	Admin	Kennedy	Debra May	4-24-15
Anne Cicci	Teacher	Kennedy	Anne Cicci	4-24-15
Jackie	SPEL teacher	Kennedy	Jackie	4-24-15

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

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DISTRICT NAME AND NUMBER
Rockford Public Schools District 205

REGION, COUNTY, DISTRICT, TYPE CODE
04-101-2050-25-0000

NAME OF SCHOOL
Kennedy Middle School

DATE OF MEETING
5/11/15

LOCATION OF MEETING
KMS Room 114

PURPOSE OF MEETING
Grant Application PreNeeds Assessment

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Susan Bongarden	MEC	KMS	Susan Bongarden	5/11/15
Laura Schulz	Teacher	KMS	Laura Schulz	5/11/15
Billi Sparacino	TEACHER	KMS	Billi Sparacino	5/11/15
Ronda Brown	teacher/RELA	KMS	Ronda Brown	5/11/15
Marian Jones	Teacher/RELA	KMS	Marian Jones	5/11/15

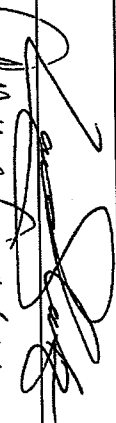




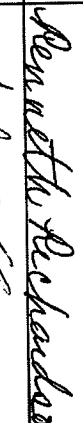
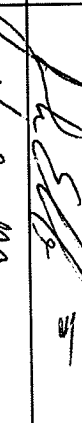

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

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DISTRICT NAME AND NUMBER Rockford Public Schools District 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	NAME OF SCHOOL Kennedy Middle School
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DATE OF MEETING 5/5/15	LOCATION OF MEETING KMS Room 114
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PURPOSE OF MEETING Grant Application

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Aura Scholz	Teacher	Kennedy		5-5-15
Ann. Ciaccio	Teacher	"		5-5-15
Billi Sparacens	TEACHER	KMS		5-5-15
Susan Boemgarden	MEL	KMS		5-5-15
Randa Brown	teacher/RA	KMS		5-5-15
Benneth Richards	Principal	KMS		5-5-15
John Elbers	SFT/teacher	KMS		5-5-15
Kelly Messop	teacher	KMS		5-5-15

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**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	NAME OF SCHOOL
Rockford Public Schools District 205	04-101-2050-25-0000	Kennedy Middle School

DATE OF MEETING	LOCATION OF MEETING
5/7/2015	KMS Room 114

PURPOSE OF MEETING
Grant Application

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Susan Brongarden	MEL	KMS	Susan Brongarden	5/7/15
Mrs. Cicco	teacher	KMS	Mrs. Cicco	5/7/15
Bill Spawina	teacher	KMS	Bill Spawina	5/7/15
Ronda Brown	teacher/ESA	KMS	Ronda Brown	5/7/15
Kelly Mossop	teacher	KMS	Kelly Mossop	5/7/15
John Elbers	SPEED teacher	KMS	John Elbers	5/7/15
Gary Fries	Dad	KMS	Gary Fries	5/7/15

ILLINOIS STATE BOARD OF EDUCATION
System of Support and District Intervention Division
100 North First Street, N-242
Springfield, IL 62777-0001

FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Rockford Public Schools District #303</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>04-01-2050-25-0000</u>	NAME OF SCHOOL <u>Kennedy Middle School</u>
DATE OF MEETING <u>5/11/15</u>	LOCATION OF MEETING <u>KMS Room 114</u>	

PURPOSE OF MEETING
Review data and survey results

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Bill Sparreind	TEACHER	Kennedy	Bill Sparreind	5/11/15
Ann Ciaccio	Teacher	" "	Ann Ciaccio	5/11/15
John Elbers	STELL teacher	Kennedy	John Elbers	5/11/15
Lyns Tyecon	SPIO Admin	Kennedy	Lyns Tyecon	5-11-15
Kenneth Richardson	Principal	Kennedy	Kenneth Richardson	5-11-15
Debra Novy	Eng. Asst. Rm.	Kennedy	Debra Novy	5-11-15
Susan Bromgarder	MEL	Kennedy	Susan Bromgarder	5-11-15
Greg Fyles	Dad	KMS	Greg Fyles	5-11-15

ILLINOIS STATE BOARD OF EDUCATION
System of Support and District Intervention Division
100 North First Street, N-242
Springfield, IL 62777-0001

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Rockford Public Schools District 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	NAME OF SCHOOL Kennedy Middle School
DATE OF MEETING 05/13/2015	LOCATION OF MEETING Library at 520 N. Pierpont Ave., Rockford, IL	

PURPOSE OF MEETING
Discussion of data analysis, surveys, and consensus

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Bill Sparacino	TEACHER	KMS	Bill Sparacino	5/13/15
Ronda Brown	teacher/LEA	KMS	Ronda Brown	5/13/15
Marian Jones	Teacher/LEA	KMS	Marian Jones	5/13/15
John Elbers	SPEL teacher	KMS	John Elbers	5/13/15
Clayton	SPEL Admin	KMS	Clayton	5-13-15
Kelly Mossop	teacher	KMS	Kelly Mossop	5-13-15
Debra Novy	6th AP	KMS	Debra Novy	5-13-15
Reneeth Richardson	Principal	KMS	Reneeth Richardson	5-13-15
Susan Brongardien	MEL	KMS	Susan Brongardien	5-13-15

ILLINOIS STATE BOARD OF EDUCATION
System of Support and District Intervention Division
100 North First Street, N-242
Springfield, IL 62777-0001

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**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Rookford Public Schools District 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	NAME OF SCHOOL Kennedy Middle School
DATE OF MEETING 5/18/2015	LOCATION OF MEETING Room 114	

PURPOSE OF MEETING
Selection of Specific Model

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Bill Sparacino	TEACHER	KMS	Bill Sparacino	5/18/15
Debra Namy	6 th grade AP	KMS	Debra Namy	5-18-15
Martina Jones	Teacher/REA	KMS	Martina Jones	5-18-15
Ronda Brown	teacher/REA	KMS	Ronda Brown	5-18-15
Susan Bomgarden	MEL	KMS	Susan Bomgarden	5/18/15
Greg Mills	Dad	KMS	Greg Mills	5/18/15
Kenneth Richardson	Principal	KMS	Kenneth Richardson	5/18/15

ILLINOIS STATE BOARD OF EDUCATION
System of Support and District Intervention Division
100 North First Street, N-242
Springfield, IL 62777-0001

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Rockford Public Schools District 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	NAME OF SCHOOL Kennedy Middle School
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DATE OF MEETING 5/19/15	LOCATION OF MEETING Room 114
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PURPOSE OF MEETING
Brainstorming Plan Ideas

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
MARIAN JONES	Teacher / RETA	KMS	Marian Jones
Pamela Brown	Teacher / RETA	KMS	Pamela Brown
Debra Newby	6 th grade AP	KMS	Debra Newby
Kenneth Richardson	Principal	KMS	Kenneth Richardson
Bill Sparreino	Teacher	KMS	Bill Sparreino
Susan Bromgard	MEL	KMS	Susan Bromgard
Ann Ciaccio	Teacher	KMS	Ann Ciaccio
John Elbers	STED teacher	KMS	John Elbers
Ronnel Bryant	AP	KMS	Ronnel Bryant
Brenda Delaney	AP	KMS	Brenda Delaney

ILLINOIS STATE BOARD OF EDUCATION
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100 North First Street, N-242
Springfield, IL 62777-0001

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Rockford Public Schools District 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	NAME OF SCHOOL Kennedy Middle School
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DATE OF MEETING 5/20/15	LOCATION OF MEETING KMS Room 114
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PURPOSE OF MEETING
Reviewing Plan Ideas

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Ronda Brown	teacher/RESA	KMS	Ronda Brown	5-20-15
Bernethi Richardson	Principal	KMS	Bernethi Richardson	5-20-15
Anne Ciacio	teacher	KMS	Anne Ciacio	5-20-15
John Elbers	SPEP teacher	KMS	John Elbers	5-20-15
Daniel Westman	Asst. Supt	LEA	Daniel Westman	5-20-15
Susan Bromgard	MEL	KMS	Susan Bromgard	5-20-15
Marian Jones	teacher/REH	KMS	Marian Jones	5-20-15
Greg Miles	Dad	KMS	Greg Miles	5-20-15

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete this form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DATE OF MEETING	LOCATION OF MEETING
5/22/15	KMS Room 114

Reorganize Ideas

ISBE 43-45 FY16 SIG Pre-Application Needs Assessment (3/15)

ILLINOIS STATE BOARD OF EDUCATION
System of Support and District Intervention Division
100 North First Street, N-242
Springfield, IL 62777-0001

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FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER
Rockford Public Schools District 205

REGION, COUNTY, DISTRICT, TYPE CODE
04-101-2050-25-0000

NAME OF SCHOOL
Kennedy Middle School

DATE OF MEETING
5/26/15

LOCATION OF MEETING
Room 114 KMS

PURPOSE OF MEETING
Pre Needs Assessment

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Ronda Brown	teacher/PSA	KMS	Ronda Brown	5-26-15
Ben Epperson	teacher	KMS	Ben Epperson	5/26/15
John Elbers	SPEL teacher	KMS	John Elbers	5/26/15
Anne Liaccio	teacher	KMS	Anne Liaccio	5/26/15
Nancy Wilson	teacher	KMS	Nancy Wilson	5-26-15
Bernethi Richardson	Principal	KMS	Bernethi Richardson	5/26/15
Debra Adams	SPEL Admin	KMS	Debra Adams	5-26-15
Susan Bangarden	MEL	KMS	Susan Bangarden	5/26/15

ILLINOIS STATE BOARD OF EDUCATION
System of Support and District Intervention Division
100 North First Street, N-242
Springfield, IL 62777-0001

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Rockford Public Schools District 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	NAME OF SCHOOL Kennedy Middle School
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DATE OF MEETING 5/27/15	LOCATION OF MEETING Room 114 KMS
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PURPOSE OF MEETING
Pre Needs Assessment

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Ben Epperson	teacher	PEA	<i>Ben Epperson</i>	5/27/15
Don Elbers	SPEL teacher	Kennedy	Don Elbers	5/27/15
Anne Ciaccio	teacher	KMS	<i>Anne Ciaccio</i>	5/27/15
Nancy Wilson	teacher	KMS	<i>Nancy Wilson</i>	5/27/15
Jelly Mossop	teacher	KMS	<i>Jelly Mossop</i>	5/27/15
Bill Spacino	teacher	KMS	<i>Bill Spacino</i>	5/27/15
Susan Bomgardner	MEL	KMS	<i>Susan Bomgardner</i>	5/27/15
Ronda Brown	teacher/PSA	KMS	<i>Ronda Brown</i>	5/27/15
Kenneth Richardson	Principal	KMS	<i>Kenneth Richardson</i>	5/27/15

ILLINOIS STATE BOARD OF EDUCATION
System of Support and District Intervention Division
100 North First Street, N-242
Springfield, IL 62777-0001

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

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DISTRICT NAME AND NUMBER Rockford Public Schools District 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	NAME OF SCHOOL Kennedy Middle School
DATE OF MEETING May 28, 2015	LOCATION OF MEETING Library at West on Rockton	

PURPOSE OF MEETING
Pre-Needs Assessment and next steps discussion

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Susan Baumgardner	MEL	KMS	<i>Susan Baumgardner</i>	5/28/15
Heidi Bethman	Admin.	Curriculum	<i>Heidi Bethman</i>	5/28/15
Ben Epperson	teacher	PEA / KMS	<i>Ben Epperson</i>	5/28/15
Sohn E/brs	SPEO teacher	Kennedy	<i>Sohn E/brs</i>	5/28/15
Kenneth Richardson	Principal	KMS	<i>Kenneth Richardson</i>	5/28/15
Debra Nivig	6th AP	KMS	<i>Debra Nivig</i>	5-28-15

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

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DISTRICT NAME AND NUMBER Rockford Public Schools District 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	NAME OF SCHOOL Kennedy Middle School
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DATE OF MEETING 6/2/2015	LOCATION OF MEETING Room 114 KMS
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PURPOSE OF MEETING: Finalize PNAs and initial Application concepts.

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Lavis Wolfe	Ex Dir, I & I	RS2005	Dr. Lavis Wolfe	6-2-15
Susan Bongarden	MEL	KMS	Susan Bongarden	6-2-15
Ben Epperson	teacher	KMS	Ben Epperson	6/2/15
Ronda Brown	teacher/REA	KMS	Ronda Brown	6/2/15
Bill Sparacino	TEACHER	KMS	Bill Sparacino	6/2/15
Kenneth Richardson	Principal	KMS	Kenneth Richardson	6/2/15
Marian Jones	Teacher/REA	KMS/REA	Marian Jones	6/2/15
Marcy Wilson	Teacher	KMS	Marcy Wilson	6/2/15
Chris Taylor	Sp Ed Admin	KMS	Chris Taylor	6-2-15
Debra Nally	AP 6th	KMS	Debra Nally	6-2-15

FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation

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DISTRICT NAME AND NUMBER
Rockford Public Schools District 205

REGION, COUNTY, DISTRICT, TYPE CODE
04-101-2050-25-0000

NAME OF SCHOOL
Kennedy Middle School

DATE OF MEETING
6/2/15

LOCATION OF MEETING
KMS Km 114

PURPOSE OF MEETING
Finalize PNA and Initial Application Concepts

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Susan Baumgardner	MEL	KMS	Susan Baumgardner
Benneth Richardson	Principal	KMS	Benneth Richardson
Chris Taylor	Ad Spec	KMS	Chris Taylor
Debra Nix	AP Co-tn	KMS	Debra Nix
Dan Westman	Asst. Supt	ADMIN	Dan Westman
Bill Sparacino	TEACHER	KMS	Bill Sparacino
Marcy Wilism	Teacher	KMS	Marcy Wilism
Marian Jones	Teacher/MTA	KMS	Marian Jones
Kenda Brown	Teacher	KMS	Kenda Brown
Ben Epperson	Teacher	KMS	Ben Epperson

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

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DISTRICT NAME AND NUMBER
Rockford Public Schools District 205

REGION, COUNTY, DISTRICT, TYPE CODE
04-101-2050-25-0000

NAME OF SCHOOL
Kennedy Middle School

DATE OF MEETING
6/5/15

LOCATION OF MEETING
Kennedy Middle School

PURPOSE OF MEETING
SIG Planning

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Monique McElwain	Director of Grants	Admin	Monique McElwain	6/5/15
Bill Sparacino	TEACHER	KMS	Bill Sparacino	6/5/15
Susan Bongarden	MEL	KMS	Susan Bongarden	6/5/15
Ben Epperson	teacher	KMS	Ben Epperson	6/5/15
Ronda Brown	teacher/RET	KMS	Ronda Brown	6/5/15
Martina Jones	Teacher/KEA	KMS	Martina Jones	6/5/15
Mr Ciccio	teacher	KMS	Mr Ciccio	6/5/15
Mary Wilson	teacher	KMS	Mary Wilson	6/5/15
Debra Noy	AP 6th gr.	KMS	Debra Noy	6-5-15
John Elkins	SPEL teacher	KMS	John Elkins	6-5-15

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	NAME OF SCHOOL
Rockford Public Schools District 205	04-101-2050-25-0000	Kennedy Middle School

6/5/15

LOCATION OF MEETING

OF MEETING
Kennedy Middle School Rm 1114

PURPOSE OF MEETING

SIG Planning

PARTICIPANTS

[illegible]

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

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DISTRICT NAME AND NUMBER Rockford Public Schools District 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	NAME OF SCHOOL Kennedy Middle School
DATE OF MEETING July 21, 2015	LOCATION OF MEETING Kennedy Middle School Rm 114	
PURPOSE OF MEETING Begin Work on Goals and Strategies		

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Susan Bomgardner	MEL	Kennedy	<i>Susan Bomgardner</i>	7/21/15
Luana Schulz	Teacher	Hewesey	<i>Luana Schulz</i>	7/21/15
John Elbers	SPEL teacher	Kennedy	<i>John Elbers</i>	7/21/15
Ben Epperson	teacher	Kennedy	<i>Ben Epperson</i>	7/21/15
Debra Nagy	AP	Kennedy	<i>Debra Nagy</i>	7-21-15
Bill Silvest	REL	Kennedy	<i>Bill Silvest</i>	7-21-15
Ronda Brown	teacher - R3A	Kennedy	<i>Ronda Brown</i>	7-21-15
PVID Ostrin	CEC / Consultant	CEC	<i>PVID Ostrin</i>	7-21-15
Wilson	teacher	Kennedy	<i>Marey Wilson</i>	7-21-15

FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER
Rockford Public Schools District 205

REGION, COUNTY, DISTRICT, TYPE CODE
04-101-2050-25-0000

NAME OF SCHOOL
Kennedy Middle School

DATE OF MEETING
8/10/15

LOCATION OF MEETING
Kennedy Middle School Rm 114

PURPOSE OF MEETING
Work on Goals and Strategies

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Susan Boengarden	MEL	KMS	Susan Boengarden	8/10/2015
Shonda Brown	teacher/PCA	KMS	Shonda Brown	8/10/15
Debra Noy	AP 6 th	KMS	Debra Noy	8/10/15
Ben Epperson	teacher	KMS	Ben Epperson	8/10/15
Christa Schulz	teacher	KMS	Christa Schulz	8/10/15
Marcy Wilson	teacher	KMS	Marcy Wilson	8/10/15

FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation

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DISTRICT NAME AND NUMBER Rockford Public Schools District 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	NAME OF SCHOOL Kennedy Middle School
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DATE OF MEETING 8/19/2015	LOCATION OF MEETING Kennedy Rm 114
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PURPOSE OF MEETING SIG Goal Worksheet
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PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Mary Wilson	teacher	KMS	Mary Wilson
Will Silvest	REL	KMS	Will Silvest
Ronda Brown	teacher/REL	KMS	Ronda Brown
Debra Novy	AP 6 th	KMS	Debra Novy
Ben Epperson	teacher	KMS	Ben Epperson
Dorenda Bell	AP	KMS	Dorenda Bell
Jenny Kiefer	AP 8	KMS	Jenny Kiefer
John Elbers	SPEL teacher	KMS	John Elbers
Scott Washburn	SPEL Admin	KMS	Scott Washburn
Bill Sporens	TEACHER	KMS	Bill Sporens

LEA/SCHOOL STAKEHOLDERS' CONSULTATION CONFIRMATION

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

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FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER
Rockford Public Schools District 205

REGION, COUNTY, DISTRICT, TYPE CODE
04-101-2050-25-0000

NAME OF SCHOOL
Kennedy Middle School

DATE OF MEETING
9/15/15

LOCATION OF MEETING
Kennedy Middle School, Room 114

PURPOSE OF MEETING
Work on Goals and Strategies

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Jill Silvest.	REL	KMS	Jill E. Silvest	9/15/15
Benneth Richardson	Principal	KMS	Benneth Richardson	9/15/15
Bill Sparacino	TEACHER	KMS	Bill Sparacino	9/15/15
Louisa Schult	TEACHER	KMS	Louisa Schult	9/15/15
Ben Epperson	teacher	KMS	Ben Epperson	9/15/15
Konda Brown	teacher/RA	KMS	Konda Brown	9/15/15
Debra Nally	AP 6th	KMS	Debra Nally	9/15/15
Nancy Wilson	Teacher	KMS	Nancy Wilson	9/15/15
Brenda Delany	AP	KMS	Brenda Delany	9/15/15
John Elbers	SPED	KMS	John Elbers	9/15/15

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DATE OF MEETING	LOCATION OF MEETING
9/15/15	Kennedy Middle School, Rm 114

PARTICIPANTS

[illegible]

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Rockford Public Schools District 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	NAME OF SCHOOL Kennedy Middle School
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DATE OF MEETING 9/21/15	LOCATION OF MEETING Kennedy Room 114
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PURPOSE OF MEETING
Begin Timeline work.

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Susan Bomgardner	MEL/Teacher	Kennedy	Susan Bomgardner	9/21/15
Sahq Elbers	SPEL	Kennedy	Sahq Elbers	9/21/15
Ben Epperson	teacher	Kennedy	Ben Epperson	9/21/15
Jill Silvest	REL/Teacher	Kennedy	Jill Silvest	9/21/15
Marian Jones	Teacher / RBA	Kennedy	Marian Jones	9/21/15
Honda Brown	teacher / RBA	Kennedy	Honda Brown	9/21/15
Billi Sparacino	Teacher	Kennedy	Billi Sparacino	9/21/15
DAVID OSTA	consultant	CFC	David Osta	9/21/15
Sarah Weisg	consultant	CFC	Sarah Weisg	9/21/15
Travis Woulfe	RS205 Cont. Off	E.D., T&I	Travis Woulfe	9.21.15

Page 2 of 2

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Commitment form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

Kennedy Middle School

Room 114

PARTICIPANTS

[illegible]

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DATE OF MEETING	LOCATION OF MEETING
9/24/15	Kennedy Rm 114

PARTICIPANTS

[illegible]

FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation

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DISTRICT NAME AND NUMBER
Rockford Public Schools District 205

REGION, COUNTY, DISTRICT, TYPE CODE
04-101-2050-25-0000

NAME OF SCHOOL
Kennedy Middle School

DATE OF MEETING
9/28/15

LOCATION OF MEETING
Room 114, Kennedy Middle School

PURPOSE OF MEETING
Create 5 year timeline

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Susan Bannerman	MEL	Kennedy	Susan Bannerman	9/28/15
Ronda Brown	RSA/Teacher	Kennedy	Ronda Brown	9/28/15
Marion Jones	SEA/Teacher	Kennedy	Marion Jones	9/28/15
Debra Nelly	AP 6th	Kennedy	Debra Nelly	9/28/15
Nancy Wilcox	R Teacher	Kennedy	Nancy Wilcox	9/28/15
Billi Sparacino	TEACHER	Kennedy	Billi Sparacino	9/28/15
John E/bers	SPEL	Kennedy	John E/bers	9/28/15
Dill Silvest	REL	Kennedy	Dill Silvest	9/28/15
Chrna Schule	TEACHER	Kennedy	Chrna Schule	9/28/15
Sarah Luegg	Consultant	CEC	Sarah Luegg	9/28/15

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DATE OF MEETING	LOCATION OF MEETING
9/28/15	Rm 114 Kennedy Middle School

PURPOSE OF MEETING

MEETING

Create 5 year timeline

PARTICIPANTS

[illegible]

Page 1 of 1

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NAME OF SCHOOL
Kennedy Middle School

9/30/15

MEETING
Kennedy Comit

PURPOSE OF MEETING

STG Narrative

DATE _____

9/30/15

9/30/15

9/30/15

9/30/15

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

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DISTRICT NAME AND NUMBER
Rockford Public Schools District 205

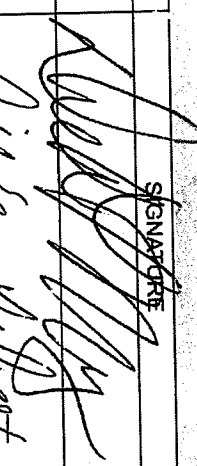









REGION, COUNTY, DISTRICT, TYPE CODE
04-101-2050-25-0000

NAME OF SCHOOL
Kennedy Middle School

DATE OF MEETING
10-5-15

LOCATION OF MEETING
RPS Board Office Basement, 501 7th Street

PURPOSE OF MEETING
DIP and SIP Teams discuss and arrange work for Pre-Needs Assessment and highlight of Application road map

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Debra Novey	6th AP	KMS	
Jill Silvest	REL	KMS	
Marian Jones	Teacher/REA	KMS	
Ronda Brown	teacher/REA	KMS	
DAVID OSTA	consultant	CEC	
Lana Schultz	teacher	KMS	
Nancy Wilson	teacher	KMS	
Johanna Elbers	SPE	KMS	
Don Esperson	teacher	KMS	
Bill Sparacino	TEACHER	KMS	

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PARTICIPANTS

Page 7 of 48

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation**

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DISTRICT NAME AND NUMBER Rockford Public Schools District 205		REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	NAME OF SCHOOL Kennedy Middle School	
DATE OF MEETING 10/8/15		LOCATION OF MEETING Kennedy Middle School Library		
PURPOSE OF MEETING Share Grant Proposal w/Staff				
PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Melissa Stinson	Teacher	KMS	Melissa Stinson	10-8-15
Janice Byrum	Teacher	KMS	Janice Byrum	10-8-15
Dr. Gaffney	Teacher	KMS	Dr. Gaffney	10-8-15
K. Nether	Teacher	KMS	Kathleen Nether	10-8-15
Don Jurem	Teacher	KMS	Don Jurem	10-8-15
Pamela Delas	AP	Admin	Pamela Delas	10-8-15
Paul Goodard	REA	REA	Paul Goodard	10/8/15
Pawn Gurnth	REA	REA	Pawn Gurnth	10-8-15
Jenny Ketter	AP	Admin	Jenny Ketter	10-8-15
Cathy Wilson	nurse	KMS	Cathy Wilson	10-8-15

FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
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DISTRICT NAME AND NUMBER
Rockford Public Schools District 205

REGION, COUNTY, DISTRICT, TYPE CODE
04-101-2050-25-0000

NAME OF SCHOOL
Kennedy Middle School

DATE OF MEETING


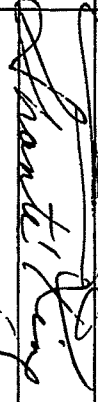
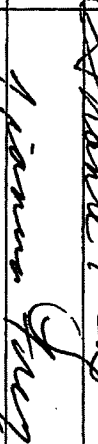





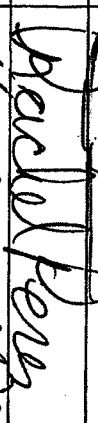
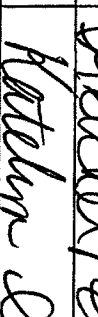
10/8/15

LOCATION OF MEETING

Kennedy Middle School Library

PURPOSE OF MEETING

Share Grant Proposal w/Staff

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Anna Schote	Teacher	Kennedy		10/8/15
Shante King	teacher	Kennedy		10/8/15
Tiauma Frey	teacher	KMS		10/8/15
John Elbers	SPE	Kennedy		10/8/15
Loeili Luwanga	Teacher	KMS		10/8/15
Carol North	SPE	KMS		10/8/15
Chris Koch	teacher	KMS		10/8-15
Rachel Perez	teacher	KMS		10-8-15
Katelyn Gily	teacher	KMS		10/8/15
Ben Epperson	teacher	KMS		10/8/15

**FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
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DISTRICT NAME AND NUMBER
Rockford Public Schools District 205

REGION, COUNTY, DISTRICT, TYPE CODE
04-101-2050-25-0000

NAME OF SCHOOL
Kennedy Middle School

DATE OF MEETING

10/8/15

LOCATION OF MEETING

Kennedy Middle School Library

PURPOSE OF MEETING

Share Grant Proposal w/Staff

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Julie Rainer	School Counselor	KMS	Julie Rainer	10/8/15
Parvella Pearson	"	"	Parvella Pearson	10/8/15
Jeany Tensi	Teacher	KMS	Jeany Tensi	10/8/15
Larry Kraw	"	KMS	Larry Kraw	10/8/15
Martina Jones	Teacher / Admin	KMS	Martina Jones	10/8/15
Brenda Washnitch	Bldg Sec	KMS	Brenda Washnitch	10/8/15

FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation

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DATE OF MEETING 10/8/15	LOCATION OF MEETING Kennedy Middle School Library			
PURPOSE OF MEETING Share Grant Proposal w/Staff				
PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Jessica Crutcher	Teacher / Librarian	KMS	Dyckler	10-8-15
Kelly Mossop	Teacher	Kennedy	Adey Mossop	10-8-15
Amy Blume	Teacher	Kennedy	Amy Blume	10-8-15
Manus Bagisto	Teacher	Kennedy	Manus Bagisto	10-8-15
Mano Bani	Teacher	KMS	Mano Bani	10-8-15
Sarah Gentry	Teach	KMS	Sarah Gentry	10-8-15

FY 2016 School Improvement Grant (SIG) Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders' Consultation Confirmation

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Rockford Public Schools District 205	04-101-2050-25-0000	Kennedy Middle School

DATE OF MEETING	LOCATION OF MEETING
10/8/15	Kennedy Middle School Library

PURPOSE OF MEETING
Share Grant Proposal w/Staff

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Susan Boonsgard	MEL	Kennedy	Susan Boonsgard	10-8-15
Michael Davis	Sped teacher	KMS	Michael Davis	10-8-15
Bill Sporciano	Teacher	KMS	Bill Sporciano	10-8-15
Ronda Brown	Teacher/ESA	KMS	Ronda Brown	10-8-15
Jen Harper	Sped teacher	KMS	Jen Harper	10-8-15
Bill Silvest	REL	KMS	Bill Silvest	10-8-15
Jan Swedel	Teacher	KMS	Jan Swedel	10-8-15
Cirey Fries	Parent	KMS	Cirey Fries	10-8-15

Rockford Public Schools 205
Kennedy Middle School Application Appendices

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System Assessment Framework	1
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PBIS Overview	10
No Nonsense Nurturer Overview	11
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Focus on Learning: Focus on Learning: We acknowledge that our fundamental collective purpose is to help all students achieve high levels of learning and therefore we are willing to examine all of our practices in light of their impact on learning.		1.	2.	3.	4.	5.
		NOT YET COMMITTED	PLAN (PREPARING)	DO (BEGINNING)	STUDY (REFINING)	ACT (SUSTAINING)
A Guaranteed & Viable Curriculum						
A.	Establishing the Curriculum: We articulate student learning outcomes across all classrooms to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement and outcomes for the next course or grade.					
B.	Executing the Curriculum: We expect that each teacher give priority to the identified learning outcomes in every unit of instruction to guarantee that each student has equal access to instruction that addresses those learning outcomes in all classrooms for the grade level or course.					
C.	Clarifying and Communicating the Curriculum: We expect that every teacher is able to assist all students and their families in knowing the essential learning outcomes so they can assist in monitoring performance in relationship to those outcomes.					
An Aligned, Focused System of Assessments						
D.	Defining the Assessment System: We ensure there is alignment and balance between common, formative assessment data to guide instruction and learning and common, summative assessment data to reflect on teaching, programs, interventions and periodic student progress reporting.					
E.	Assessing What Each Student Knows and Needs to Learn Next: We expect each teacher monitors the learning of all students, aligns the learning to outcomes per unit, and identifies what each student knows, is able to do and needs to learn next.					
F.	Providing Frequent and Timely Descriptive Assessment Feedback: We ensure there is frequent and timely feedback regarding the performance of our students on classroom, team, school, district, and state assessments. We demonstrate that we use formative and summative assessment data differently and for appropriately different purposes.					
G.	Using Assessment Data and Information to Drive Instruction: We expect teachers to use assessment data, aligned to student learning outcomes per unit, to determine how instruction should be modified, adjusted or changed in order to effectively respond to individual student and group learning needs.					
H.	Using Assessment Data and Information to Recognize Growth and Achievement. We regularly recognize and celebrate individual and collective student growth, mastery and success aligned to appropriate unit-based learning outcomes.					
Instruction: Differentiation, Interventions & Enrichments						
I.	Differentiating Instruction: We expect Instructional activities are engaging and differentiated to meet individual and small group needs for a minimum of 80% of the students within the classroom. We expect classroom differentiation to include models of co-teaching, cross grade instruction, push-in instruction, flexible grouping, etc.					
J.	Aligning Interventions: We ensure a system of interventions that guarantees each student will receive additional time and support for learning if he/she has not demonstrated mastery of grade level or course unit-based learning outcomes. Such an intervention system must be school-wide and engage a team of support specialists who assist classroom teachers in improving mastery of each grade level or course's unit-based learning outcomes.					
K.	Aligning Enrichments: We ensure teachers extend and enrich the learning of students who have already mastered common learning targets so every student is appropriately challenged. Such an enrichment system must be school-wide and engage a team of support specialists who assist classroom teachers in improving mastery of content beyond each grade level or course's unit-based learning outcome expectations.					
Ensure a Focus on Learning						
L.	Organizing and Allocating Resources: We organize and allocate resources of people, time and money with a focus on learning as opposed to a focus on teaching.					
M.	Providing Training and Support: We provide sufficient training and follow-up support to assist teachers with expectations in the alignment of assessments and instruction within a standards-driven curriculum.					
N.	Providing Conditions for an Optimal Learning Environment: We expect all learning environments to be safe, respectful and engaging while supporting a climate of high expectations for social emotional learning. We utilize student satisfaction data as one type of evidence source to assess and improve learning conditions.					
O.	Judging Quality Work: We expect all teachers to establish the criteria or standards by which they will determine that student work is of an organizationally prescribed level of quality and practice applying those criteria until they can do so consistently.					
P.	Examining Learning Practices: We provide opportunities for teachers to examine homework, grading, report cards, etc. to ensure organization-wide clarity and common expectations regarding judgments of student performance. We provide consistency in these areas across all classrooms, teams and all other organizational levels.					

Revised 2015, Adapted from *Aligning Districts As PLCs*, Van Clay, Soldwedel and Many:
Solution-Tree, 2011

Focus on Collaboration: We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high performing teams.		1.	2.	3.	4.	5.
		NOT YET COMMITTED	PLAN (PREPARING)	DO (BEGINNING)	STUDY (REFINING)	ACT (SUSTAINING)
Building Shared Knowledge & Leadership: Mission, Vision, Values, Goals & Strategies						
A.	Clarifying the "Big Picture": We develop and deploy mission, vision, values (collective commitments), long-range goals and high-level strategies to establish clear direction. Everyone has a clear understanding of where we are and where we want to be.					
B.	Communicating the "Big Picture": We set clear direction by communicating a "Big Picture" so everyone sees how current and new initiatives connect to that direction and how those initiatives align with district and school direction. Everyone understands how his/her work contributes to the "Big Picture".					
C.	Reinforcing the "Big Picture": We expect that common behaviors and actions of all staff support the vision, mission, values, goals and strategies of the organization at all levels. Everyone is accountable for aligning their behaviors and actions to our mission, vision, values and goals.					
D.	Living the "Big Picture": We carry out strategies through action plans that describe the steps to be taken toward the attainment of goals. The improvement planning process serves as the centerpiece for examining how the organization performs. Everyone demonstrates through their actions a commitment to the improvement planning process.					
Making Appropriate Decisions Through High-Performing, Collaborative Teams						
E.	Setting Expectations for Team Function: We expect work to be done through collaborative teams in which members work together interdependently to achieve common goals. We have appropriate structures and processes to efficiently organize our time as a team. We have appropriate structures and processes to promote shared and distributed leadership					
F.	Providing Time & Purpose for Teams to Meet: We provide time during the contractual day and school year for teams to meet. Team meeting time focuses on improving student learning. Team meetings are effective and efficient.					
G.	Providing a Safe Data Culture for Effective Team Function: We create a safe team environment to report and compare data and our own practices so as to learn from one another and share effective practices with the team.					
H.	Making Teams Accountable: We expect teams to be accountable for the decisions they make and the results they achieve. We expect each team to understand its charge and expectations and take responsibility for its actions leading to improvement results. We expect all members of the team assume equal responsibility for the learning progress of every student within the team.					
I.	Implementing a High Performance Culture: We promote a culture/teaching environment of personal growth and high performance. We understand the importance of high morale and professional relationships. We expect team time to be used to engage in collective inquiry on questions specifically linked to gains in student achievement. We expect team time to be used to engage in professional growth, sharing and learning.					
Fostering Strong Partnerships						
J.	Fostering Collaborative Internal Staff Partnerships: We foster collaborative staff partnerships between and across all organizational levels to ensure decisions are made in the best interests of students. We recognize the importance of acting on staff satisfaction data to improve working conditions.					
K.	Fostering Collaborative External Family Partnerships: We foster collaborative partnerships with parents (families) to engage them in decisions about the progress of district, school and student goal attainment. We recognize the importance of acting on parent (family) satisfaction data to improve home-school relationships in order to improve student learning.					
L.	Fostering Collaborative External Community Partnerships: We foster collaborative partnerships with the community to engage them in decisions about the progress of district, school and student goal attainment.					
Ensuring a Focus on Collaboration						
M.	Organizing and Allocating Resources: We organize and allocate resources of people, time and money with a focus on collaboration.					
N.	Providing Job-embedded Training: We ensure professional development and training is job-embedded and ongoing.					
O.	Providing Conditions for an Optimal Work Environment: We expect all work environments to be safe, respectful, and engaging in order to support a climate of high expectations for student learning. We expect collaboration, commitment and accountability through the actions and behaviors of all for improving our organization and its results.					
P.	Providing Meaningful, Aligned Evaluation Systems: We enforce system-wide job expectations and provide meaningful evaluation systems.					

Revised 2015. Adapted from *Aligning Districts As PLCs*, Van Clay, Soldwedel and Many: Solution-Tree, 2011

Focus on Results: We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, schools and districts seek relevant data and information and use that information to promote continuous improvement.		1.	2.	3.	4.	5.
		NOT YET COMMITTED	PLAN (PREPARING)	DO (BEGINNING)	STUDY (REFINING)	ACT (SUSTAINING)
Data Transparency & Efficacy: Measuring What Matters Most						
A.	SMART Goals: District, school, team and individual staff goals are specific, measurable, attainable, results-oriented and timely (SMART). They address gaps identified through key data sources that focus improvement efforts.					
B.	Measuring What Matters Most: We align key data indicators, measures and targets throughout the organization — district to school to grade level team/department to individual — to establish effective ways to monitor and report progress.					
C.	Aligning Administrator Performance Evaluation: Administrative performance goals align with the organization's improvement plans. Administrative goals address improving student learning results.					
D.	Aligning Teacher Performance Evaluation: Teacher performance goals align with district, school and/or team improvement plans. Teacher/ team goals address improving student learning results.					
E.	Aligning Student Performance Evaluation: Student performance goals align with unit-based learning outcomes and other assessment data and information. Individual student goals address improving individual student learning results.					
Creating a Results Orientation						
F.	Using Data Effectively: We expect all staff to use assessment data to: a) identify students who need additional time and support for learning; b) discover strengths and weaknesses in their own job performance; c) measure and report progress toward goals, and d) define action plans.					
G.	Reporting and Acting on Satisfaction Data: We collect, analyze, prioritize and act upon student, parent, and staff satisfaction data at all levels of the organization to be certain they are addressing the needs and requirements of our stakeholders.					
H.	Monitoring and Reporting Progress to ensure accountability: We view, monitor, and report progress to all stakeholders on a regular basis to identify what to celebrate and what to focus on next in terms of improvement.					
I.	Promoting Student Responsibility for Their Own Learning: We expect staff to assist students in taking responsibility for their own learning by collecting data in order to monitor and track their performance and comparing their performance to high expectations and performance results of others.					
Creating a Data-Based Picture of Results						
J.	Closing Achievement Gaps: We have data-based evidence to show our results have narrowed or closed achievement gaps between groups of students. We know and are communicating our strengths. We know and are communicating our opportunities for improvement.					
K.	Examining Trend Data: We have data-based evidence to show our results are improving compared to the past. Our achievement results include measures of both attainment and growth. We know and are communicating our strengths. We know and are communicating our opportunities for improvement.					
L.	Examining Cohort Data: We have data-based evidence to show our student cohort achievement results are improving from grade to grade. Our achievement results include measures of both attainment and growth. We know and are communicating our strengths. We know and are communicating our opportunities for improvement.					
M.	Examining Comparative Data: We have data-based evidence to show our achievement results are improving compared to others (state and other benchmark districts). We know and are communicating our strengths. We know and are communicating our opportunities for improvement.					
Ensuring a Focus on Results						
N.	Organizing and Allocating Resources: We organize and allocate our resources of people, time and money with a focus on results.					
O.	Providing Job-embedded Training: We ensure professional development and training around data and results is job-embedded and ongoing.					
P.	Managing Data: We examine policies and processes related to data collection, management and analysis to be certain they are effective and efficient. Data are easily accessible and user-friendly in their formats. Staff satisfaction with the quality and timeliness of available data is high.					
Q.	Providing Meaningful Data-based Evaluation Systems: We ensure the aligned evaluation system includes data-based evidence of results.					

Revised 2015, Adapted from *Aligning Districts As PLCs*, Van Clay, Soldwedel and Many: Solution-Tree, 2011

CEC's Collaborative Leadership Structures

OUTCOME: Focused Instruction & Accountability for Improved Student Achievement!

District Learning Team

Facilitates District Capacity Building to Strengthen & Sustain Student Learning

- Set & Communicate Direction
- Track & Monitor Progress
- Remove Barriers
- Listen & Learn
- Broadcast Results
- Build District Capacity

DISTRICT ADMINISTRATION + UNION LEADERS + SCHOOL LEADERS

PRINCIPAL

ADMINISTRATIVE TEAM

*Establish, Manage & Support School Structures & Processes
Empower Faculty & Staff to Lead & Support School Transformation Efforts*

SCHOOL LEADERSHIP TEAMS

- Set & Communicate School Direction
- Develop School Improvement Goals
- Monitor School Progress
- Review & Act Upon Incoming Data
- Communicate Progress
- Share Learning

PRINCIPAL + TEACHER LEADERS + SUPPORT STAFF + PARENTS/COMMUNITY

COLLABORATIVE TEAMS SUBJECT/GRADE LEVEL

- Focus on Learning, Collaboration & Results
- Establish SMART Goals
- Set Clear Targets
- Develop Common Assessments
- Align Curriculum
- Use Data to Plan Interventions

TEACHERS + INSTRUCTIONAL LEADERS + CONTENT SPECIALISTS

CLASSROOM LEARNING COMMUNITIES

- Connecting, Engaging & Empowering Students
- Instill Responsibility
- Ensure Rigor
- Exercise Accountability

TEACHERS + STUDENTS + PARENTS + SUPPORT STAFF

OUTCOME: Focused Instruction & Accountability for Improved Student Learning

Monitoring Application of Instructional & Learning Standards

RPS Teacher Evaluation Overview

RPS205, teachers' union (REA) and administrators, have instituted innovative new components to our teacher evaluation processes that meet or exceed PERA requirements, are focused on improving student achievement and development, and are developed through collaborative practices. The PERA Joint Committee completed their work and an ongoing Joint Evaluation Committee continue a collaborative process to increase effectiveness and inter-rater reliability on the evidence-based evaluations that include Student Growth. The District and REA collaborated in the 2014-2015 to develop a Peer Assistance and Review Program (PAR). The program was implemented, starting this school year, with the hiring of two jointly-interviewed Peer Consulting Teachers (PCT). The enhanced teacher evaluation process, protocols, and beliefs lead to a multi-faceted evaluation program that provides job-embedded support, while being focused on objective measures based on Charlotte Danielson's Framework. While the PAR program is in its first months of implementation, we have initial evidence that the PCTs are improving teachers' practice and administrators' focus on documenting evidence in observations for evaluative purposes.

Summative evaluations are based on multiple observations, pre- and post-conferences between the teacher and evaluator, and guided by collaboratively developed forms. Each summative evaluation concludes with a rating of: Excellent, Proficient, Needs Improvement, or Unsatisfactory. Student Growth is incorporated in the evaluation as well as professional practice. The rating and the tenure status of the teacher determine the next steps.

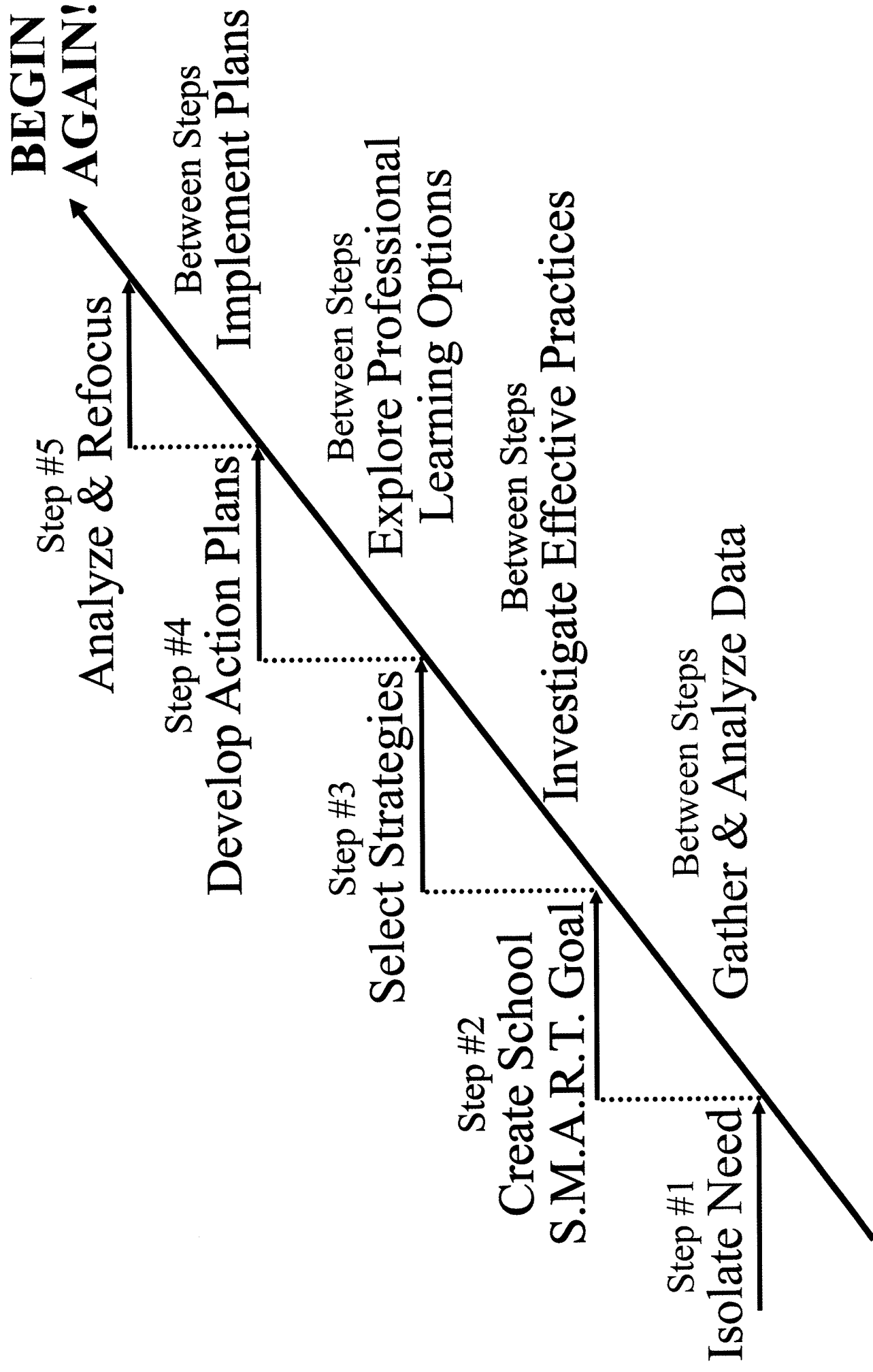
A tenured teacher who is rated as proficient or excellent is maintained in the regular evaluation program. If he/she is rated Needs Improvement, then an offer is made to enter the PAR program. In PAR, the teacher will develop a Plan for Improvement with the assigned PCT and begin work on intensive support through job-embedded and online professional development and coaching. The

teacher is evaluated again at the conclusion of the Plan for Improvement and the legally prescribed steps are followed if he/she fails to improve. A teacher who declines the offer of the PAR program develops a Plan for Improvement with the administrator and will be re-evaluated in 60-90 days. If there is a dispute between the PCT's rating and an administrator's summative rating, all evidence is presented to the PAR Panel for a determination by the equaled staffed Panel (REA and administration). A tenured teacher who is rated Unsatisfactory develops a Remediation Plan in keeping with applicable school code. An Unsatisfactory Evaluation after the Remediation Plan results in the conclusion of the teacher's employment with Rockford Public Schools.

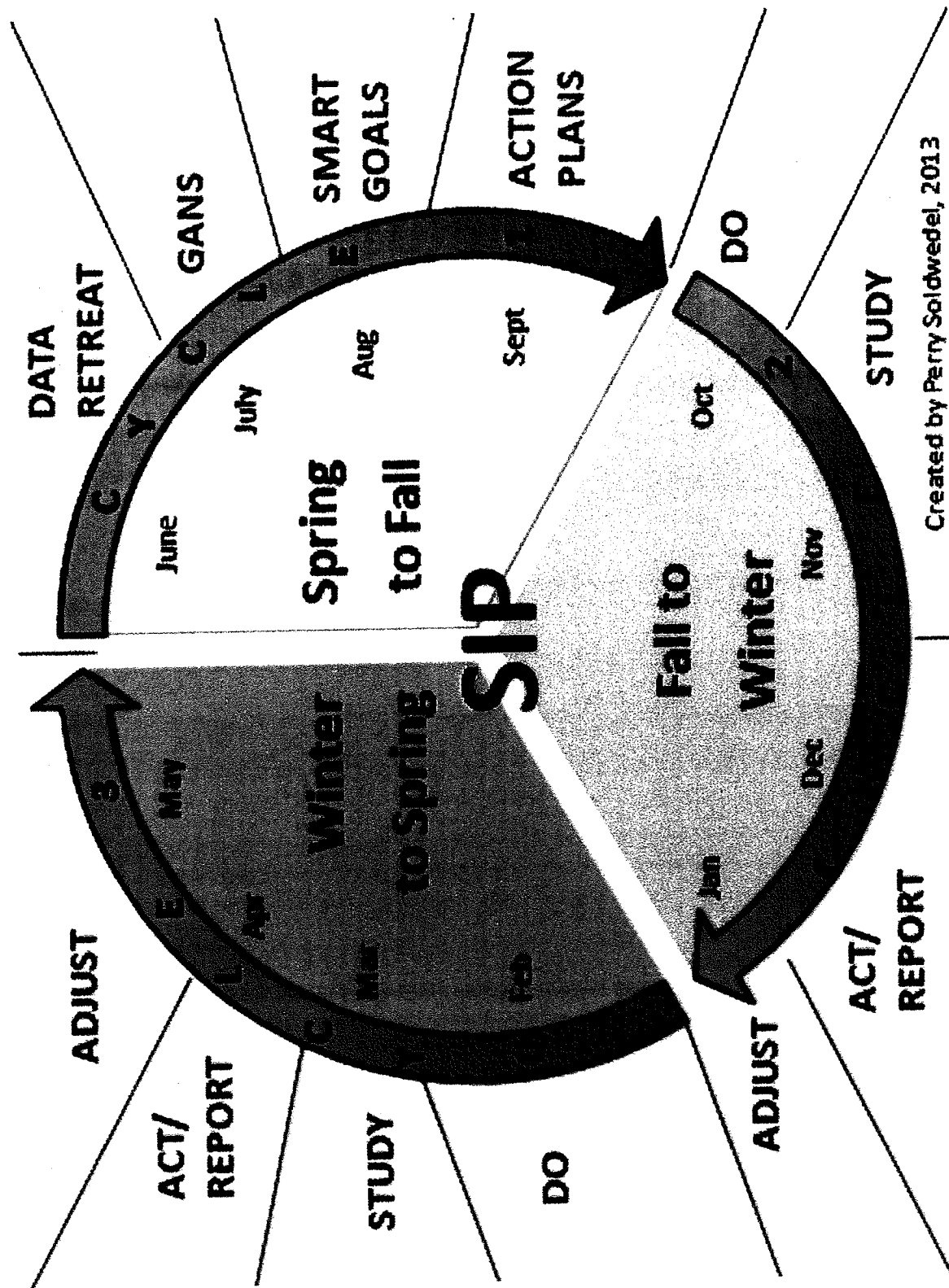
A teacher who has not attained tenure yet is evaluated with the same process and tools and offered services of a Mentor in a New Teacher Induction Program that honors all Illinois New Teacher Collaborative principles and aims, but has fewer options than a tenured peer. An excellent or proficient rating will maintain the non-tenured teacher in the mentoring program and the evaluation with more observations than a tenured teacher. A rating of Needs Improvement would initiate the Plan for Improvement process, but the PAR Program is not offered. An Unsatisfactory rating will result in the conclusion of the teacher's employment at the end of the school year.

The several steps taken by the District and REA are designed to significantly improve student achievement through improved practice. The REA and District are committed to maintaining their collaborative structures concerning evaluations.

S.M.A.R.T. Improvement Process



School Improvement Planning Cycle



Created by Perry Soldwedel, 2013

A Connected School (ACS)

Overview by Vicki Jacobson, RPS 205 Assistant Superintendent

A Connected School (ACS) is based on the principles of Perceptual control Theory, which explain behavior in terms of internal instead of external motivation. ACS engages and empowers youth to be self-disciplined rather than teachers having to control them through consequences and rewards.

The overall learning goals for the 4 days of training are:

- Collaborate with one another to build a cohesive team.
- Practice lessons/strategies to improve classroom/self management skills.
- Strengthen the school culture to shift from consequences/rewards to restorative practices.

ACS is a process by which students improve their learning strategies. It is based on the principle that people are internally motivated. We behave to get the pictures we have created in our head of how we want to be in the world. We may think we behave to get items we value or even to gain compliance from others. However, these goals are always related to how we see ourselves in relation to the people around us. We adults are not in the habit of talking to youth about the persons they see themselves being because we have habitually focuses on changing their behavior, on making them conform, rather than on the self evaluating. ACS focuses first on the person. We then ask the persons to self-assess their behavior and how it affects others.

A school is ready for ACS when.....

- The monitoring system is working consistently with administrative support.
- Administration is clear about the bottom line in providing back-up for teachers dealing with out-of control students.
- Staff have exhausted positive reinforcement strategies and assessed them as inadequate.
- Staff have identified self-discipline as an exit outcome.
- Staff understand you can only control yourself and any attempt to control another is short-lived.
- There is a commitment to on-going staff development by staff and administration.
- Staff are clear on the differences between discipline and punishment.

EFFECTIVE DISCIPLINE FOR STUDENT SUCCESS

Positive Behavioral Interventions and Supports

WHAT IS PBIS?

Positive Behavioral Interventions and Supports is an evidence-based way for schools to improve student behavior and establish a positive school culture — and when discipline improves, grades and test scores improve as well. PBIS pulls together research-based classroom management techniques, alternatives to suspension, and behavioral intervention strategies in a comprehensive structure that efficiently addresses student behavior school-wide.

A PBIS SCHOOL:

- Teaches, models, reinforces, and rewards good behavior
- Modifies and prevents bad behavior with consistent consequences and tailored interventions
- Assesses the causes of problem behavior and measures improvement through data analysis

SCHOOLS THAT IMPLEMENT PBIS DEMONSTRATE:

- Reduced office referral rates (and, subsequently, suspension and expulsion rates) by up to 50% per year
- Improved attendance and school engagement
- Improved academic achievement
- Reduced dropout rates
- Improved school atmosphere
- Increased instructional time

PBIS IS:

Proactive: Rather than waiting to punish negative behavior, PBIS schools teach and model clear expectations for behavior.

Positive: Teachers and staff acknowledge and encourage good behavior in positive ways, such as praise, special privileges, or small prizes.

Preventative: PBIS schools examine office referral and other discipline data to modify their PBIS program to prevent problem behavior.

Each student brings a unique personality, background and behavior pattern to school. Balancing instructional duties while managing a range of student behaviors — especially disruptive behavior — can make teaching difficult. PBIS strategies can help.

Universal Interventions prevent the development of problem behaviors and apply to all students. Examples include school-wide social skills training curricula and school rule education campaigns.

Secondary group interventions address the needs of students who already exhibit difficult behavior that limits their academic and social success. Secondary interventions include behavioral contracts, conflict resolution training, self-management strategies, and check and connect interventions.

Tertiary Interventions are specialized, intensive strategies used to address a student's chronic academic and behavioral difficulties. Using Functional Behavior Assessments in an effort to understand the reason behind a student's difficult behavior, school officials can create a behavior support plan and provide counseling to address specific student needs.



SPLC

To learn more about PBIS, contact the Southern Poverty Law Center's Alabama Education Reform Project at 334-956-8200 or toll-free at 866-779-3028 or visit www.pbis.org.

Approximately 7,100 U.S. elementary and secondary schools of various sizes and demographics are implementing Positive Behavioral Interventions and Supports.

PBIS is recommended by the U.S. Department of Education and is the subject of statutes, statewide initiatives, and university partnerships in almost all 50 states.



The NNN Approach to Teaching and Learning Rollout Overview

The Goal of RTTC-Instruction: To help coaches and school leaders develop the skills and techniques necessary to support teachers in their use of instructional skills as No-Nonsense Nurturers (NNN) through the use of Real Time Teacher Coaching (RTTC).

The RTTC-Instruction Method:

1. Identify **high-leverage** instructional skills to benefit students and meet teachers' specific **development goals**
2. Develop **shared understandings** and **common language** for each skill through **focused PD**
3. Provide Real Time Instructional coaching to **support implementation** of the skills from attempt to mastery

RTTC-Instruction Rollout Process:

Plan for executing the introduction of RTTC-Instruction

Initial Professional Development at start of school year	<ul style="list-style-type: none"> • 1 day of No Nonsense Nurturer training • 1 day of RTTC-Instruction overview
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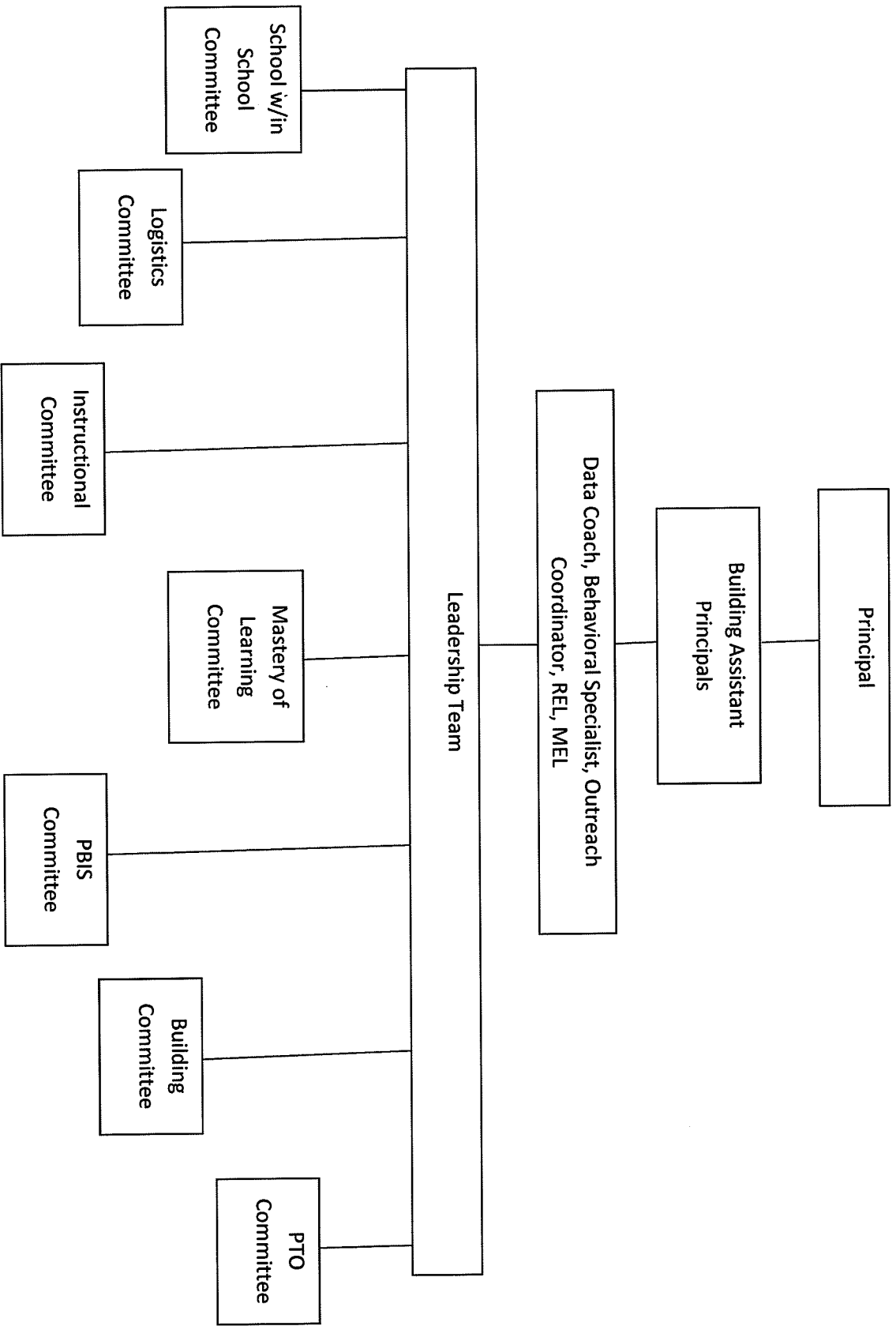
Plan for executing each strategy:

Needs assessment	CTTT and school leaders assess needs and determine instructional strategy to introduce.
Initial Training of Coaches/Admin	CTTT trains coaches and admin on the skill, protocols and coaching techniques. (2-3 hours)
Initial Training of School staff	CTTT/Coaches/Admin lead short professional development on how to plan and deliver skill (45 min to 1 hour)
RTTC Training of Coaches	CTTT trains coaches on how to use RTTC techniques to coach teachers "in the moment" while executing the skill (2 days)
Administrator Walkthroughs	CTTT coaches administrators on how to conduct effective, data driven walkthroughs aligned with the skill (1 day)
Continuous Professional Development	Coaches/Admin conduct follow up Professional Development opportunities for staff to further enhance knowledge of the skill

Roles and Responsibilities:

CTTT Associate	School Leaders
Identify strategy and effectively train staff, leaders and coaches	Identify strategy with CTTT after assessing need Participate in initial coaches and staff trainings
Follow up continuously throughout the year for further training and to support coaches, school leaders and teachers in their instructional development	Conducts walkthroughs with CTTT associate to learn best practices for developing teacher skill in the strategy Continue to conduct walkthroughs consistently and continuously to improve teaching and learning Drive and ensure continuous coaching of the strategy through accountability of the coach and teacher.
RTTC Coaches	Teachers
Participates in initial coaching training to develop understanding of strategy and coaching protocols	Participates in initial trainings to develop skill in the instructional skills
Conducts follow up trainings for teachers to help them develop, plan and execute the skill	Commit to implementing skills, as they are introduced, daily in the classroom
Supports teachers through continuous, consistent and effective coaching in real time	Participate in RTTC to enhance execution skills in both management and instruction

Instructional Leadership Flow Chart



** One member of the school's Leadership Team will facilitate each of the sub-committees.

ROCKFORD BOARD OF EDUCATION

Job Description

JOB TITLE: Data Coach - Academic Achievement Specialist

JOB CODE: 6255SIG

DEPARTMENT: Improvement and Innovation

SUPERVISOR: Building Principal and Transformation Officer

DATE: October 5, 2015

SUMMARY

The primary responsibility of the Data Coach - Academic Achievement Specialist is to provide high quality coaching and training in data analysis and program refinement. The specialist utilizes the most effective practices relative to using data in the teaching and assessment of reading, language arts, and mathematics. He/she models excellent data usage, teaching strategies based on differentiation due to assessment results, and ensures implementation of state and district curriculum standards.

SUPERVISORY RESPONSIBILITIES

None

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Progress specifically targeted students, identified through assessment procedures, from their current level of reading and current level of math to an optimal level of performance through coaching teaches, Building Support Specialists, and tutors.
2. Assist classroom teachers in executing diagnostic assessment of underachieving students and developing educational plans to meet the students' needs. Implement effective reading and math strategies needed by individual students to ensure grade level academic achievement.
3. Provide an instructional environment which incorporates equity of instruction principles and current educational research findings and understandings of reading and math development.
4. Implement district curriculum which meets all state and district standards for reading, language arts, and math.
5. Immerse each child in a rich academic environment which capitalizes on his/her strengths and works toward academic achievement in reading and math.
6. Continually assess student progress in reading and math providing parents/guardians, building administrators, and district administrators with meaningful data on each student's academic progress.
7. Develop and implement activities in collaboration with responsibilities outlined by the SIG Leadership Team at Kennedy.
8. Assume any other duties as may from time to time be delegated by the principal who may make any adjustment in the scope of responsibilities as outlined above which will be in the interest of the school district.
9. All actions must be in concert with the mission statement, beliefs, objectives and parameters found in the strategic plan of the Rockford Board of Education.

EDUCATION/TRAINING

Appropriate Teacher certification; additional hours in data, assessment, reading, and math preferred.

KNOWLEDGE, SKILLS AND ABILITIES

1. Regards each child as an individual.
2. Possesses the same skills and abilities as any classroom instructor.
3. Possesses skills to determine individual student reading and math abilities.
4. Possesses skills to determine strategies to meet the needs of individual students in the areas of reading and math.
5. Possesses knowledge of data analysis and assessment.
6. Demonstrated success in coaching adults to improve their performance.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed above are representative of the knowledge, skills, and/or ability required.

LENGTH OF WORK: 9 Months

This description is written primarily for position evaluation purposes. It describes duties and responsibilities which are representative of the nature and level of work assigned to the position. These activities are representative and not necessarily all inclusive.

Approved

Date

5. A & B: Evidence-Based Practices Selection and Rationale - Bibliography

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