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

ORIGINAL

ATTACHMENT 7

DUE DATE

April 30, 2013

FY 2014

**SCHOOL IMPROVEMENT GRANT - SECTION 1003(g) - TIER I AND TIER II
APPLICANT COVER PAGE FOR INDIVIDUAL SCHOOL****APPLICANT INFORMATION**

DISTRICT NAME AND NUMBER Rock Island-Milan School District #41	REGION, COUNTY, DISTRICT, TYPE CODE 49-081-0410-25	
NAME OF SCHOOL PRINCIPAL Tim Wernentin	SCHOOL NAME Rock Island High School	
ADDRESS (Street, City, State, 9 Digit Zip Code) 1400 25th Avenue Rock Island, IL 61201	TELEPHONE (Include Area Code) 309-793-5950	FAX (Include Area Code) 309-793-9866
	E-MAIL SCHOOL PRINCIPAL tim.wernentin@risd41.org	
SIG 1003(g) PRIMARY CONTACT Tim Wernentin	TITLE OF SIG 1003(g) PRIMARY CONTACT Principal	
ADDRESS (Street, City, State, 9 Digit Zip Code) 1400 25th Avenue Rock Island, IL 61201-5356	TELEPHONE (Include Area Code) 309-793-5950	FAX (Include Area Code) 309-793-9866
	E-MAIL SIG 1003(g) PRIMARY CONTACT tim.wernentin@risd41.org	

INDIVIDUAL SCHOOL INFORMATION

SCHOOL: FEDERAL ACADEMIC STATUS Academic Watch - Year 8	SCHOOL: STATE ACADEMIC STATUS
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Selected Intervention Model

☐

Turnaround

☐

Restart

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Transformation

☐

Closure

INDIVIDUAL SCHOOL LEAD PARTNER

NAME OF LEAD PARTNER Consortium for Educational Change (CEC)	<input checked="" type="checkbox"/> ISBE APPROVED LEAD PARTNER <input type="checkbox"/> NOT APPROVED BY ISBE	
PRIMARY CONTACT Mary McDonald	TITLE Core Service Director for School & District Transformation	
ADDRESS (Street, City, State, 9 Digit Zip Code) 2030 Timberbrook Drive, Suite A Springfield, IL 62702	TELEPHONE (Include Area Code) 217-691-6162	FAX (Include Area Code)
	E-MAIL mary.mcdonald@cecillinois.org	

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Date Received:

APR 30 2013

Date

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

**FY 2014 SCHOOL IMPROVEMENT GRANT - SECTION 1003(g)
INDIVIDUAL SCHOOL STRATEGIES**

ATTACHMENT 8

Page 1 of 7

DISTRICT NAME AND NUMBER Rock Island-Milan School District #41		REGION, COUNTY, DISTRICT, TYPE CODE 49-081-0410-25	DISTRICT NCES # 1734410	SOURCE OF FUNDS CODE 4339-14	
SCHOOL NAME Rock Island High School		SCHOOL NCES # 173441003540		<input type="checkbox"/> TIER I <input checked="" type="checkbox"/> TIER II	
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, realistic, 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.					
LEA Goal # 1 Reading/Language Arts		LEA Objective # 1.1, 1.2, 1.3, 2.1			
Individual School Strategy	Evidence of Improvement	Target Date for Completion	Responsible Person or Position		
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul style="list-style-type: none"> • Full implementation of five-part lesson plans. • All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework. 	<ul style="list-style-type: none"> • August 2013 • November 2013 	<ul style="list-style-type: none"> • Instructional Coaches • Principal 		
Strategy # <u>1.1</u> Utilize SMART School Goal Process: A Framework for Shared Responsibility – to determine (GAN) Greatest Area of Need in reading	School-wide SMART Goal for Improvement in Reading	October 2013	Instruct Leaders, Data Coach Admin Team, Dept Collab Teams		
Strategy # <u>1.1</u> Use Data Coach and Instructional Leaders to build capacity among faculty in the use of SMART Goals	Teacher designed school wide SMART Goal for readers (artifact)	August 2013 August 2014	CEC with QLD, Data Coach, Instruct Leaders, Dept Collab Team		
Strategy # <u>1.3, 1.4</u> Create Common Assessments in all courses and ensure they are aligned with the Common Core Standards to ensure rigor	Artifacts: Common Assessments	August 2014	Admin Team, Data Coach, Dept Collab Teams, LEA		
Strategy # <u>1.2</u> Align Quarter Plans with Curriculum, Assessments and Common Core Standards	Artifacts: 4 Quarter Plans by course	August 2014	Admin Team, Dept Collab Teams, Data Coach, Instruct Leaders, LEA		
Strategy # <u>1.3</u> Implement Common, consistent student evaluation/grading rubric to ensure rigor (Marzano)	Artifacts: Evaluation rubric	August 2014	Admin Team, Dept Collab Teams, Data Coach, Instruct Leaders, LEA		
Strategy # <u>1.3</u> Utilize computer technology to assess and analyze student progress quarterly using common assessments	Artifacts: Trend Data Analysis using Common Assessments	August 2013	Admin Team, Depart Collab Teams, Data Coach, Instruct Leaders, LEA		

**FY 2014 SCHOOL IMPROVEMENT GRANT - SECTION 1003(g)
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Page 2 of 7

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Individual School Strategy	Evidence of Improvement	Target Date for Completion	Responsible Person or Position		
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul style="list-style-type: none"> Full implementation of five-part lesson plans. All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework. 	<ul style="list-style-type: none"> August 2013 November 2013 	<ul style="list-style-type: none"> Instructional Coaches Principal 		
Strategy # 7 Use student data & information to determine AVID placement in 10th grades. Provide additional academic supports to students to improve college/career	Increase number of students in higher track classes, increase reading skills of students participating in interventions and supports as measured by Acuity, EXPLORE/PLAN/ACT	June 2014 (9th grade) June 2015 (9th-10th grades)	Administrative team, Data coach, Departmentalized collaborative teams, LEA		
Strategy # _____					
Strategy # _____					
Strategy # _____					
Strategy # _____					

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INDIVIDUAL SCHOOL STRATEGIES**

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Individual School Strategy		Evidence of Improvement	Target Date for Completion	Responsible Person or Position
LEA Goal # 2- Math		LEA Objective # 1.2, 1.3, 2.1, 2.2, 2.3,		
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.		<ul style="list-style-type: none"> Full implementation of five-part lesson plans. All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework. 	<ul style="list-style-type: none"> August 2013 November 2013 	<ul style="list-style-type: none"> Instructional Coaches Principal
Strategy # 2.1 Utilize SMART Schools Goals Process: A Framework for Shared Responsibility – to determine (GAN) Greatest Area of Need in math		School-wide SMART Goal for Improvement in Math	October, 2013	Administrative Team, Departmental Collaboration Teams, Data Coach, Instructional Leaders, LEA
Strategy #2.1 Using Instructional Leaders and Data Coach to build capacity among faculty in use of SMART Goals process		Lesson plans with 40% more student engagement, Teacher Evaluation feedback data shows improvement in student engagement	June 2014	CEC with QLD, Admin Team, Dept. Collab Teams, Data Coach, Instructional Leaders, LEA
Strategy # 2.2.2.3 Create Common Assessments in Math & Science by course aligned to Common Core Standards		Artifacts: Common Assessments	August 2014	Admin Team, Dept Collab Teams, Data Coach, Instructional Leaders, LEA
Strategy # 1.2 Align Quarter Plans with Curriculum, Assessments and Common Core Standards		Artifacts: 4 Quarter Plans by course	August 2014	Admin Team, Dept Collab Teams, Data Coach, Instructional Leaders, LEA
Strategy # 1.3 Implement Common, consistent student evaluation/grading rubric to ensure rigor (Marzano)		Artifacts: Evaluation rubric	August 2014	Admin Team, Dept Collab Teams, Data Coach, Instructional Leaders, LEA
Strategy # 1.3 Utilize computer technology to assess and analyze student progress quarterly using common assessments		Artifacts: Trend Data Analysis using Common Assessments	August 2013	Admin Team, Dept Collab Teams, Data Coach, Instructional Leaders, LEA

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SCHOOL NAME Rock Island High School	SCHOOL NCES # 173441003540		<input type="checkbox"/> TIER I <input checked="" type="checkbox"/> TIER II

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LEA Goal # #2 Math		LEA Objective # 2.1		
Individual School Strategy	Evidence of Improvement	Target Date for Completion	Responsible Person or Position	
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul style="list-style-type: none"> Full implementation of five-part lesson plans. All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework. 	<ul style="list-style-type: none"> August 2013 November 2013 	<ul style="list-style-type: none"> Instructional Coaches Principal 	
Strategy # 7 Use student data & information to determine AVID placement in 9th, 10th grades. Provide additional academic supports to students to improve college/career.	Increase number of students in higher track classes. Increase reading skills of students participating in interventions and supports as measured by Acuity, EXPLORE/PLAN/ACT	June 2014 (9th Grade) June 2015 (9-10th Grade)	Administrative Team, Data Coach, Departmentalized Collaborative Teams, LEA	
Strategy # _____				
Strategy # _____				
Strategy # _____				
Strategy # _____				

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LEA Goal # 3 Learning Environment	LEA Objective # 2.1, 2.2, 1.2, 1.3,		
Individual School Strategy	Evidence of Improvement	Target Date for Completion	Responsible Person or Position
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul style="list-style-type: none"> Full implementation of five-part lesson plans. All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework. 	<ul style="list-style-type: none"> August 2013 November 2013 	<ul style="list-style-type: none"> Instructional Coaches Principal
Strategy # <u>2.1</u> Utilize SMART Schools Goals Process: A Framework for Shared Responsibility – to determine (GAN) Greatest Area of Need in math	School-wide SMART Goal for Improvement in Math	October, 2013	Admin Team, Dept Collab Teams, Data Coach, Instructional Leaders, LEA
Strategy # <u>2.1</u> Using Instructional Leaders and Data Coach to build capacity among faculty in use of SMART Goals process	Lesson plans with 40% more student engagement, Teacher Evaluation feedback data shows improvement in student engagement	June 2014	CEC with QLD, Admin Team, Dept Collab Teams, Data Coach, Instructional Leaders, LEA
Strategy # <u>2.2</u> Create Common Assessments in Math & Science by course aligned to Common Core Standards	Artifacts: Common Assessments	August 2014	Admin Team, Dept Collab Teams, Data Coach, Instructional Leaders, LEA
Strategy # <u>1.2</u> Align Quarter Plans with Curriculum, Assessments and Common Core Standards	Artifacts: 4 Quarter Plans by course	August 2014	Admin Team, Dept Collab Teams, Data Coach, Instructional Leaders, LEA
Strategy # <u>1.3</u> Implement Common, consistent student evaluation/grading rubric to ensure rigor (Marzano)	Artifacts: Evaluation rubric	August 2014	Admin Team, Dept Collab Teams, Data Coach, Instructional Leaders, LEA
Strategy # <u>1.3</u> Utilize computer technology to assess and analyze student progress quarterly using common assessments	Artifacts: Trend Data Analysis using Common Assessments	August 2013	Admin Team, Dept Collab Teams, Data Coach, Instructional Leaders, LEA

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LEA Goal # 4 - Leadership	LEA Objective #
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Individual School Strategy	Evidence of Improvement	Target Date for Completion	Responsible Person or Position
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul style="list-style-type: none"> Full implementation of five-part lesson plans. All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework. 	<ul style="list-style-type: none"> August 2013 November 2013 	<ul style="list-style-type: none"> Instructional Coaches Principal
Strategy # 4.1 Establish & support Instructional Leadership Team to lead, support and monitor progress of RIHS Transformation Plan	RIHS ILT Meeting Minutes, CEC Quarterly Progress Monitoring Scorecard and Reports and Action Plans	2013-14	Principal, CEC, RIHS Leadership Team
Strategy # 4.1 Establish & participate in RI-M Council for Continuous Improvement to support & sustain School Transformation efforts	RIM CCI Meeting Minutes, CEC Quarterly Progress Monitoring Scorecard and Reports, Action Plans	2013-14	LEA, CEC, RIHS Leadership Team
Strategy # 4.2 Develop & Implement Teacher Evaluation System with student growth measures	Teacher Evaluation with Student Growth Measure Design & Implementation Plan	June 2014	LEA, CEC, PERA Joint Committee
Strategy # 4.2 Establish & support departmental and Freshman house collaboration teams to improve student learning through SMART Schools Goals process	Collaboration Team Minutes and Artifacts (norms, team building, SMART Goals, Common Assessments, 4 Quarter Plans, Trend Data Analysis)	2013-14	Administrative team, Data Coach, Instructional Leaders, Freshman Academic Advisor, CEC with QLD
Strategy # 4.2 Build leadership capacity in Collab Teams to analyze & use data to create a culture of learning to improve T&L	School-wide and Department SMART Goals data driven instruction & assessment, increased student engagement through Teacher	2013-14	Principal, AdminTeam, LEA, CEC Instruct Leaders, Data Coach, Interventionist, 9th Gr Acad Adv
Strategy # 4.2 Create understanding of organizational changes needed to establish leadership structures & processes to support a culture of learning	Organizational Flow Chart Roles, Responsibilities & Expectations for all staff to develop a culture of learning, collaboration & results	Pre-implementation 2013	Principal, CEC with Dolan & Associates, Administrative Team, Instructional Leadership Team

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LEA Goal # 4 Leadership	LEA Objective # 4.2 and 4.3		
Individual School Strategy	Evidence of Improvement	Target Date for Completion	Responsible Person or Position
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	• Full implementation of five-part lesson plans. • All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework.	• August 2013 • November 2013	• Instructional Coaches • Principal
Strategy # 7-4.2 Establish targeted, relevant, job-embedded PD Plan for RIHS staff focusing on using data, differentiated instruction, building relationships to develop a culture of	PD plan for RIHS, Participation in RIHS Summer PD Academy, Participation in Summer Design Teams for Advisory, Enrichment, BIST, DI, Rti, Instructional Leadership Team	Pre-Implementation 2013, 2013-14, 2014-15, 2015-16	Principal, CEC with Dolan & Associates, QLD and BIST, RIHS Instructional Leadership Team,
Strategy # 8-4.3 Develop student leadership team for peer mentoring and tutoring	Peer Mentoring and Tutoring Support Materials, Student Leadership Cadre, Participation in Rock Time Student Advisories, Enrichment Program, Student Communication Plan	Pre-Implementation 2013 2013-14 2014-15 2015-16	Freshman Academic Advisor, Administrative Team, Advisory & Enrichment Design Teams, CEC
Strategy # 8-4.3 Establish Parent University to communicate and engage parents toward developing a shared culture of learning.	Communication Plan, Computer Kiosks, Parent Meeting Minutes and Communication messages	Pre-Implementation 2013, 2013-14	Administrative Team, Instructional Leadership Team, Interventionists, Freshman Academic Advisor, Rock Time
Strategy # _____ LEA Strategy – Utilize District and Feeder Schools leaders to participate in RIHS SIG Professional Development to lead & support district wide differentiated	PD Plan, Participation Sign-in Forms, Implementation Plan	2013-14 2014-15 2015-16	LEA, Administrative Team, CEC,
Strategy # _____			
Strategy # _____			

ROCK ISLAND HIGH SCHOOL: PROPOSAL ABSTRACT

Rock Island High School (RIHS), a public high school with an enrollment of 1,728 students, proposes to improve student achievement by implementing the Transformation Model with the support of SIG 1003(g) funding.

Currently, 39.1% of RIHS students meet/exceed in reading, based on results of the 2012 Prairie State Achievement Exam (PSAE), and 30.4% meet/exceed in mathematics on the PSAE. These rates of achievement represent a slight increase from 2011, when a new principal was hired as the first step of transformation. However, achievement continues to be markedly lower than in 2009, when 54.1% and 45.5% of students met/exceeded standards on the PSAE in reading and math, respectively. RIHS has experienced disparities in achievement among subgroups, with 55.5% of White, non-Hispanic students meeting or exceeding reading standards, compared with only 27% of Black, non-Hispanic students; 28.3% of Hispanic students; and 3.3% of special education students (SPED). In 2012, none of the English-Language Learner (ELL) students at RIHS met or exceeded 2012 reading standards. In math, 47.4% of White, Non-Hispanic 11th grade students meet/exceed state mathematics standards, compared with 15.4% of Black, Non-Hispanic students; 27.8% of Hispanic students, 3.3% of SPED students, and 2.6% of ELL students.

RIHS needs to make dramatic changes in order to better identify needs, intervene, and differentiate instruction to meet the individual needs of students in the school. The school boundaries encompass the communities of Rock Island and Milan, and the school's population has increased by more than 200 students over the past 2 years. Nearly 60% of students are from low-income families. Almost 16% of students are SPED, and the percentage of ELL students has increased dramatically over the past 2 years, from 4.0% to 8.6%, presenting challenges for faculty to address the needs of these students speaking 36 different languages. To succeed academically, these students and their families need to acquire language skills and a greater understanding of the American culture, while also attempting to master academic content.

Culture and climate issues contribute to academic difficulties at the school. Disciplinary incidents are frequent, with 7,912 incidents recorded in 2012. School attendance rates have held steady at about 94%, while truancy has increased from 4.1% in 2010 to 6.6% in 2012. The dropout rate increased from 1.6% to 2.5% over the

past 2 years, and graduation rates declined from 92.9% to 82.9%. Part of the decline in the graduation rate was due to changes in the way the state of Illinois calculated graduation rate.

RIHS proposes to undergo transformation to increase student learning, achievement, and graduation rates. The model was selected as the best fit for improvement because the school has sub-groups of students experiencing low-performance or low achievement in one academic area, has hired a strong leader to implement the model, and shows evidence of strong instructional capacity and a strong community commitment to the school. The second best fit was the turnaround model. RIHS met few characteristics favoring restart or closure.

RIHS has selected the Consortium for Educational Change (CEC) as its lead partner. As lead, CEC will help the district and school make the systemic changes necessary for transformation. CEC will provide an on-site Transformation Facilitator to guide and support the design, implementation, and monitoring of the model on a daily basis. CEC has facilitated development of the RIHS transformation plan detailed in this proposal. The strategy and design for RIHS transformation is based on the CEC Framework for High Performing School System, which involves shared leadership; strategic planning; student, parent, and community needs/requirements; data collection, analysis and use; staff needs and requirements; improved processes; and results.

CEC will work with the LEA and RIHS to help establish a school climate and culture where students feel safe, where high expectations for academic and behavioral competencies of all students are supported, and where instruction responds to student needs. To this end, CEC will help RIHS implement dramatic changes that develop capacity within the school and district to sustain and continuously improve after funding has ended and to extend learning from RIHS improvement system-wide.

RIHS intends to open the 2013-14 school year with a re-tooled, re-energized staff prepared to create an environment that promotes educational excellence: "Rock Island High School: Excellence Every Day!" Faculty and staff are working to significantly change the school culture to strengthen relationships between students and staff and improve social-emotional behavior among students so they are able to focus on more rigorous and relevant curriculum and instruction.

As part of the transformation process, RIHS will develop capacity to collect, analyze, and share data among the school and LEA in order to drive instructional practices, develop support services, and identify interventions for

individual students. CEC will help RIHS develop and begin using aligned assessments to provide critical feedback on student performance relative to each learning target. Through the development and use of formative, summative, and self-assessments and use of a SMART Schools system to monitor, track, and report progress toward goals, RIHS will be able to intervene early and differentiate instruction when targets have not been reached. Additional learning time will be used to provide specific supports in the areas individual students need most. This will include tiered interventions and differentiated instruction based on student needs and time for faculty and staff to work collaboratively to address the needs of their students. A School Improvement Team, including parent/community stakeholders, will guide, support, and monitor RIHS' transformation efforts.

RIHS is currently in the process of aligning curriculum to the common core state standards and developing common assessments for each subject and course, with completion of this process targeted for December 2013. The RIHS transformation plan will establish professional learning communities (PLCs) with administration and faculty members using formative and summative assessments to drive instruction to improve student learning. Through strong PLCs, RIHS will focus on learning rather than teaching, working collaboratively, and teacher and student accountability for results. Teachers and Rock Time college and career ready period faculty advisors will work with students to establish a culture/process in which students own their individual data and track and monitor progress in their learning. Students will set individual SMART goals, keep data notebooks, and share information and data during Rock Time about their progress.

Ongoing formative assessments (report cards, midterms, and short-cycle assessments) will be used by teachers to guide instruction, differentiate, and determine specific interventions. Opportunities for students to excel academically will include additional services and course offerings at RIHS. AVID will be implemented in year 2 in 9th grade and year 3 in 10th grade.

RIHS will ensure every student has a pathway to success and is supported through a wide variety of programs and instructional approaches, beginning in year 1, by screening for deficits in academics and behavioral functions, monitoring progress at regular intervals, small group tutoring in one or more academic areas, and programs to target social-emotional needs of students. In addition, CEC will facilitate the development and implementation of the redesigned Freshmen Academy as well as summer programming to ease the transition to high

school, a daily Rock Time college and career readiness advisory period, and a redesigned Enrichment Period. A Parent University and computer kiosks in 5 community-based organizations will be rolled out in 2013-14 as a community and family outreach initiative, which will allow parents to access data and information pertaining to their student's progress and the transformation efforts.

To retain and recruit highly qualified teachers, CEC will work with the LEA, teacher's union, and RIHS administration and staff to collaboratively review the research and best practices and design an alternative compensation/career ladder plan for RIHS that strengthens instructional practices to improve student learning. Currently, data team leaders receive additional compensation from the LEA for facilitating the development of common assessments and 4 quarter plans in each content area at the high school level. RIHS has developed a basic framework for incentive pay in which staff members can earn points linked to professional and leadership responsibilities, performance and student achievement results. In addition, a career ladder system was developed for implementation in 2013 that will provide RIHS teachers the opportunity to serve as teacher instructional leaders, literacy specialist, alternative-to-suspension interventionist, data team leaders and Freshman Academy Academic Advisors, using criteria that include performance and student achievement results.

Professional development (PD) at RIHS will ensure teachers utilize teaching and intervention strategies that effectively address the emotional, social, behavioral, and academic needs of each student. PD will be data-driven: data will be analyzed and professional development continually molded in a manner that will efficiently increase the effectiveness of instruction and, thereby, student achievement. Job-embedded and school-wide PD will focus on around three big ideas to ensure effective implementation of the RIHS transformation model:

- Using data effectively to drive instruction, determine interventions and enrichment, and monitor students' learning.
- Engaging students and addressing individual needs through differentiated instruction.
- Strengthening relationships to build a culture of learning among students, their families and advisors to improve student learning toward college and career readiness.

Collaboration time in developing supportive and effective professional learning communities will be provided through departmentalized collaboration time to address standards-aligned classroom needs and analysis of student

and through re-organized planning periods to enable faculty members in targeted programs and departments to collaborate. RIHS teacher instructional leaders will receive PD focusing on formative and summative feedback through peer observations; differentiated instruction; PLCs; coaching and facilitation; and data collection, analysis and use to improve instructional practices and student learning.

To produce long-term sustainable and systemic change, CEC will facilitate efforts to expand the responsibilities of the Rock Island-Milan Council for Continuous Improvement (RI-M CCI), which brings together administrators, school board members, union representatives, and community residents, to plan and support the school transformation process at RIHS. The RI-M CCI will focus on changes that impact the individual school as well as systemic issues that impact the entire district. It will identify areas where learning from the SIG school can be shared across the system.

With grant funding, planning, preparation, and hiring for the 2013-14 school year will begin during the pre-implementation period and continue through the three years of grant funding. The plan details how the lead partner and school will build internal capacity to ensure that improvements and continuous growth in student achievement are sustained after funding is no longer provided.

Illinois State Board of Education
System of Support and District Intervention Division
100 North First Street, N-242
Springfield, IL 62777-0001

FY 2014 School Improvement Grant – Section 1003(g)
NEEDS ASSESSMENT
Cover Page

DISTRICT NAME AND NUMBER Rock Island-Milan School District No. 41		NAME OF SCHOOL Rock Island High School ✓	
REGION, COUNTY, DISTRICT, TYPE CODE 49-081-0410-25		CHECK (✓) ONE ONLY <input type="checkbox"/> Tier I School <input checked="" type="checkbox"/> Tier II School	
SCHOOL 2012: FEDERAL ACADEMIC STATUS N/A - Not a Title I School		SCHOOL 2012: STATE ACADEMIC STATUS Academic Watch - Year 8	
DISTRICT ADDRESS (Street, City, State, 9 Digit Zip Code) 2101 Sixth Avenue, Rock Island, Illinois 61201-0001		SCHOOL ADDRESS (Street, City, State, 9 Digit Zip Code) Rock Island High School, Rock Island, Illinois 61201-0004	
NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL Michael Oberhaus		PRIMARY CONTACT Tim Wernentin	
TELEPHONE (Include Area Code) 309-793-5900 ext. 210	FAX (Include Area Code) 309-793-5905	TELEPHONE (Include Area Code) 309-793-5950 ext. 2000	FAX (Include Area Code) 309-793-59
SUPERINTENDENT/AUTHORIZED OFFICIAL E-MAIL ADDRESS mike.oberhaus@risd41.org		PRIMARY CONTACT'S E-MAIL ADDRESS tim.wernentin@risd41.org	

Part 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, 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. (see Appendix A: Tool 1 Roadmap)

District/School SIG 1003(g) Improvement Team Membership

NAME	TITLE/POSITION	REPRESENTING
Michael Oberhaus	Superintendent	Rock Island-Milan School District No. 41
Jeff Zoul	Assistant Superintendent for Teaching and Learning	Rock Island-Milan School District No. 41
Linda Dothard	School Board Member	Rock Island-Milan School District No. 41
Bob Beckwith	Chief Financial Officer	Rock Island-Milan School District No. 41
Tim Wernentin	High School Principal	Rock Island High School
Carmine Draude	Assistant Principal	Rock Island High School
Kristin Allen	Assistant Principal	Rock Island High School
Michelle Lillis	Math Data Team Chair	Rock Island High School
Connie Hayek	English Data Team Chair	Rock Island High School
Mary Lou McLaughlin	Social Studies Data Team Chair	Rock Island High School
Rod Simmer	Parent	Parent
Annie Robinson	Education Chair	Rock Island County NAACP

Record Keeping 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 Part I of each school's FY 2014 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Rock Island-Milan School District No. 41	REGION, COUNTY, DISTRICT, TYPE CODE 49-081-0410-25	NAME OF SCHOOL Rock Island High School
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Part II. School Performance - Data and Analysis

Context			
	2009-2010	2010-2011	2011-2012
1. Grade levels currently served (e.g., 9-12)	9-12	9-12	9-12
2. Total enrollment	1521	1679	1728
3. % Free/Reduced Lunch Students	53.8	54.7	59.7
4. % Special Education Students	14.3	17	15.7
5. % English Language Learners	4	5.4	8.6

6. Home Languages of English Language Learners (list up to 3 most frequently represented).

- Spanish
- Karen
- Kirundi

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

The school boundaries encompass the communities of Rock Island and Milan. The community is historically known for the below the hill and above the hill demographics. The below the hill area is more diverse and has higher rates of poverty. The west end of Rock Island, a part of the below the hill area, has the highest rate of poverty and a rapidly increasing diverse English Language Learner population. However, all of the neighborhoods served by the school are seeing increasing rates of poverty. There are nine elementary, Pre-K through 6th grade, feeder schools with student poverty percentages ranging from 40% to 98%. The District has two 7-8 junior high schools that feed into the High School.

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.

A rapid infusion of English Language Learners has moved into the community. These are primary and secondary immigrant families that speak 36 different languages. This has posed challenges to meet their needs during periods of declining funding. Additionally, Poverty rates continue to grow throughout the District. Research indicates that poverty rates over 40% provide many challenges for schools. Violence continues to be a problem, particularly in the west end. Social media has rapidly changed communication with students and families. Cyber-bullying has become an issue in the schools. Misinformation is quickly disseminated to a broad base of stakeholders which results in constant correction of information.

The school has a principal that was hired in July 2012. During his 1 1/2 years the school has implemented iJag (Illinois Jobs for Americas Graduates). This program, through a John Deere Foundation grant, provides a counselor to work with 50 students identified by teachers and counselors to be at risk of dropping out. The counselor meets regularly with the students to develop post high school plans, monitors their progress, and provides assistance as needed. Upon graduation the counselor continues to monitor the students' success for an additional year. The school has begun implementation of an enrichment period that provides mandatory supports for students at risk of failure while providing voluntary enrichment activities for all students. During the first semester of the program, class failures dropped by 1,400 as compared to the prior year's first semester. The school is developing pre-test and post-tests for all courses to evidence student growth. An educator evaluation system based on the Charlotte Danielson Framework for Effective Teaching and meeting the professional practice requirements of PERA has been created. The High School has implemented the new evaluation tool this past fall.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	NAME OF SCHOOL
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Part II. School Performance - Data and Analysis (continued)

School Improvement Efforts – Previous and Current		
<p>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.</p> <p>For example:</p> <ul style="list-style-type: none"> • 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
2012-13 (Items 1-7)	<p>1. Adopted Enrichment Program that provides extra help for students within the school day</p> <p>2. Implementation of common planning time for teachers once per week</p> <p>3. Adoption of new teacher evaluation process</p> <p>4. Adoption of new administrator evaluation process</p> <p>5. Added iJAG (Iowa Jobs for American Graduates) program</p> <p>6. Added Project Lead the Way engineering program</p> <p>7. Implementing on-line learning opportunities of courses not offered in our current curriculum</p> <p>8. Adoption of Acuity formative assessment program</p> <p>9. Reinstating PSAE prep class in English and math</p> <p>10. Implementing Career Cruising career planning model</p> <p>11. Solutions program re-instituted</p>	<p>15. Process has been helpful in gathering data on struggling students from multiple sources and having a variety of staff providing input. Lack of time and the number of students referred to BIT inhibits the type and quality of interventions provided to students.</p> <p>18. Program discontinued due to grant expiring</p> <p>21. 9th Grade Academy demonstrated academic, behavior, and attendance success when instituted with sufficient resources. Budget cuts and attrition have caused the Academy to be diminished to minimal capacity. Pockets of success remain, however data indicates majority of Fs and behavior referrals are from freshmen.</p> <p>22. Inconsistent enforcement of program by staff members, lack of support and follow-through by administration.</p> <p>23. Inconsistent enforcement of program by staff members, lack of follow-through by new administration at that time.</p>
2011-12 to current (Items 8-10)		<p>1. Data results to date indicate fewer Fs, all teachers are available for extra help during their contracted time.</p> <p>2. Teachers are able to meet once per week for 40 minutes to create pre and post tests, analyze student data, and incorporate Common Core into the curriculum.</p> <p>3. System based on "Framework for Teaching" model.</p> <p>4. System based on ILLSAC standards.</p> <p>5. Program provides work skills, preparation for college, and life skills to identified at-risk students.</p> <p>6. First year of a three year implementation of PLTW that prepares students for a career in engineering.</p> <p>7. Piloting on-line courses Chinese, Veterinary Science, Digital Photography, and Forensics.</p> <p>8. On-line assessment program in which math and English teachers are utilizing their testing bank to create course specific formative assessments to gauge student learning and adjust instruction as necessary.</p> <p>9. Provides students with skills, tips, and practice with the ACT and Work Keys assessments to prepare them for PSAE exams.</p> <p>10. Students participate in career inventory</p>
2009-12 to current (Items 11-17)		

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Part 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.iirc.niu.edu/>. 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.

PSAE		2010	2011	2012
Grade 11	Reading	37	30.1	39.1
Grade 11	Mathematics	32.2	25.9	30.9

11. Using the **2012 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?

PSAE – Grade 11

Subject	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Native American	English Language Learners	Special Education
Reading	55.5	27	28.3	N/A	0.0	3.3
Mathematics	47.4	15.4	27.8	N/A	2.6	3.3

12. Using the **2012 state assessment data**, what is the student participation rate on the state assessment in reading and mathematics by student subgroup?

PSAE – Grade 11- Participation Rate

Subject	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Native American	English Language Learners	Special Education
Reading	99.4	98.6	98.1	N/A	100	97.1
Mathematics	99.4	98.6	98.2	N/A	100	97.1

2012 GRADUATION RATE (HIGH SCHOOLS ONLY)

All Students	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Native American	English Language Learners	Special Education
82.9	89.0	76.8	87.5	N/A	93.3	72.3

ENGLISH LANGUAGE PROFICIENCY

Enter the percentage of limited English proficient students who attained English language proficiency.	2010	2011	2012
	5.1%	8.6%	10.0%

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

SCHOOL INFORMATION			
	2010	2011	2012
Number of minutes within the school year	63,711	63,711	66,128
Student attendance rate (%)	91.15	93.49	93.90
Student mobility rate (%)	14.3	15.4	29.4
Discipline Incidents	8059	8069	7912
Truancy rate (%)	4.1	5.6	6.4
High School Dropout rate (%)	1.6	2.8	2.5
High School Graduation rate (%)	92.9	80.9	82.9

Note: Responses for the following items will need to be provided by the district and/or school. It is possible that some of the requested data are not available. In this case, insert NA for "not available."

Number and percentage of students completing advanced placement (AP) coursework	114 (7%)	174 (10%)	139 (8%)
Number and percentage of students who completed the International Baccalaureate (IB) classes	N/A	N/A	N/A
Number and percentage of students who completed advanced mathematics	203 (13%)	237 (14%)	241 (14%)
Number of high school students who completed both advanced coursework and dual enrollment classes	8	10	18
College enrollment rate (%)	N/A	N/A	N/A
Teacher attendance rate (%)	91.5	90.1	89.1
Distribution of teachers by performance level on LEA's teacher evaluation system.	Excellent 36%, F +	Excellent 46%, F +	Excellent 39%, F +

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Part 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?

None of the subgroups are meeting or exceeding the District's achievement expectations. The subgroup with the highest percentage of meets and exceeds are the White non-Hispanic at 55.5% in Reading and 47.4% in Mathematics. All other subgroups have performed consistently lower. Hispanic students scored the next highest at 28.3% in Reading and 27.8% in Mathematics. Black Non-Hispanic students scored 27% in Reading and 15.4% in Mathematics. English Language Learners students scored 0.00% in Reading and 2.6% in Mathematics. Special Education students scored 3.3% in Reading and 3.3% in Mathematics.

14. What patterns of achievement are evident over time?

The achievement defined by PSAE has shown a downward trend from 2009 through 2011. Reading scores dropped from 54.1% meeting and exceeding in 2009 to 30.1% in 2011. Reading scores rose in 2012 to 39.1%. Math scores dropped from 45.5% meeting and exceeding in 2009 to 25.9% in 2011. Math scores rose in 2012 to 30.9%. Every year the percentage of meets and exceeds on the PSAE of White Non-Hispanic has exceeded the average scores for the school, but are still below the requirements for annual yearly progress. Multi-racial students performed above the school average in math and reading for all years except math in 2011. In 2012, the multi-racial ethnic code was removed. Achievement gaps are persistent with Black Non-Hispanic students, special education students, Hispanic students, and economically disadvantaged students.

15. In which subjects are students experiencing the lowest achievement?

Students are experiencing the lowest achievement in mathematics. Overall percentage of meets and exceeds for mathematics on PSAE has ranged from a high of 45.5% in 2009 to a low of 25.9% in 2011. In 2012 30.9% met or exceeded on the PSAE math exam. Only 15.4% of Black Non-Hispanic students received a score of meets or exceeds for 2012. The math scores over the past four years for Black Non-Hispanic students has ranged from a high of 17.9% to a low of 9.1%. Hispanic students ranged from a high of 34.8% meeting and exceeding standards in 2009 to a low of 24.5% in 2011. The percentage of Hispanic students meeting or exceeding standards in 2012 increased to 27.8%. Disabled students score in the range of 3% to 5% of meets or exceeds in mathematics. LEP students have the lowest scores on PSAE ranging in 2009 at 9.1% meeting or exceeding in mathematics to 2.6% in 2012. White Non-Hispanic students exceeded the school average in all years, but their percentage of meeting and exceeding ranged from a high of 57.1% in 2009 to a low of 42.3% in 2010. In 2012 47.4% of White Non-Hispanic students met or exceeded standards.

16. What characteristics of the student demographics should be taken into account in selecting an intervention model and Lead Partner?

The rapid growth in LEP students has created challenges in staffing and providing sustainable programming. These students and families need to acquire language skills along with gaining an understanding of the American culture while attempting to master academic content.

Black Non-Hispanic students, representing approximately 35% of the high school population continues to experience achievement gaps. They tend to have higher rates of discipline referrals and consequences.

The students with disabilities are not achieving.

17. 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?

The school's prior reform efforts have been ineffective due to buy-in of the administration and/or teachers. High Schools That Work was implemented for three years but failed as the school leadership did not back the program. Student-teacher advisories were in place but were discontinued as a waste of time. Initially there was very little structure for the use of the time. As the structure was developed and implemented, teachers did not deploy effectively and consistently. There was no accountability for proper deployment.

Any future improvement efforts need to have good structure at the inception, receive support from all stakeholder groups, and have an expectation of implementation with fidelity. Accountability needs to be a component of the plan.

Note: Before moving on to Part III, please make sure that the team has completed Parts I & II for each school the district seeks to fund.

ROCK ISLAND HIGH SCHOOL: PROPOSAL NARRATIVE

SECTION I: OVERVIEW AND RATIONALE

A. NEEDS ASSESSMENT

Rock Island High School (RIHS), a public 9-12 high school in northwestern Illinois, serves the communities of Rock Island and Milan. RIHS proposes to implement the transformation model to increase student learning, achievement, and graduation rates. The model was selected by a substantial group of district stakeholders after a thorough review of school performance data, needs, and district capacity. As the first step toward transformation, the school's principal was replaced July 2011 after a national search and interviewing by a diverse team of stakeholders.

This needs analysis considered demographic and achievement data for RIHS over the past 3-4 years, as detailed in section II of the Needs Assessment packet. Since 2010, the school's population has increased by more than 200 students, from 1,521 to 1,728 students, and the percentage of low income and ELL students also has grown. An influx of primary and secondary immigrant families into the district has resulted in a significant increase (from 4% in 2010 to 8.6% in 2012) in

English language learner (ELL) students,

which has created challenges in staffing and

providing sustainable programming. To

	2009	2010	2011	2012
Reading (% meet/exceed)	54.1	37	30.1	39.1
Math (% meet/exceed)	45.5	32.2	25.9	30.4

succeed academically, these students and their families need language skills and a greater understanding of the

American culture, while also attempting to master academic content. ELL students at RIHS speak 36 different

languages; the 3 most common are Spanish, Karen, and Kirundi. In addition, almost 60% of the student body in 2012

received free and reduced lunch, an increase of almost 6 percentage points over the past 2 years. More than 15% of

RIHS students are special education (SPED), up from 14.3% in 2010.

RIHS has seen a decline in the percentage of 11th grade students meeting or exceeding state standards on the Prairie State Achievement Exam (PSAE). In reading, the percentage meeting/exceeding standards declined from 54.1% in 2009 to 39.1% in 2012. Among subgroups, 55.5% of White, non-Hispanic students in 2012 met or exceeded reading standards, compared with only 27% of Black, non-Hispanic students; 28.3% of Hispanic students; and 3.3% of SPED students, and zero ELL students.

RIHS students are experiencing the lowest achievement in mathematics. Rates of students meeting or exceeding math standards declined from 45.5% in 2009 to 30.4% in 2012. While differences among subgroups exist, no group has performed well. In 2012, 47.4% of White, Non-Hispanic 11th grade students met or exceeded state math standards, compared with 15.4% of Black, Non-Hispanic students; 27.8% of Hispanic students, 3.3% of SPED students, and 2.6% of ELL students.

An increase in learning time to address the individual needs of these students would be beneficial. In the past year, the school has reconfigured the school schedule to add an Enrichment Period in order to provide timely interventions or enrichment opportunities for all students. This additional student contact time has helped to significantly reduce the number of course failures. While school year minutes show a decrease in time between 2011 and 2012 (from 63,711 to 61,988), the school was able to gain back learning time by reducing the lunch period and shortening passing time. With SIG funding, the school will add a daily advisory period for all students.

Culture and climate issues contribute to academic difficulties at RIHS. Disciplinary incidents remain high with 7,912 incidents in 2012. Student mobility is 29.4%, a substantial increase from 14.3% in 2010. School attendance has held steady at about 94%. From 2010 to 2012, truancy increased from 4.1% to 6.6%, the dropout rate increased from 1.6% to 2.5%, and graduation declined from 92.9% to 82.9%. Part of the decline in graduation was due to changes in the way the state of Illinois calculates the graduation rate. College enrollment is not currently tracked.

	Teacher performance		
	2010	2011	2012
Excellent	36%	46%	39%
Proficient	64%	53%	58%
Needs Improvement	0%	1%	3%
Unsatisfactory	0%	0%	0%

RIHS has an opportunity to increase rigor for students. In 2012, 139 (8%) students were enrolled in Advanced Placement (AP) courses, 241 (14%) took advanced mathematics, and 18 took advanced coursework and dual enrollment. The school does not have an International Baccalaureate program.

Teacher attendance was approximately 90% over the past 3 years. Most teachers in RIHS are rated excellent or proficient, with the percentage of those rated excellent increasing slightly from 2010 to 2012. The percentage of those rated as "needs improvement" increased from 1% to 3% of the school's 100 teachers in the past 2 years.

As a consequence of this needs analysis, stakeholders identified transformation as the best fit improvement strategy for RIHS. The school has sub-groups of students experiencing low achievement in one academic area, has hired a strong turnaround leader to implement the improvement model, and shows evidence of strong instructional capacity and a strong community commitment to the school. The second best fit was the turnaround model. The school met few characteristics favoring restart or closure, because there was not limited capacity of staff and there is not currently a negative school culture, and the district cannot move RIHS to another high school in the district.

B. ROLE OF LEAD PARTNER

RIHS has selected the Consortium for Educational Change (CEC) as its lead partner. As a beginning step in the development of transformation at RIHS, CEC worked with the superintendent in March 2013 on characteristics of transformation leaders, using Public Impact's *School Turnaround Leaders: Competencies for Success*. As lead partner, CEC will help the district and school make the systemic changes necessary for transformation. The CEC Transformation Facilitator will be onsite daily, and CEC will be involved in the following 8 areas:

1. Strategy design: CEC has facilitated the development of the RIHS transformation plan to incorporate the criteria for the school transformation model and CEC's Framework for High Performing School Systems (included as Appendix L), including shared leadership, strategic planning, student, parent, and community needs/requirements, data collection, analysis and use, staff needs/requirements, improved processes and results.

2. Creation of a performance management system: CEC will work with the LEA and RIHS to develop and implement a teacher evaluation system that meets the requirements of PERA. CEC will work with the LEA and its teachers union during the 2013-14 school year to develop the student growth system and will begin implementation in RIHS, in the 2014-15 school year with district-wide implementation in 2015-16.

3. Assistance with school climate and culture: CEC will guide transformation efforts at RIHS to establish a school climate and culture where students feel safe, where high expectations for academic and behavioral competencies of all students are supported, and where instruction responds to student needs. CEC will facilitate and support the development of professional learning communities (PLCs) at RIHS – a fundamental shift that supports a culture of learning with emphasis on using data to improve instruction, interventions and rigor, engaging students through differentiated instruction strategies and strengthening relationships to prepare all students for college and

careers. CEC will help establish a student leadership team for peer mentoring and supports, peer tutoring during Enrichment, and leadership in establishing a college- and career- ready culture during the daily Rock Time period.

4. Community engagement: CEC will work with RIHS to establish processes that help define the needs and requirements of students, parents, and community and translating them into clear expectations. CEC will facilitate the work of the School Improvement Team, which will include parent/community stakeholders to guide, support and monitor RIHS' transformation efforts. In addition, CEC will facilitate the development and implementation of the redesigned Freshmen Academy, student advisory Rock Time, and the redesigned Enrichment Period, which will work to strengthen parent and community partnerships to increase student learning. A Parent University program and computer kiosks in 5 community-based organizations will be rolled out in 2013 as a community and family outreach initiative. CEC will work closely with RIHS and district leadership to partner with community leaders to inform and engage them in RIHS transformation efforts. Community agencies will be included in the design of alternative programs, interventions, and supports for RIHS Tier II and Tier III students.

5. Extended programming: CEC will rely on best practices to assist schools, districts, and unions in moving away from a one-size-fits-all approach to education, while extending student learning time for tiered interventions and differentiated instruction, as well as extended learning time for faculty/staff to work collaboratively to address student needs. Dr. W. Patrick Dolan, CEC senior partner, who specializes in labor-management collaboration for continuous improvement, will provide support in sustaining extended learning system-wide.

6. Interim assessments: Aligned assessments provide critical feedback on student performance relative to each learning target. CEC will work with the LEA and school in the development and use of formative, summative, and self-assessments and to establish consistency in the reporting progress. The SMART Schools system enables progress toward goals to be monitored, tracked, and reported, for early intervention and differentiation when needed.

7. Compensation system reform: CEC will continue to work with the LEA, teacher's union, and RIHS administration and staff to review research and best practices and design an alternative compensation/career ladder plan for RIHS that strengthens instructional practices to improve student learning.

8. Additional substantial responsibilities: To produce long-term sustainable and systemic change, the school change strategy must include the surrounding community. CEC will facilitate efforts to expand the

responsibilities of the Rock Island-Milan Council for Continuous Improvement (RI-M CCI), which brings together administrators, school board members, union representatives, and community residents to plan and support the school transformation process at RIHS. The RI-M CCI will focus on changes that impact the individual school as well as systemic issues that impact the entire district. It will identify areas where learning gleaned from the SIG school can be shared across the system. The RI-M CCI will help identify ways for the district to sustain changes beyond the term of the intervention. The council's role will include creating conditions for success, developing/communicating a shared school transformation strategy, ensuring sustained commitment to the strategy, monitoring implementation, holding everyone accountable for meeting performance expectations, proactively engaging the community, and highlighting schools and individual educators for dramatically improved performance.

CEC will have a daily presence at RIHS throughout the grant period and will work closely with school leaders and the LEA Transformation Officer to share accountability for the full and effective implementation of the transformation model and for improvements in student achievement at RIHS.

C. STAFFING

RIHS transformation will be overseen by shared governance, as demonstrated in an organizational chart provided as Appendix M. The RIHS Principal will be held accountable for the full implementation and progression of the RIHS transformation model, and the Principal will hold CEC accountable for monitoring and evaluating progress of this initiative on a quarterly basis. To implement the transformation model effectively, RIHS will work with the district Transformation Officer (Appendix G1) and CEC's onsite Transformation Facilitator (Appendix G2).

Staffing will be increased at the school level during the grant period, using SIG funding, in order to quickly build capacity for dramatic change. Staffing increases will be focused on building a system for collecting, analyzing, and using data effectively to drive instructional practices and target individual student needs, as well as on developing school-level teacher leaders who can lead and facilitate changes in the school. To this end, the school will work with CEC to hire a full-time Academic Advisor for the Freshman Academy (1.0 FTE), part-time released Instructional Leaders (2.8 FTE in year 1 and 1.4 FTE in year 2 and 3), a Literacy Specialist (1.0 FTE) and a part-time Data Coach (.5 FTE), Alternative Education Instructor for School Within a School (.6 FTE) and an Alternative to Suspension Interventionist (.6 FTE) to be fully funded through the SIG. Job descriptions for the instructional and data

information coaches are included as Appendix N. After the grant ends, RIHS will retain the 7 Instructional Leader positions as part of the newly designed career ladder system by reallocating available resources.

The LEA will use current district funds for the following 1.0 FTE positions who will share the leadership and implementation of the transformation model: school administrative team (8) and PBIS coach (1). The LEA also will pay for collaboration time for PLCs, all to be formed or appointed during Pre-Implementation. The following staff funded by the LEA will contribute to implementation of the transformation model: SPED (18 FTE), ELL (4.7 FTE) elective instructors (34.3), science (9.2), social studies (8.2), math (10.2), English (10.8), and non-certified staff (78).

SECTION II: PROPOSED ACTIVITIES

A. PROPOSED ACTIVITIES FOR INTERVENTION MODEL

Activities to be implemented as key elements of transformation are described in paragraphs B through H.

B. SCHOOL CULTURE AND CLIMATE

RIHS intends to open the 2013-14 school year with a re-tooled, reenergized staff prepared to create an environment that promotes educational excellence: "Rock Island High School: Excellence Every Day!" Faculty and staff are working to significantly change the school culture to strengthen relationships between students and staff and improve social-emotional behavior among students so they are able to focus on more rigorous and relevant curriculum and instruction. Transformation interventions began in the 2011-12 school year with the hiring of the school principal, who has implemented STEM programming through Project Lead the Way, iJAG to assist 50 at-risk students to complete school and monitor their success during their first year beyond high school, and an Enrichment Period to provide assistance to students at risk of failure and enrichment opportunities for all students.

Through SIG funding, RIHS will be able to build on these improvements through the framework of a professional learning community, which is inextricably linked to the effective integration of the Common Core State Standards (CCSS), assessment, and accountability. RIHS faculty, staff, and students will work together to create a PLC collaboratively focused on learning and measures of effectiveness that are based on results. RIHS's transformation plan will create a culture of learning for college and career readiness through the following initiatives:

Rock Time: Rock Time advisory periods, held for 25 minutes daily, will allow for smaller learning communities with an adult mentor (academic coach at school) to create a culture of learning for college and career readiness. The

mentor will work collaboratively with individual students throughout their high school years to ensure they have needed supports (academic, behavioral, and emotional) to graduate college and career ready (Appendix O).

Revamped/Revitalized Freshman Academy: During the 2013-14 school year, the existing 9th grade academy will be revamped and revitalized. All incoming 9th grade students will be assigned to 1 of 3 academy houses comprised of a team of teachers in the core areas of math, science, and English. The academy team of teachers will work collaboratively to ensure 9th graders have a successful transition to high school and gain the skills necessary to graduate college and career ready. Components of the freshman academy will include a freshmen transition program, Rock Solid summer program, freshmen orientation, Rock Time advisory period, peer mentoring, enrichment, academic labs, and an Academic Advisory, as detailed in Appendix P.

C. DATA-DRIVEN DECISION MAKING

RIHS administration and staff are working collaboratively with the lead partner and stakeholders to develop and implement a comprehensive, data-driven, and instructionally focused transformation model that will **use data effectively to drive instructional practices**, determine interventions, and increase rigor; **use differentiated instruction** strategies throughout the school to engage students; and **strengthen relationships** with students and parents and provide critical supports to **prepare all students for college and/or careers** through Rock Time.

Using these overriding strategies to guide development of the transformation model, RIHS and CEC will develop a positive school climate where students feel safe, where high expectations for academic and behavioral competencies of all students are supported, and where instruction responds to the needs of all students. Results of the newly implemented Illinois 5Essentials Survey will guide the school transformation efforts at RIHS.

Current collection, analysis, sharing of student academic and behavior data: Results of the needs assessment process identified use of data to influence decision-making as a weakness for RIHS and the LEA. This is an area where RIHS will have to make significant changes in order to effectively use data to drive instructional and behavioral interventions. Currently, the following data are collected: summative data from EXPLORE, PLAN, and ACT/PSAEs, formative assessments (Acuity, pre/post assessments by course), grades every 3 weeks, school wide attendance, discipline referrals, persistence to graduation, BIT (attendance, discipline and up to date grades per student), enrollment, course enrollment, mobility rate, teacher performance, graduation/dropout rates, and surveys

(5Essentials, SIG assessment, enrichment, respect). Currently, few teachers at RIHS administer common assessments. The math department has developed common assessments for Geometry, and is working on Math Lab, Alg I and Alg II. Common assessments in English courses are complete with some gaps in speech and technology. The science department is working to develop common assessments in Honors Chemistry, Honors Physics, and Chemistry. Foreign language and fine arts classes are finalizing their common assessments. Scores from EXPLORE, PLAN, ACT assessments are shared with district administration. Teachers are able to see their own students' data but are not privy to past student performance data through the current data management system.

Changes under SIG funding: RIHS intends to dramatically improve its system of data collection, analysis, and use by ensuring that teachers have easy access to real-time data and know how to use it to help students to master key concepts in a timely manner. A timeline for implementation of data-driven decision making is included as Appendix Q1. RIHS will add the EXPLORE assessment during the fall of 9th grade (in addition to 8th grade). This assessment package will be expanded to include ACT/PLAN/ EXPLORE Linkage reports, which will then be used to place students in appropriate high school courses, expose students to more rigorous academic offerings, and identify appropriate interventions and supports to help students focus on learning.

RIHS faculty is identifying the key essential learning by course and developing common assessments by course based on the common core standards. The newly designed assessments will be reviewed using a rigorous rubric and will be vertically aligned to the curriculum. Four-quarter plans for all courses in all subject areas will also be developed. This will allow us to access student data on common core standards using common unit and final exams.

SIG funds will be used to create a system to collect, analyze and use data to improve instruction and student learning through data warehouse system; daily common planning time by department and subject areas; use of SMART Goals for school, department, courses, and individual students; Rock Time college and career readiness advisory period to disseminate and examine achievement and behavioral data with students; evening parent meetings to disseminate and examine student achievement and behavior data; and early warning interventions and support team. A half-time data coach will support these efforts toward building school-wide capacity to implement these strategies, working closely with the 7 instructional leaders during departmental collaboration time.

To effectively collect, analyze, and use data to address individual student needs, RIHS needs to increase access to technology tools. Currently the school has one computer lab for student use that consists of 24 computers in the school library. Because average regular class size at RIHS is currently 33 students, the facility cannot accommodate all students in most classes. The school will need to increase student access to computers for online assessments for data collection and proposes to do that through purchase of 24 classroom sets of 30 electronic tablets for use in English and math courses.

Professional development (PD) for faculty and staff will focus on data analysis and use to improve instruction and learning; SMART goals; student engagement in learning to become college and career ready; and technology to collect, analyze, and use data more effectively. We intend to research and develop a common data management system to allow teachers, building administration, and LEA access to cumulative student performance data, which will be used to drive instruction and guide instructional modifications and RtI. Using student data to guide instructional decisions, including interventions and enrichment, is a priority for RIHS. The revised schedule will provide time for planning and interventions/enrichment during teacher collaboration and student advisory times.

Using data to guide instruction: RIHS will create structures and supports to enable teachers to analyze formative and summative data on an individual basis to guide instruction. CEC will use Quality Leadership by Design's SMART Goal Process to develop a school-based change management system that creates a culture of ownership and accountability for the continuous improvement of student learning. The process is built around the Framework for Shared Responsibility, where the entire faculty is involved in establishing **focus** (mission, vision, goals), engaging in **reflection** (analyzing data and research on best practice), and contributing to **collaborative** efforts to build coherence in curriculum, instruction, assessment, and PD practices. The framework and process help build leadership capacity through the school in a systemic and systematic way, which is an integral component of establishing and sustaining PLCs. CEC, working with district and school leaders, will provide coaching and support to ensure all PLC collaboration teams have strong leaders able to make efficient and effective use of the time.

Data to make instructional modifications, enhance support services, or identify interventions: RIHS currently uses Building Intervention Teams to identify groups of students based on social-emotional behaviors and expectations and track student attendance and discipline through Crosspoint and SWIS. A home-school facilitator

provides supports to targeted students with excessive tardies and/or absences. Parents have access to Crosspoint grades, attendance, missing assignment, and formal assessment data online.

In 2013-14 school year, RIHS will implement PBIS and Behavior Intervention Support Team (BIST) programs to encourage students to improve their behavior, choices, and participation in school. RIHS will collect discipline/behavior using PBIS/BIST at the school and classroom level in order to plan behavioral interventions. The school will encourage parent involvement by teaching parents behavior management techniques.

Also in 2013-14, RIHS will add a daily Rock Time college and career readiness period. Students will have a Rock Time advisor to track and monitor behaviors, determine supports and interventions, and ensure students meet high expectations necessary to graduate college and career ready. Rock Time advisors will be assigned a group of 15-17 students with whom they will meet each day throughout the students' high school career.

The faculty and staff will receive ongoing, timely professional development to assist them in utilizing appropriate knowledge, skills, and dispositions to guide students in taking responsibility for their decisions and choices that impact their learning. Crosspoint, currently used to record attendance and discipline, also will provide an early warning system to alert administrative staff and teachers so early interventions can be undertaken. Rock Time faculty advisors will have full access to the attendance and discipline data for their students so they can implement interventions with those students during the Enrichment Period and Rock Time advisory period.

RIHS will use the LEA's Parent University to teach parents how to interpret their student's data and will schedule bimonthly meetings to inform the community about all the data-driven decisions and initiatives in the building. Five computer kiosks will be positioned in community-based facilities to encourage parent access to student and school information. Students will be expected to communicate and share their progress with their parents during student-parent conferences, with support from their Rock Time faculty advisor during the advisory period.

D. CURRICULUM AND ASSESSMENT

Curriculum aligned to common core standards: The Rock Island-Milan LEA plans to complete the process of aligning curriculum to the CCSS and developing common assessments for each subject and course by December 2013. The math PLC has begun implementing integrated math pathways per CCSS. Through integrated math pathways, course focus, coherence, and rigor will adhere to the common core shifts for mathematics

(achievethecore.org). All other PLCs are beginning to align their curriculum to the common core literacy standards, including incorporation of more nonfiction and complex text and using evidence from text (achievethecore.org). All courses will include a study and implementation of the literacy design collaborative common core task templates and rubrics (<http://www.literacydesigncollaborative.org/>). The social studies PLC will re-sequence required courses in grades 9-11 to include 9th grade world studies, 10th grade American history, and 11th grade federal government and consumer education to provide greater opportunities for students to take additional social studies courses. This re-sequence will align courses with the common core literacy standards, as well as enhance critical literacy skills at the all grade levels. This process will require additional FTEs for years 2 and 3 of the SIG program, as detailed in Section I-C of this narrative. As lead partner, CEC will work with RIHS faculty and district teachers, content specialists, and administration to continue efforts to align curriculum, assessments and instruction to the common core standards, develop a clear understanding of key essential learning for students, and determine how this learning will be assessed for each subject and course. Part of the alignment process will involve examining current curriculum materials for rigor, relevance, alignment, and engagement. CEC will work closely with district administration and RIHS faculty in conducting a vertical analysis of the core curriculum.

Use of assessments to improve student learning: Planned grade-level assessments, beginning in the 2013-14 school year, are listed in Appendix Q2. RIHS 8th and 9th grade students will take the EXPLORE, 10th grade students will take the PLAN assessment, and 11th grade students will take the PSAT assessment to provide additional trend and current data to track student progress and determine supports, enrichments, and interventions to assist students in their learning. Teachers in math and English courses will assess students, using common core aligned Acuity assessments, throughout the year as another means of monitoring student growth. Students will complete Acuity assessments using electronic tablets in the classroom to ensure timely collection, analysis, and use of data by faculty to identify instructional strategies linked to student learning needs. Students will also have timely access to their results and will be expected to draft SMART goals. Targeted and focused PD will be provided for the RIHS faculty and staff during the summer and intersessions each year to complete this process.

The RIHS transformation plan will establish PLCs with administration and faculty members using formative and summative assessments to drive instruction to improve student learning (Hord's Five Components of PLCs, page

22, *Classroom Walkthroughs*). Through the development of creating a strong PLC, RIHS will focus on learning rather than teaching, working collaboratively, and teacher and student accountability for results (*PLCs at Work*, pgs. 2-4). Teacher-leaders will undergo PD to prepare them to lead PLCs (<http://www.allthingsplc.info/>) through curriculum alignment, assessment design, and use of assessment data. In year 1, RIHS staff will align course assessments to common core standards and curriculum, with supports provided by CEC and the district Teaching and Learning department. These new assessments will be developed for each course to determine students' content knowledge, critical thinking skills, and/or gaps needed to be addressed prior to introducing new information. Throughout each school year, short-cycle assessments (common quarterly assessments that need to be developed for all content areas in year 1) will be used to measure mastery of subject and adapt instruction to meet students' needs.

During Rock Time college and career ready period, faculty advisors and school counselors will work with students to establish a culture/process in which students own their data and track and monitor learning progress. Students will set SMART goals, keep data notebooks, and share information and data about their progress. Teachers will have time and opportunity to regularly analyze and discuss student data during collaborative teams, and they will use that information to drive instruction and supports to enhance student learning. Data analysis also will determine what PD is needed to ensure high student growth and achievement.

Ongoing formative assessments will be used to guide instruction, differentiate, and determine interventions. Teachers will be trained in a variety of research-based instructional methods and strategies to identify and implement strategic classroom interventions. Students identified as needing support will be scheduled into AVID (Advancement Via Individualized Determination) for core subjects, electives, and learning lab periods, which incorporate math, English, and science tutoring, study skills, and test-prep strategies. Some students may need additional assistance in only one subject while other students may need help in multiple content areas, so each core content area will be offered during one class period. This course will earn credits for students who are required to take it. Students who are identified as significantly below grade level will take standard core courses and receive a "double dose" in that subject area. This "double dosing" will be accomplished by enrolling identified students in a supplemental course to address individual learning needs, such as mathematical computations and reading skills.

Access and equity to a high-quality curriculum for all students: Opportunities for students to excel academically will include additional services and course offerings at RIHS (smaller learning communities, credit recovery, and intensive academic interventions) described in Section II-D (Instruction). RIHS will use a \$50,000 grant to increase the number of disadvantaged students enrolled in AP and pre-AP courses and will increase AP and pre-AP science courses. AVID will be implemented at the freshman level in year 2 and 10th grade in year 3. RIHS will seek assistance for school counselors to allow them to better identify students for placement in higher level courses, linked to academic interventions and supports through AVID.

E. INSTRUCTIONAL PRACTICES

The RIHS faculty has begun the work needed to align curriculum, instruction, and assessments to the CCSS with leadership support from teacher leaders serving on the RIHS data teams. To analyze student needs and build targeted support and interventions for those needs, each department has been working throughout the 2012-13 school year to create one common unit assessment for each quarter. A list of assessments currently administered and planned through SIG funding is included in Appendix Q3. Currently, there is quite a bit of variation among departments regarding the development and use of common assessments. Most assessments appear to rely heavily on factual recall. CEC will work with RIHS to establish a PLC in each department, which will move from a loosely aligned instructional program to a learning environment that ensures all students are receiving a high quality, rigorous common core curriculum in every classroom. To make this happen, teachers need to be prepared to teach in a standards-based program, using tools and processes needed to link instruction to learning standards.

CEC will coordinate and align resources provided by the district Teaching and Learning department and other resources to support RIHS faculty and staff in the development and implementation of these additional course offerings. Faculty and staff have begun this collaborative work in vertical teams continuing throughout the 2012-13 and 2013-14 school years in their collaborative teams. RIHS will employ the following 8 instructional/learning support strategies to assess student needs and provide support and interventions that meet those needs:

1. Using and integrating technology-based supports: During Pre-Implementation, a technology audit will be performed in order to develop a plan to "wire" the school with current learning technology, and CEC will assist the Instructional Leadership Team in developing a technology plan to enhance instruction. District central office staff will

provide supports in assessing the technology hardware and capacity available to support implementation. In addition, an audit of the technology skills and needs of RIHS staff will be conducted in May 2013. A RIHS technology plan will be developed summer 2013 to identify and prioritize technology needs to support instruction and assessment.

A preliminary assessment has identified areas in need of expanded technology supports in year 1 to include the Freshman Academies, math, and science. To meet basic computer needs, all English and math teachers will receive classroom sets of electronic tablets for Acuity testing, preparation for PARCC-like testing, and other instructional needs to engage students. With the implementation of the integrated math pathways, all math teachers will need Smartboard technology to fully address the CCSS expectations. Advisory period teachers will need access to computers to implement Career Cruising, and access to computers is needed for all subject areas in order to enhance student engagement and differentiate instruction.

2. Establishing smaller learning communities: An essential strategy to assist the RIHS teachers in transforming the way they develop and deliver their instruction is differentiated instruction, which requires tailoring instruction to meet individual student needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. RIHS will retool the faculty and staff as a key component to providing a productive learning environment and PLC that cultivates a collaborative culture to produce results. CEC will provide training and instructional coaching to teacher-leaders to support the RIHS in developing the knowledge, skills, and materials needed to effectively differentiate instruction to engage students in their own learning. Many RIHS staff members have received training in CRISS (CReating Independence through Student-owned Strategies, www.projectcriss.com), but few have implemented these strategies in their classrooms. Instructional leaders will provide intensive, sustained PD and support as teachers begin data-driven instructional practices and differentiated instruction.

Instructional leaders will coach, mentor, observe, and eventually evaluate peers based on the Danielson Framework and provide reflective feedback in professional conversations geared to improving teaching practices. RIHS will provide 2 additional release periods for year 1, and then reduce to 1 additional release period year 2.

CRISS is designed to help all students read, write, and learn more effectively and encourages implementation of the strategies across content areas. CEC will integrate CRISS and AVID strategies, as well as

ASCD differentiated instruction training. To this end, teacher instructional leaders will work with their colleagues to enhance the knowledge, attitudes, and skills needed to differentiate instruction to improve student learning.

Classroom instruction and student learning will be enhanced by the RIHS transformation plan, which adds for student interventions and supports during quarterly intersessions and daily enrichment periods into a restructured balanced calendar school year. Expanded course offerings include intensive supports/enrichment for struggling students, more AP coursework, and more rigorous curriculum in all subjects.

3. Providing supports/PD for working with SPED and ELL: The needs assessment process identified that RIHS has a rapidly growing ELL population, which is presenting multiple cultural and academic challenges for students and teaching challenges for RIHS faculty. ELL and SPED students are not meeting/exceeding academic standards. During the Pre-Implementation phase of the grant, CEC will work with RIHS to conduct an audit of specific needs for ELL and SPED students. Based on data from this audit, a PD plan will be put into place to provide special intervention supports for working with ELL students, SPED students, and students of poverty.

4. Conducting periodic reviews to ensure curriculum and learning supports are being implemented with fidelity: Teachers and Rock Time college and career faculty advisors will work with students to establish a culture/process in which students own their individual data and track and monitor progress in their learning. Students will set individual SMART goals, keep data notebooks, and share information and data on progress. School counselors will provide additional support to students and their advisors during the advisory period. Teachers will have time and opportunity to regularly analyze and discuss student data during collaborative teams, and they will use that information to drive instruction and supports to enhance student learning. Data analysis will also determine what professional development is needed to ensure high student growth and achievement.

5. Providing opportunities for credit recovery: Despite Enrichment Period interventions implemented in 2011 for students at risk of failure, some students continue to require credit recovery. RIHS will make credit recovery available for students failing courses through credit-recovery labs. Students in all grades will be given pre-assessments to determine need for interventions.

6. Implementing programs for basic skills remediation: To address the significant percentage of RIHS students not meeting or exceeding standards, basic skills remediation will involve intensive academic intervention

through “double dose” classes for remediation and support through a variety of instructional approaches. Students will be assessed quarterly to determine growth and need, and progress reports and quarterly grades will be used to monitor tier movement. In addition, AVID will be phased in for a targeted group of 20-25 students in year 2.

Enrollment will be determined by assessment data as well as from qualitative data from feeder schools. The phase 1 group will remain in the cohort all 4 years, with possible expansion in year 3 for 9th and 10th graders.

7. Establishing early warning systems: RIHS will implement, beginning in 2013-14, a 3-tier early warning system to identify at-risk students for interventions necessary to succeed academically. Student enrollment in the lab course (Tier II) and the remediation course (Tier III) will be fluid. Core area teachers (math, English, science, social studies) will monitor student academic growth, and the advisory teacher will monitor attendance and behavior progress. Assessments include progress reports, benchmark assessments, classroom assessments, and report cards. Teachers (core, Rock Time faculty advisors, lab teachers, and remediation) will collaborate with the student and parent/guardians to recommend movement between the tiers and/or other interventions.

8. Opportunities for advanced coursework: Advanced coursework and AP courses are offered by RIHS, but very few students take advantage of them. To increase enrollment in pre-AP and AP courses, students will be identified through assessments, grades, teachers, or Rock Time faculty advisors. Student scholarships will be available with SIG funds to pay for AP tests for students enrolled in those courses.

F. SUPPORT SERVICES

RIHS will ensure every student has a pathway to success and is supported through a wide variety of programs and instructional approaches, beginning in year 1 through the following strategies:

Screening for deficits in academics and behavioral functions: At the beginning of the 2013-14 school year (and the beginning of each school year thereafter) students in all grades will be given pre-assessments to determine individualized needs for academic and social/emotional interventions.

Monitoring progress at regular intervals: Students receiving academic interventions will be assessed quarterly to determine growth and need. Continual data analysis (progress reports, quarterly report card grades) will be used to monitor tier movement to encourage and facilitate college and/or career readiness for every student.

Small group tutoring in one or more academic areas: As illustrated in Appendix R, RIHS will implement a Response to Intervention model of behavioral and academic interventions based on need (Tier I, II, or III), determined through assessments. The RtI approach will help assure students receive the academic and behavioral support they need to succeed academically and continuously improve.

Targeting social-emotional needs: The new daily 25-minute Rock Time college and career ready advisory period, beginning in year 1, will provide time for interventions to meet students' academic/social-emotional needs. The daily structure of Rock Time is a key component to engage students in reviewing their own progress as RIHS works to transform the school into a culture of learners where students "own" their learning.

G. PROFESSIONAL DEVELOPMENT

PD at RIHS will ensure teachers utilize teaching and intervention strategies that effectively address the emotional, social, behavioral, and academic needs of each student. PD will be data-driven: data will be analyzed and PD continually molded to efficiently increase the effectiveness of instruction and, thereby, student achievement.

Job-embedded professional development: The needs assessment determined that RIHS lacked the capacity for dramatic changes through the school transformation. As a consequence, job-embedded and school-wide PD will focus on around 3 big ideas to ensure effective implementation of the RIHS transformation model: **Using data effectively** to drive instruction, determine interventions and enrichment, and monitor students' learning, engaging students and addressing individual needs through **differentiated instruction**, and **strengthening relationships to build a culture of learning** among students, their families and advisors to improve student learning toward college and career readiness. CEC will help build capacity for instructional coaches will provide PD in explicit instruction, reading strategies, opportunities for reading practice, utilizing accessible resources, and opportunities for teacher and peer response will be provided via the Strategies that Work reading model.

Identify individual staff needs and modify needs based on changes: The National Staff Development Council survey will be administered in the summer of 2013 and annually thereafter to assess PD needs of the RIHS staff, monitor progress in meeting those needs, and revise the PD plan as needed each year.

Address needs identified in needs assessments: Use of data and culture and climate were two needs identified in the needs assessment. A part-time data information coach will give teachers an overview on current

student data (e.g., trends). Teachers will then utilize Jan O'Neil's research-based "SMART Goals" method to analyze data and to set goals based upon the specific outcomes we intend to achieve. Our intention is to analyze data, create smart goals, and ensure the goals are kept alive by students living up to much higher expectations.

Every staff member will receive PBIS/BIST training during the summer and intersessions as part of RIHS PD academy to develop school-wide behavioral expectations for all students as well as a system of rewards and consequences. The RIHS PD academy will provide a critical opportunity to begin to increase the knowledge, skills, and disposition of the RIHS staff to successfully launch the RIHS transformation model in 2013-14 by focusing on data, differentiated instruction, and strengthened relationships through Rock Time advisories.

Collaborative staff efforts: Collaboration time in developing supportive and effective professional learning communities will be provided in several ways. First, departmentalized collaboration time will enable teachers to address standards-aligned classroom needs as well as analysis of student work to increase rigor and supports for teachers and students. Second, the RIHS administration team will begin to schedule teachers' planning periods so that faculty members in targeted programs and departments can collaborate during common planning periods. Preliminary assessments of programs and departments include Freshman Academies, AVID cohorts, as well as math and English courses. PD and support will be provided to the RIHS teacher instructional leaders in the areas of formative feedback through peer observations; differentiated instruction; PLCs; coaching and facilitation; and data collection, analysis and use to improve instructional practices and student learning.

H. **COMMUNICATING VISION**

Prior to the development of the grant application, RIHS and the LEA communicated and received input into the SIG application from important community stakeholders. RIHS convened a School Improvement Team of parents, district staff, teachers, and union. Stakeholder assessment of the school was evaluated by an electronic survey sent to school board members, parents, teachers, and community members. Parent meetings were scheduled at the school to meet with the principal and members of the School Improvement Team to discuss the SIG proposal.

Ongoing, continuous communication: RIHS, in conjunction with the LEA, began transformation in July 2011 with the appointment of the RIHS Principal. CEC will work closely with the RIHS administrative team,

Instructional Leadership Team, faculty, and staff to engage students and their families in the transformation process and student improvement efforts through the Rock Time advisory period.

Enhancement of welcoming and social supports for newcomers: Parent and student outreach to incoming freshman will introduce students and their families to school leaders and faculty; provide an overview of the culture and expectations for success, coursework, and activity offerings; and offer ideas on how parents, students, and staff can become partners to improve student learning.

Range of family involvement opportunities: Parent University will be offered by the school and district to educate and engage parents about local social services resources, including those that meet basic needs, provide guidance on college and career readiness requirements, opportunities to partner with faculty and staff to improve student learning, and resources to assist them in college selection and financial aid application process

Regular public meetings to review student performance and develop plans: RIHS will regularly report on results and enable feedback on school performance and improvement plans during meetings with parents and community members, on the RIHS website and electronic newsletters, and through the RI-M CCI. In addition, progress reports will be provided through student PD assemblies during advisory time, monthly meetings of the SIG parent advisors, athletic boosters, alumni meetings, and data and update handouts at major athletic/arts activities.

Surveys to gauge satisfaction: The school will distribute an online and hard copy survey annually or semi-annually to parents to gauge satisfaction with customer service and school environment, difficulty of curriculum and curriculum/instructional effectiveness, support services offered, and needs of the family. The survey will provide a measurable instrument to improve the education of each student. In addition, RIHS will utilize the Illinois 5Essentials Survey to provide additional feedback from parents, students and staff to help guide school transformation efforts.

SECTION III: TIMELINE & BUDGET

A. BUDGET

The proposed budget exhausts all available SIG and federal, state, and local dollars in order to transform RIHS. The Transformation Model will utilize proven learning and teaching strategies to provide differentiated instruction and a high level of student engagement, while implementing current educational technology to enhance daily instruction. This intense transformation model, through the support of all available funds, will greatly increase

opportunities for academic success at RIHS. Budgetary expenditures in Attachments 9 and 9A correspond with implementation schedules outlined in Appendix A.

Pre-Implementation: Before year 1, CEC will begin working with the district and RIHS staff on strategy design; training in differentiated instruction, using data to drive instruction, SMART goals; and preparations for changes to the culture and climate, student advisory planning, and academies. During this time, teachers and school administrators will plan, prepare, and implement the transitional Rock Solid Freshman academic program. Stipends will be paid for planning for Freshman Academy, Enrichment Program, Rock Time student advisories, and the PBIS/BIST program. These individual pieces will lead up to 5 days of RIHS teacher staff PD, which includes all certified staff. In addition, RIHS needs to obtain computers during this time teachers will gain proficiency for their use in driven instruction and interventions before the start of the school year.

Year 1: The school year will begin with regular meetings to work on the RIHS teacher evaluation tool. The RIHS career ladder incentive program will be in place to attract and retain highly qualified staff in this high-need school. Teachers and staff will attend training and workshops related to the transformation and as described in this plan; stipends and travel dollars will be needed for travel and for in-district planning sessions. CEC will guide implementation of the model and lead training. Key people, employed or contracted through CEC, will provide needed services to the district (i.e., instructional coaches, Dolan and Associates, ASCD, BIST, and QLD). Non-certified tutors will provide an AVID-like experience for students to support them in high-rigor coursework.

Maximizing Funds: The LEA already provides resources for staff development, including specialists in math, reading, science, and social studies, which will support our initiatives. Title II funds will support additional PD in core subject areas and provide tutors, intervention specialists, and additional instructional supplies. Using combined federal and local funds, we will pilot an AVID program supporting enrichment courses, students, and instructors.

B. TIMELINE

A detailed timeline, included as Appendix A, delineates steps, beginning in the pre-implementation period, for full and effective implementation of the Transformation Model in RIHS. The timeline also lists LEA and school (SEA) activities throughout years 1-3 of grant funding and detailed in the LEA and school narratives.

ORIGINAL

☒ Initial Budget ☐ Amendment (No. _____) ☒ Individual School Budget

FISCAL YEAR 14	SOURCE OF FUNDS CODE 4339-14	REGION, COUNTY, DISTRICT, TYPE CODE 49-081-0410-25	SUBMISSION DATE
DISTRICT NAME AND NUMBER Rock Island-Milan School District #41			
CONTACT PERSON Tim Wernentin			
E-MAIL ADDRESS tim.wernentin@risd41.org			
TELEPHONE NUMBER (Include Area Code) 309-793-5900			
FAX NUMBER (Include Area Code) 309-793-9866			

Directions: Prior to preparing this Budget Summary and Payment Schedule request, please refer to the "State and Federal Grant Administration Policy and 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 July 1, 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	475045	288383	28040	151538			74550	1017556
2	2110 Attendance & Social Work Services	24100	10835						34935
3	2120 Guidance Services								0
7	2210 Improvement of Instruction Services		116388					4725	344733
8	2220 Educational Media Services	223620							0
9	2230 Assessment & Testing			16800					16800
10	2300 General Administration								0
11	2400 School Administration								0
13	2520 Fiscal Services*								0
15	2540 Operation & Maintenance of Plant Services								0
16	2550 Pupil Transportation Services								0
18	2570 Internal Services*								0
19	2610 Direction of Central Support Services								0
20	2620 Planning, Research, Development & Evaluation Services								0
21	2630 Information Services								0
22	2640 Staff Services*	9848	2353						12201
23	2660 Data Processing Services*								0
24	2900 Other Support Services								0
25	3000 Community Services				9750			3000	12750
26	4000 Payments to Other Districts or Government Units								0
28	Total Direct Costs	732613	417959	44840	161288	0	0	82275	1438975
30	TOTAL BUDGET								1438975

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

** Not applicable to all grants, and in no instances can Capital Outlay and Non-Capitalized Equipment or Facilities Acquisition & Construction Services be included in the indirect costs application.

4/26/13
Date
Original Signature of Superintendent or Administrator

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

ORIGINAL

☒ Individual School Budget

**FY 2014 SCHOOL IMPROVEMENT GRANT - SECTION 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN**

ATTACHMENT 9A

Page 1 of 6

SCHOOL NAME	DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE					
Rock Island High School	Rock Island-Milan School District #41	49-081-0410-25	1734410	4339-14					
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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)
1000	9th Grade Academic Advisor Salary (MA + 8)	55305							55305
1000	9th Grade Academic Advisor Fringes - TRS (1.098901*.4441) \$26,990, TRS Hlth (1.098901*.005) \$304, Emp TRS (1.098901*.0058) \$353, TRIP (1.098901*.0069) \$419, Medicare (.0145) \$802, Hlth Ins \$5,076		33944						33944
1000	Reading Interventionist Salary (BA + 5)	44536							44536
1000	Reading Interventionist Fringes - TRS (1.098901*.4441) \$21,735, TRS Hlth (1.098901*.005) \$245, Emp TRS (1.098901*.0058) \$284, TRIP (1.098901*.0069) \$338, Medicare (.0145) \$645, Hlth Ins \$5,076		28323						28323
1000	Departmental Collaborative Planning Time - 3.5 FTE Salaries (BA + 0)	123774							123774
1000	Planning Time Fringes - TRS (1.098901*.4441) \$60,404, TRS Hlth (1.098901*.005) \$680, Emp TRS (1.098901*.0058) \$789, TRIP (1.098901*.0069) \$939, Medicare (.0145) \$1,795, Hlth Ins \$20,306		84913						84913
1000	School within a School - Flexible Schedule - .6FTE (BA + 0)	21218							21218
1000	Flex Schedule Fringes - TRS (1.098901*.4441) \$10,355, TRS Hlth (1.098901*.005) \$117, Emp TRS (1.098901*.0058) \$135, TRIP (1.098901*.0069) \$161, Medicare (.0145) \$308, Hlth Ins \$5,076		16152						16152

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☒ Individual School BudgetFY 2014 SCHOOL IMPROVEMENT GRANT - SECTION 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN

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1000	Data Coach .5 FTE (BA + 3)	20580							20580
1000	Data Coach Fringes - TRS (1.098901*.4441) \$10,045, TRS Hlth (1.098901*.005) \$113, Emp TRS (1.098901*.0058) \$131, TRIP (1.098901*.0069) \$156, Medicare (.0145) \$298, Hlth Ins \$5,076		15819						15819
1000	9th Grade Transition - 9th Academy Planning Days Salaries (9 Teachers x 4 Planning Days x \$300/day)	10800							10800
1000	9th Grade Transition - 9th Academy Planning Days Fringes - TRS (1.098901*.4441) \$5,271, TRS Hlth (1.098901*.005) \$59, Emp TRS (1.098901*.0058) \$69, TRIP (1.098901*.0069) \$82, Medicare (.0145) \$157		5638						5638
1000	9th Grade Transition - 9th Academy Planning Days Salaries (6 Teachers x 2 Planning Days x \$300/day)	3600							3600
1000	9th Grade Transition - 9th Academy Planning Days Fringes - TRS (1.098901*.4441) \$1,757, TRS Hlth (1.098901*.005) \$20, Emp TRS (1.098901*.0058) \$23, TRIP (1.098901*.0069) \$27, Medicare (.0145) \$52		1879						1879
1000	9th Grade Transition - 9th Academy Coordinator Salary (3 Days x \$410/day)	1230							1230
1000	9th Grade Transition Coordinator Fringes - TRS (1.098901*.4441) \$600, TRS Hlth (1.098901*.005) \$7, Emp TRS (1.098901*.0058) \$8, TRIP (1.098901*.0069) \$9, Medicare (.0145) \$18		642						642

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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)
1000	9th Grade Transition - 9th Academy Counselor Salary (4 Counselors x 3 Days x \$300/day)	3600							3600
1000	9th Grade Transition Counselor Fringes - TRS (1.098901*.4441) \$1,757, TRS Hlth (1.098901*.005) \$20, Emp TRS (1.098901*.0058) \$23, TRIP (1.098901*.0069) \$28, Medicare (.0145) \$51		1879						1879
1000	Rock Solid Program - 9th Academy Security Salary (5 days x \$135)	675							675
1000	Rock Solid Program - 9th Academy Security Fringes - IMRF (1.04712*.045) \$32, Emp IMRF (1.04712*.11) \$78, Social Security (.062) \$42, Medicare (.0145) \$9		161						161
1000	Extended Day Salaries (8 min/day x 180 days * \$33.33/hr * 100 certified staff)	80000							80000
1000	Extended Day Fringes - TRS (1.098901*.4441) \$39,042, TRS Hlth (1.098901*.005) \$440, Emp TRS (1.098901*.0058) \$510, TRIP (1.098901*.0069) \$607, Medicare (.0145) \$1,159		41758						41758

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☒ Individual School Budget

**FY 2014 SCHOOL IMPROVEMENT GRANT - SECTION 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN**

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1000	Intercession Salaries (\$33.46/hour x 4 hours x 10 days x 8 certified staff)	10707							10707
1000	Intercession Fringes - TRS (1.098901*.4441) \$5,225, TRS Hlth (1.098901*.005) \$59, Emp TRS (1.098901*.0058) \$68, TRIP (1.098901*.0069) \$81, Medicare (.0145) \$156		5589						5589
1000	Instructional Leader Salaries 2.8 FTE (BA +0) - Allow for staff release time for 7 certified staff during 2 periods/day	99020							99020
1000	Instructional Leader Fringes - TRS (1.098901*.4441) \$48,324, TRS Hlth (1.098901*.005) \$544, Emp TRS (1.098901*.0058) \$631, TRIP (1.098901*.0069) \$751, Medicare (.0145) \$1,436		51686						51686
2110	Alternative to Suspension Program Coordinator (6hrs/day x 182 days x \$22.07/hr)	24100							24100
2110	Alternative to Suspension Fringes - IMRF (1.04712*.045) \$1,136, Emp IMRF (1.04712*.11) \$2,780, Social Security (.062) \$1,494, Medicare (.0145) \$349, Hlth Ins \$5,076		10835						10835
2210	Professional Development Salaries (5 days x \$300/day x 111 certified staff)	166500							156000
2210	PD Fringes - TRS (1.098901*.4441) \$81,256, TRS Hlth (1.098901*.005) \$915, Emp TRS (1.098901*.0058) \$1,061, TRIP (1.098901*.0069) \$1,262, Medicare (.0145) \$2,414		86908						81428

03/16/2014

FY 2014 SCHOOL IMPROVEMENT GRANT - SECTION 1003(g)
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2210	Substitute Teachers (\$100/day x 4 days/year x 60 staff)	24000							24000
2210	Sub Fringes - TRS (1.098901*.3541) \$11,713, TRS Hlth (1.098901*.005) \$132, Medicare (.0145) \$347		12192						12192
2210	Program Design Team Non-Instructional Pay (60 staff x 4 days x 6 hrs/day x \$23/hour)	33120							33120
2210	Program Design Fringes - TRS (1.098901*.4441) \$16,163, TRS Hlth (1.098901*.005) \$182, Emp TRS (1.098901*.0058) \$211, TRIP (1.098901*.0069) \$251, Medicare (.0145) \$481		17288						17288
2640	Cafeteria Salaries for Extended Day (.25 hrs/day x 176 days x \$11.78/hr x 19 staff)	9848							9848
2640	Cafeteria Fringes for Extended Day - IMRF (1.04712*.045) \$464, Emp IMRF (1.04712*.11) \$1,136, Social Security (.062) \$611, Medicare (.0145) \$142		2353						2353
1000	Projectors (\$509 each x 25)							12725	12725
1000	Document Cameras (\$585 x 25)							14625	14625

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**FY 2014 SCHOOL IMPROVEMENT GRANT - SECTION 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN**

ATTACHMENT 9A

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1000	Chromebooks for 12 English Classrooms and 12 Math Classrooms (24 classroom sets x 30/set x \$200/tablet)				144000				144000
1000	Promethean Boards (12 English Classrooms + 12 Math Classrooms x \$1,800/Board)							43200	43200
1000	Textbooks, Student Supplies, and Consumables				7538				7538
1000	Alternative to Suspension Program Building Usage Expense (\$500/mo x 10 months)			5000					5000
1000	Increasing Infrastructure to Support New Technology (Additional Wireless Access Point (\$560 x 24), Switch (\$4,000), Internet Bandwidth 100Mbs to 200Mbs (\$9,600))			23040				4000	27040
2210	Creating a Professional Development Library - Dukane Cart (\$2225), Projection Screen, Conference Tables/Chairs (\$2500)							4725	4725
2230	Enrichment Activities - Advanced Placement Testing (\$84 x 200 students)			16800					16800
3000	Parent University Informational Materials (5 sessions x \$750)					3750			3750
3000	Student Leadership Program - Materials & Offsite Activities (5 sessions x \$1,000)					5000			5000
3000	Community Kiosks - Provide accessible technology at identified sites for parents (4 computers x \$750 + Informational Materials \$1000)					1000		3000	4000

Appendix A: Rock Island High School Transformation Model Timeline

X= Implementation begins and continues with progress monitoring

LEA/ SEA	Activity Description	Pre- Implementation Summer 2013	Year 1 2013- 2014	Summer 2014	Year 2 2014- 2015	Summer 2015	Year 3 2015- 2016
	STAFFING						
LEA	Identify Principal of RI HS	X					
LEA	Hire Transformation Officer for RI HS	X					
LEA	Selection of Lead Partner – CEC contract	X					
LEA/C EC	Onsite Lead Partner Transformation Facilitator	X					
	SYSTEMS						
LEA	Teacher Evaluation System to meet PERA requirements		X Student Growth Design		X Student Growth SIG School Pilot		X Student Growth District Imple mentat ion

LEA	Systems of Rewards – Career Ladder – Hiring and Removal Practices linked to Performance	X					
LEA	Systems of Rewards – Incentive Plan – Leadership Responsibilities & Student Outcomes				X		
LEA	Longer School Day to Increase Student Instruction Time		X				
LEA	Longer School Year to Increase Student Instruction Time				X		
LEA	Multi District/State Data Management Warehouse System				X		
LEA	Technology Infrastructure		X				
	GOVERNANCE						
LEA	District Leadership Team (Partnership Council for Continuous Improvement)		X				
LEA	Alignment of Curriculum,	X					

	Instruction and Assessments to Common Core Standards						
	PROGRAMS						
LEA	Literacy Initiative	X					
LEA	Cultural Diversity		X				
	PROFESSIONAL DEVELOPMENT						
LEA	Training for Peer Observers & Evaluators for Teacher Evaluation System		X				
LEA	Training for Teacher Evaluation Student Growth			X			
LEA	Differentiated Instructional Training & Supports		X				
LEA	Cultural Diversity Training & Support		X				
LEA	CCSS Curriculum & Assessment Alignment		X				
LEA	Vertical Literacy Training	X					
	STAFFING						
SEA	Hire Freshman Academic Advisor	X					
SEA	Hire 7 part-time released Instructional Leaders for RIHS	X					

SEA	Hire Part-time Data Coach	X					
SEA	Hire Literacy Specialist			X			
SEA	Hire Alternative to Suspension Interventionist	X					
SEA	3 year PD Plan to support School Transformation	X					
SEA	Hire Social Studies Curriculum Realignment Staff			X			
SEA	Hire part-time Alternative Education Instructor (School within a School)	X					
	PROGRAM						
SEA	PBIS/BIST for Freshman Academy	X					
SEA	ROCK SOLID – 8-9 th Grade Transition Bridge Program	X					
SEA	ROCK TIME College & Career Ready Student Advisory Program	X					
SEA	AVID				X		
SEA	Enrichment Program	X					
SEA	Response to Intervention (Rtl)		X				
SEA	Student Leadership Program – Peer Mentoring	X					
SEA	Intersession Supports for		X				

	Students						
SEA	Revamped Freshman Academy	X					
SEA	Freshman Orientation	X					
SEA	Academic Labs (9 th Grade)		X				
SEA	Parent University		X				
SEA	Community Engagement - Kiosks		X				
SEA	Student Scholarships for Dual Credit Courses		X				
SEA	Student Scholarships for AP Tests		X				
	EQUIPMENT & MATERIALS						
SEA	Technology Upgrades		X				
SEA	Establish & Equip PD/Collaboration Room		X				
SEA	Classroom Sets of Chromebooks for Student Assessment & Student Instruction		X				
SEA	Promethean Boards (SMART Boards) for Classrooms		X				
	PROFESSIONAL DEVELOPMENT						
SEA	Student Advisory Development	X					

SEA	School SMART Goal Training & Capacity Building by QLD – (Core Team)		X				
SEA	5 Day Professional Development Academy for RI HS Administration, Faculty and Staff (PLCs: Culture of Learning, CCSS Alignment, Data Driven Instruction & Learning, DI to Engage Students)	X					
SEA	Differentiated Instruction Training & Capacity Building by ASCD – (Core Team)		X				
SEA	PBIS/BIST Professional Development by Ozaman for Freshmen Academy Faculty and Support Personnel (Core Team)	X					
SEA	Site visits to other Transformation Schools		X				
SEA	Participation in PD Conferences aligned with Transformation Model	X					
SEA	Coaching and Training for	X					

	Administrative, Teacher and Student Leadership and Collaborative Teams						
SEA	Departmental Collaborative Planning Time	X					
SEA	Training for Advanced Placement Teachers & Administration			X			
	ASSESSMENTS						
SEA	Common Assessments		X				
SEA	4 Quarter Plans / Curriculum Maps		X				
SEA	National Council of Staff Development Survey		X				
SEA	Special Ed and ELL Program Audit	X					
	ORGANIZATIONAL DEVELOPMENT						
SEA	Organization and Leadership Structures to support Professional Learning Communities	X					
SEA	Using Data to drive decisions that impact teaching and	X					

	learning						
SEA	Alignment of School Resources to support Transformation Model	X					
SEA	Collaborative Teams /PLCs		X				
SEA	Progress Monitoring of School Transformation Model		X				
SEA	Communicating Progress on Transformation Model	X					

Rock Island High School SIG Needs Assessment



1. Mark the term that best defines your current role in Rock Island-Milan School District 41.

		Response Percent	Response Count
Board of Education	<input type="checkbox"/>	6.7%	6
District Administrator	<input type="checkbox"/>	5.6%	5
School Administrator	<input type="checkbox"/>	6.7%	6
Elementary School Teacher	<input type="checkbox"/>	1.1%	1
Middle School Teacher		0.0%	0
High School Teacher	<input checked="" type="checkbox"/>	70.0%	63
Education Support Personnel	<input type="checkbox"/>	5.6%	5
Parent	<input type="checkbox"/>	1.1%	1
Student	<input type="checkbox"/>	1.1%	1
Community Representative	<input type="checkbox"/>	2.2%	2
answered question			90
skipped question			0





2. How long have you been associated with Rock Island-Milan School District 41?

		Response Percent	Response Count
1-5 years	<input type="text"/>	24.4%	22
6-10 years	<input type="text"/>	24.4%	22
11-15 years	<input type="text"/>	12.2%	11
16+ years	<input type="text"/>	38.9%	35
answered question			90
skipped question			0



3. Our district has staff qualified to lead bold changes in schools

		Response Percent	Response Count
Strongly Agree	<input type="text"/>	42.0%	37
Agree	<input type="text"/>	52.3%	46
Disagree	<input type="text"/>	4.5%	4
Strongly Disagree	<input type="text"/>	1.1%	1
answered question			88
skipped question			2

4. Our district establishes and implements a process to assign professional and support staff based on system needs and staff qualifications.

		Response Percent	Response Count
Strongly Agree		21.6%	19
Agree		61.4%	54
Disagree		15.9%	14
Strongly Disagree		1.1%	1
answered question			88
skipped question			2

5. Central Office staff has the authority to replace principals and teachers based on performance.

		Response Percent	Response Count
Strongly Agree		15.9%	14
Agree		60.2%	53
Disagree		20.5%	18
Strongly Disagree		3.4%	3
answered question			88
skipped question			2

6. Our district has authority to grant principals operational flexibility over items like budgets, staffing, and calendar.

		Response Percent	Response Count
Strongly Agree		17.6%	15
Agree		60.0%	51
Disagree		21.2%	18
Strongly Disagree		1.2%	1
answered question			85
skipped question			5

7. Our district implements a staff evaluation system that provides for the professional growth of all personnel. (Considerations: 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.)

		Response Percent	Response Count
Strongly Agree		31.0%	27
Agree		58.6%	51
Disagree		9.2%	8
Strongly Disagree		1.1%	1
answered question			87
skipped question			3

8. There is a staffing plan in place that reflects best practice for recruiting, placing , and retaining effective teachers and school leaders. (Considerations: Highly Qualified Staff, Proper Certification, Environment free of Nepotism, Trained Paraprofessionals, Support for Nationally Board Certified Teaches, Identified Opportunities for Career Growth, Flexible Work Environment).

		Response Percent	Response Count
Strongly Agree	<input type="radio"/>	16.1%	14
Agree	<input type="radio"/>	59.8%	52
Disagree	<input type="radio"/>	20.7%	18
Strongly Disagree	<input type="radio"/>	3.4%	3
answered question			87
skipped question			3

9. 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. (Considerations: Communications, community support, in-depth understanding of evaluation methods, legislations/statues, collective bargaining agreements.)

		Response Percent	Response Count
Strongly Agree	<input type="radio"/>	9.3%	8
Agree	<input type="radio"/>	62.8%	54
Disagree	<input type="radio"/>	26.7%	23
Strongly Disagree	<input type="radio"/>	1.2%	1
answered question			86
skipped question			4





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

	Response Count
	40
answered question	40
skipped question	50



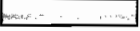

11. Our district uses data to drive decisions and targets resources and ongoing support to low-performing students in the neediest schools. (Considerations: Data exist to support the decision to allocate resources towards a particular service, material, equipment, etc.)

	Response Percent	Response Count
Strongly Agree <input type="radio"/>	16.5%	14
Agree <input checked="" type="radio"/>	64.7%	55
Disagree <input type="radio"/>	17.6%	15
Strongly Disagree <input type="radio"/>	1.2%	1
answered question		85
skipped question		5



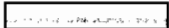

12. Our district has in place a well defined plan for supporting the ongoing need for data collection and analysis to support and drive instructional needs for continuous improvement and/or the needs for interventions. (Considerations: Personnel, school data teams, professional development, communication.)

		Response Percent	Response Count
Strongly Agree		12.9%	11
Agree		65.9%	56
Disagree		20.0%	17
Strongly Disagree		1.2%	1
answered question			85
skipped question			5

13. District ensures that Curriculum leads to equitable educational opportunities and outcomes for all students in its neediest schools. (Consideration: There is evidence of a district curriculum that is aligned to instruction and assessment. District conducts curriculum alignments studies.)

		Response Percent	Response Count
Strongly Agree		10.7%	9
Agree		66.7%	56
Disagree		20.2%	17
Strongly Disagree		2.4%	2
answered question			84
skipped question			6

14. The District ensures that Assessments lead to equitable educational opportunities and outcomes for all students in its neediest schools. (Consideration: There is evidence of a district curriculum and instruction framework that includes grade-level benchmarks.

		Response Percent	Response Count
Strongly Agree		9.8%	8
Agree		62.2%	51
Disagree		24.4%	20
Strongly Disagree		3.7%	3
answered question			82
skipped question			8



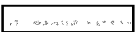

15. District ensures that Instructional Practices lead to equitable educational opportunities and outcomes for all students in its neediest schools. (Consideration: There is evidence of a district curriculum and instruction framework that includes grade-level benchmarks.)

		Response Percent	Response Count
Strongly Agree		12.2%	10
Agree		65.9%	54
Disagree		20.7%	17
Strongly Disagree		1.2%	1
answered question			82
skipped question			8

16. Our district ensures instructional practices are aligned with assessment practices to measure student progress. (Considerations: Grade-level benchmarks, progress monitoring, job embedded professional development.)

		Response Percent	Response Count
Strongly Agree		11.0%	9
Agree		67.1%	55
Disagree		20.7%	17
Strongly Disagree		1.2%	1
answered question			82
skipped question			8

17. Our district continuously monitors curriculum to make certain it supports instructional practices that are responsive to student needs. (Considerations: There is evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies)

		Response Percent	Response Count
Strongly Agree		11.0%	9
Agree		64.6%	53
Disagree		19.5%	16
Strongly Disagree		4.9%	4
answered question			82
skipped question			8

18. Teachers are competent in and use a variety of differentiated teaching strategies that meet the needs of all students. (Considerations: 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.)

		Response Percent	Response Count
Strongly Agree	<div><div></div></div>	12.2%	10
Agree	<div><div></div></div>	61.0%	50
Disagree	<div><div></div></div>	24.4%	20
Strongly Disagree	<div><div></div></div>	2.4%	2
answered question			82
skipped question			8

19. Intervention strategies, supports, and extended learning opportunities are in place for all students who struggle academically. (Considerations: Conducts extensive analysis of achievement gaps and develops strategies to address gaps.)

		Response Percent	Response Count
Strongly Agree	<div><div></div></div>	18.1%	15
Agree	<div><div></div></div>	57.8%	48
Disagree	<div><div></div></div>	20.5%	17
Strongly Disagree	<div><div></div></div>	3.6%	3
answered question			83
skipped question			7

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

	Response Count
	29
answered question	29
skipped question	61

21. Our district has the authority to modify calendar activities and extend learning time.

	Response Percent	Response Count
Strongly Agree	28.8%	23
Agree	58.8%	47
Disagree	12.5%	10
Strongly Disagree	0.0%	0
answered question		80
skipped question		10





22. Our district has a process in place to assess the needs of staff to inform the planning of professional development offered by the district. (Considerations: The district conducts a professional development needs assessment or uses other tools such as the National Staff Development Council standards to guide efforts.)

		Response Percent	Response Count
Strongly Agree	<input type="checkbox"/>	18.3%	15
Agree	<input type="checkbox"/>	58.5%	48
Disagree	<input type="checkbox"/>	22.0%	18
Strongly Disagree	<input type="checkbox"/>	1.2%	1
answered question			82
skipped question			8


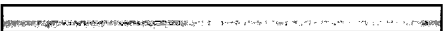


23. Our district is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.)

		Response Percent	Response Count
Strongly Agree	<input type="checkbox"/>	5.0%	4
Agree	<input type="checkbox"/>	56.3%	45
Disagree	<input type="checkbox"/>	35.0%	28
Strongly Disagree	<input type="checkbox"/>	3.8%	3
answered question			80
skipped question			10

24. 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. (Considerations: Payment for extended days or additional days, adequate pool of substitutes, clearly defined job-embedded professional development.)

		Response Percent	Response Count
Strongly Agree		12.0%	10
Agree		68.7%	57
Disagree		18.1%	15
Strongly Disagree		1.2%	1
answered question			83
skipped question			7

25. Our district has a communication plan in place to provide families, staff, and community members with ongoing updates.

		Response Percent	Response Count
Strongly Agree		21.7%	18
Agree		66.3%	55
Disagree		10.8%	9
Strongly Disagree		1.2%	1
answered question			83
skipped question			7

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

	Response Count
	21
answered question	21
skipped question	69

27. Our district is willing to take extreme action in failing schools.

	Response Percent	Response Count
Strongly Agree <input type="checkbox"/>	22.0%	18
Agree <input checked="" type="checkbox"/>	54.9%	45
Disagree <input type="checkbox"/>	17.1%	14
Strongly Disagree <input type="checkbox"/>	6.1%	5
answered question		82
skipped question		8

28. There are clear indications that the local Board of Education will provide strong support for bold change.

	Response Percent	Response Count
Strongly Agree <input type="checkbox"/>	28.0%	23
Agree <input checked="" type="checkbox"/>	46.3%	38
Disagree <input type="checkbox"/>	22.0%	18
Strongly Disagree <input type="checkbox"/>	3.7%	3
answered question		82
skipped question		8

29. There are clear indications of systemic support by the Central Office to support improvement efforts. (Considerations: Data systems, Communication, Personnel, Accountability, Technical Assistance, Policies, and Procedures.)

		Response Percent	Response Count
Strongly Agree	<input type="checkbox"/>	21.7%	18
Agree	<input type="checkbox"/>	65.1%	54
Disagree	<input type="checkbox"/>	10.8%	9
Strongly Disagree	<input type="checkbox"/>	2.4%	2
answered question			83
skipped question			7

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

	Response Count
	17
answered question	17
skipped question	73

Page 3, Q10. What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

- | | | |
|----|--|-----------------------|
| 1 | Holding administration accountable for not replacing principals and teachers based on their poor performances. | Apr 1, 2013 1:18 PM |
| 2 | Policies regarding discipline. We are not tough enough and allow the students who are most disruptive to take over. We need to clear the field for the students who want to learn and still work with the students who have not yet built the capacity to learn. | Mar 29, 2013 9:32 AM |
| 3 | Qualifications of secretarial positions needs to be based on experience, expertise, etc instead of seniority. | Mar 28, 2013 6:11 PM |
| 4 | A payment system when requiring teachers to attend training over breaks. | Mar 28, 2013 10:35 AM |
| 5 | multicultral staff and activities | Mar 28, 2013 10:10 AM |
| 6 | Dismissal of low performing teachers. | Mar 28, 2013 8:13 AM |
| 7 | We need to realize that 2 million dollars will not fix the issues within our district. We need to fix our district within ourselves. Our issues are deep and we must fix them; money is not the issue. | Mar 28, 2013 7:24 AM |
| 8 | Removing ineffective teachers and administrators. | Mar 28, 2013 6:58 AM |
| 9 | Our evaluation process is new, but very promising. I am not confident that we have reached the point where teachers identified as ineffective will be dismissed based on their evaluation. | Mar 28, 2013 6:52 AM |
| 10 | consistency in the evaluation process | Mar 28, 2013 5:47 AM |
| 11 | Resource allocation for staff and materials, ability to move teachers to meet student needs, targeted training assurance that leadership is cohesive and on the same page | Mar 28, 2013 5:38 AM |
| 12 | Communication with all stakeholders. We must make sure that our teachers are doing their jobs. | Mar 27, 2013 8:13 PM |
| 13 | Highly qualified staff, professional training , Self evaluation ,looking at your strength and your weakness. | Mar 27, 2013 3:44 PM |
| 14 | Union Relationship with Administration | Mar 27, 2013 1:44 PM |
| 15 | Collective bargaining agreements and administrators that are unbiased and fair and knowledgeable in the hiring process. | Mar 27, 2013 1:11 PM |
| 16 | Ineffective teachers need to be removed from their teaching positions. | Mar 27, 2013 12:59 PM |
| 17 | Before making decisions or making blanket statements about the performance of students, administration needs to talk with teachers and view the issues students are bringing into the classroom. We need to find ways to help parents and students be more responsible for the students' learning. | Mar 27, 2013 12:02 PM |
| 18 | Clearly stated and applicable evaluation instruments for every subject. | Mar 27, 2013 9:47 AM |

Page 3, Q10. What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

19	Communication, discipline, expectations	Mar 27, 2013 9:25 AM
20	Difficult to move noneffective teachers. Some times teachers are placed at the high school because they have been in the district for some time and need to be placed somewhere.	Mar 27, 2013 9:23 AM
21	1. Communication Process or system strengthened to support the communication of the budgetary constraints imposed by the state and how that negatively impacts resource allocations from the state to the central office to the individual buildings to staff.	Mar 27, 2013 9:17 AM
22	Staff needs autonomy with responsibility in order to be successful. There is currently micromanaging within administration that negatively impacts outcomes and staff morale.	Mar 27, 2013 7:55 AM
23	team building, communication strong instructional improvement plan	Mar 27, 2013 7:14 AM
24	We ,as teachers need more communication from Union...	Mar 27, 2013 7:11 AM
25	lack of willingness of central office to dismiss ineffective personnel	Mar 27, 2013 7:09 AM
26	A better process of selection.	Mar 27, 2013 7:07 AM
27	Professional development opportunities outside of the district.	Mar 27, 2013 6:59 AM
28	adult education	Mar 27, 2013 6:57 AM
29	Teachers who are not only qualified but those teachers who genuinely have the core belief "all children can learn." Not just something written on a piece of paper. Actions must demonstrate this belief.	Mar 27, 2013 6:52 AM
30	Mentoring of new staff.	Mar 27, 2013 6:38 AM
31	Empower the principal to closely examine employee annual performance reviews and make necessary recommendations for staff changes when warranted.	Mar 27, 2013 6:30 AM
32	student accountability	Mar 27, 2013 6:21 AM
33	Accountability of staff	Mar 27, 2013 6:06 AM
34	I would like to see teacher evaluations based more on merit. Currently the system is stacked against new teachers fresh out of college.	Mar 27, 2013 6:01 AM
35	Continuing to improve the Evaluation Instrument	Mar 27, 2013 5:58 AM
36	We are willing to try new things but sustainability is the key. Adjusting systems and strategies rather than discarding them is important. Current administration has a good chance at making this happen. Meaningful and supportive staff development is needed. Unnecessary or overly critical micromanagement could be a roadblock to change. Our staff will get younger over the next 4 years so change should be possible. There is a growing desire for positive change.	Mar 27, 2013 5:55 AM

Page 3, Q10. What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

- | | | |
|----|---|----------------------|
| 37 | Communication | Mar 27, 2013 5:52 AM |
| 38 | Promote the good-Discard the bad. This goes for Administration, Teachers, Staff, AND students. Quit spending all the money on BAD performers and start treating the GOOD as special. | Mar 27, 2013 5:49 AM |
| 39 | True evaluation of teachers who are not doing their jobs. Effective training, planned by paraprofessionals on inservice day rather than it being social hour. Better space for special education teachers to teach subjects that require sinks, labs, bigger rooms. | Mar 27, 2013 5:42 AM |
| 40 | Communication | Mar 27, 2013 5:40 AM |

Page 4, Q20. What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

- | | | |
|----|--|-----------------------|
| 1 | Students should not be allowed to move to another grade level if they have not mastered basic skills for their current grade level (ESPECIALLY IN MATH AND ENGLISH) in grades K-8. Too much of a student's grade is based on completing their homework and NOT on whether they have mastered skills on a test/quiz. Students are passing just by completing homework not by mastering concepts. Therefore, they arrive in the high school unprepared for their classes where they are finally held fully accountable for the information they must know. High school is too late. Students NEED to be held accountable PRIOR to high school for the suitable concepts at each grade level. | Apr 1, 2013 1:40 PM |
| 2 | Class sizes are so large individual instruction is nearly impossible. | Apr 1, 2013 7:15 AM |
| 3 | Students who struggle need to be addressed. We continue to allow those students to be frustrated in classes that they do not have the capacity to learn in and as a result they act out and become a problem. They create conflicts in the school that causes others to not care about our school or to think that our school is not a place to learn. | Mar 29, 2013 9:37 AM |
| 4 | Need to look closer at recommending retention when a student needs additional help, particularly in the lower grades. | Mar 28, 2013 10:39 AM |
| 5 | Focus on the students that really need the help. | Mar 28, 2013 8:14 AM |
| 6 | See previous answer in the short answer box. | Mar 28, 2013 7:25 AM |
| 7 | Enrichment will only work IF the students attend! | Mar 28, 2013 7:00 AM |
| 8 | Our district has recently made huge strides in curriculum development and implementation. We still have a long way to go to make sure that curriculum, instruction, and assessments are aligned throughout the district. | Mar 28, 2013 6:56 AM |
| 9 | Increase student access to technology, through easy access to computer labs or tablet computers. | Mar 28, 2013 6:47 AM |
| 10 | curriculum articulation and enforcement K-12 | Mar 28, 2013 5:50 AM |
| 11 | Training and team building to assure that all staff is working in the same direction and with all students in buildings | Mar 28, 2013 5:40 AM |
| 12 | More teaching time...longer days...more days. Administration must be vigilant to ensure that teachers are using best practices to reach every child. | Mar 27, 2013 8:16 PM |
| 13 | We must set high expectation for all student. We have a intervention strategies | Mar 27, 2013 4:03 PM |
| 14 | District should look into the social and behavior background issues that cannot be controlled by the school before they even come to school to learn. | Mar 27, 2013 1:15 PM |
| 15 | Students who are struggling at the high school level need to have opportunities to learn skills and strategies to help them be successful. Large class sizes hurt struggling students. | Mar 27, 2013 12:05 PM |
| 16 | Students, parents, and teachers should all share in accountability. | Mar 27, 2013 9:51 AM |

Page 4, Q20. What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

- | | | |
|----|---|----------------------|
| 17 | All of our schools need resources to enhance and strengthen programs for all students. | Mar 27, 2013 9:24 AM |
| 18 | . 1. The district is currently in the process of reviewing the districts ability to assess cohort and individual student data. 2. The district is in the process of strengthening the data warehousing systems. 3. The district is in the process of implementing tools to improve instruction to the neediest students in the neediest school. Little to no data exist to determine the impact on these tools (acuity). | Mar 27, 2013 9:23 AM |
| 19 | The standards and the concept of differentiation are at odds. We want to say everyone must be same when education is done with the kids yet all the kids are different, which means different outcomes based on the standards. We are a diverse school and leadership/Ed reformers ignore the cultural aspects of student populations. Socio-economic factors have been ignored by the standards. There just isn't the time or resources for reflection and the necessary content monitoring. Lastly, We are asked to do more with less, set up for failure, and told we are accountable for things beyond our control. Will this grant create an equitable system for staff and students, where each will have the resources to be successful? | Mar 27, 2013 8:25 AM |
| 20 | We need better assessment and strategies to help those students who fall behind in early childhood. | Mar 27, 2013 8:12 AM |
| 21 | Administrators must make sure that the curriculum is being taught from the curriculum maps and that all teachers are using appropriate materials. | Mar 27, 2013 7:19 AM |
| 22 | a prek-12 curriculum | Mar 27, 2013 7:17 AM |
| 23 | no vocational opportunities within the district; too much emphasis on college bound track | Mar 27, 2013 7:11 AM |
| 24 | Professional development to improve differentiated instruction models. | Mar 27, 2013 6:59 AM |
| 25 | Coaching component needs to be expanded. We need to stop admiring the problem and get to more solutions. We can't be afraid to take some risks. | Mar 27, 2013 6:35 AM |
| 26 | More stringent policies for habitually absent students. More aggressive actions to get them back in school. | Mar 27, 2013 6:33 AM |
| 27 | Curriculum alignment is a must at all levels. | Mar 27, 2013 6:16 AM |
| 28 | Once staff is trained in an area they need on-going monitoring and training. If programs are on the computer or require technology please give us the materials. | Mar 27, 2013 6:00 AM |
| 29 | Alternative schooling for those not willing to learn including flexible scheduling, different venue, small class size, and STRICT DISCIPLINE. | Mar 27, 2013 5:53 AM |

Page 5, Q26. What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

- | | | |
|----|---|-----------------------|
| 1 | We need to hold parents accountable for their child's progress just as much as we need to hold the students accountable. | Apr 1, 2013 1:42 PM |
| 2 | Communication! | Mar 29, 2013 9:39 AM |
| 3 | We have some teacher input in professional development, but we need to improve still more in this area. | Mar 28, 2013 10:41 AM |
| 4 | See 1st answer in the short answer box. | Mar 28, 2013 7:25 AM |
| 5 | Communication to parents is probably our weakest area. | Mar 28, 2013 6:57 AM |
| 6 | in effective personnel are left in place too long. Professional development is not effectively supported on an ongoing basis. | Mar 28, 2013 5:52 AM |
| 7 | Strengthen communication for all parents (ELL, those without technology) | Mar 28, 2013 5:42 AM |
| 8 | Union contract makes calendar changes difficult and union controls the length of the work day. | Mar 27, 2013 8:19 PM |
| 9 | To have all stake holder buy into the system. | Mar 27, 2013 4:07 PM |
| 10 | Parental support! | Mar 27, 2013 1:16 PM |
| 11 | Expanded communication with internet or media | Mar 27, 2013 9:53 AM |
| 12 | 1. Develop a system to communicate with our most needy and disenfranchised in our district. 2. In light of our diverse population, racial, economical and international differences should be considered in all communication plans; it can not be a one size fits (usually Western cultural) all plan. | Mar 27, 2013 9:29 AM |
| 13 | Freedom even it causes inconsistency and inconvenience seems contrary to the system of public education and the overall emphasis of standards based learning. Whatever we do, we must find a way that staff and students are not trampled upon by micromanaging dictatorial leaders. All good intentions will be for nothing. | Mar 27, 2013 8:34 AM |
| 14 | A public relations person | Mar 27, 2013 7:22 AM |
| 15 | stall development programs have no correlation with classroom needs | Mar 27, 2013 7:13 AM |
| 16 | Need to do a much better job of communicating to our community when changes occur ; i. e. change from traditional math to an intergrate math system. Parents and community need to know the impact to their students along with the how to help their students when needed with this new system.. | Mar 27, 2013 7:01 AM |
| 17 | The federal and state requirements for staff training, meeting of individual student needs and completing job requirements is constantly growing to the point of impeding on the ability of teachers to effective meet students' educational needs. | Mar 27, 2013 6:44 AM |
| 18 | Allow teachers more ability to try new things but educate other staff as to how well the new techniques work. | Mar 27, 2013 6:37 AM |

Page 5, Q26. What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

19	Continue current procedures.	Mar 27, 2013 6:34 AM
20	District wide email/text about events.	Mar 27, 2013 6:07 AM
21	More community involvement.	Mar 27, 2013 5:44 AM

Page 6, Q30. What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

1	Change!	Mar 29, 2013 9:39 AM
2	A willingness to spend whatever it takes to assist the lower grades with smaller classes and the staff necessary for early identification of special needs students.	Mar 28, 2013 10:43 AM
3	Major changes may be difficult for our community to accept.	Mar 28, 2013 6:59 AM
4	lack of funding prevents needed changes and resources	Mar 28, 2013 5:53 AM
5	Plan to involve support personnel	Mar 28, 2013 5:43 AM
6	I believe all leadership is no longer willing to accept excuses and failure...and are anxious to make a difference in the lives of all students...especially the at risk children	Mar 27, 2013 8:20 PM
7	Communication ,Personnel,Accountability,and Support.	Mar 27, 2013 4:13 PM
8	Change in the calendar.Students are given to long of a break during the school year.	Mar 27, 2013 1:18 PM
9	Continue communication of desired goals to all parties.	Mar 27, 2013 9:54 AM
10	College graduates are struggling to find jobs due to technology replacing them. People in the trades have a better chance of getting a job. The standards have eliminated the trades as an option for kids. Are we bold enough to provide a curriculum that prepares students for the information technology field, for the trades, and fields that are not the traditional 4 year college degree? Are we bold enough to base performance on other factors than a standardized test and a one size fits all approach?	Mar 27, 2013 8:43 AM
11	Clear roles for central office staff	Mar 27, 2013 7:25 AM
12	central office and board disconnected from daily classroom activities	Mar 27, 2013 7:15 AM
13	Need to clearly define what is "extreme action" taken for failing schools. Lots of actions have been taken but not all of it has been proved to be successful.	Mar 27, 2013 7:03 AM
14	Historically, initiatives have been based on a specific educational leader's interest and have not been supported and implemented for more than 2 or 3 years. This is not a long enough time period to reach systemic improvement.	Mar 27, 2013 6:47 AM
15	The board must continue to be the monitoring body that it is designed to be, but in times like now (ie SIG potential) must allow the administration to operate more freely when we have such a tight timeframe within which to operate.	Mar 27, 2013 6:38 AM
16	As it is now, the students are accountable for absolutely NOTHING until high school.	Mar 27, 2013 5:55 AM
17	Accountability, Technical Assistance	Mar 27, 2013 5:48 AM

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by the Board of Education Rock Island-Milan School District No. 41 ("Board") and the Rock Island Education Association. ("RIEA") and amends the current collective bargaining agreement (the "contract") between the parties effective August 1, 2012 through July 31, 2013. This MOU is made in response to the provisions of the No Child Left Behind Act ("NCLB"), Illinois School Code, 1003g School Improvement Grant funding, the Performance Evaluation Reform Act 2010, and Illinois Administrative Code, which due to Rock Island High School's failure to make Adequate Yearly Progress for several years require the District to undergo a restructuring or face other more radical changes.

Except as modified by the provisions of this MOU, the provisions of the Contract and any successor contract entered into by the parties shall be binding on the parties and all of the benefits and protections set forth in the Contract or any successor contract shall accrue to the benefit of bargaining unit members assigned to Rock Island High School ("RIHS"). To the extent that any provision of the Contract or successor contract is in conflict with this MOU, this MOU will govern. The term of this MOU shall be from July 1, 2013 through June 30, 2016. All provisions of this MOU will expire at the end of the term and are contingent upon full funding by the State of Illinois.

With respect to the operation of RIHS and the rights and responsibilities of bargaining unit members assigned to RIHS, the following numbered provisions shall govern and supersede any provision in the Contract or successor contract that is in conflict therewith. As used herein the term "teacher(s)" shall apply to all bargaining unit members assigned to RIHS unless the context clearly indicates otherwise.

1. ARTICLE XIV, Working Conditions, Section B – Teachers' Work Day, 1. High School Work Day, d., page 40: The regular high school work day shall not exceed seven (7) hours and forty (40) minutes is changed to seven (7) hours and forty-eight (48) minutes. Teachers will receive annual compensation of \$800 for this additional time.

2. Flexible start and ending hours for the work day will be allowed to meet the needs of programs. Any flexible time will be determined by semester.

3. In 2013-14 teachers will attend five (5) days of staff development above the scheduled 182 days contained within the current contract. Compensation for the additional five (5) days will be \$1,500. In 2014-15 and 2015-16 teachers will attend three (3) days of staff development above the scheduled 182 days contained within the current contract. Compensation for the additional three (3) days will be \$900.

4. In 2014-15 and 2015-16 teachers will provide six (6) additional instructional days beyond the current 182 days contained within the current contract. Compensation for the additional six (6) days will be \$1,800.

5. The students enrolled in a Teacher's advisory period shall not count towards the student cap of one hundred sixty-five (ARTICLE XIV Working Conditions, Section B. 1. b. page 40).

6. One of the two scheduled preparation periods will be used for daily departmental collaboration and professional development. The one period per week "used for non-instructional preparation as assigned by administration including: team meetings and staff development." (ARTICLE XIV Working Conditions, Section B. 1. a. page 40) will be waived.

7. The departmental meetings held one day per week during the Enrichment Hour will be removed. Teachers will be available on four days per week for students to receive supports and enrichment. Mondays will continue to be available for the administrative team to hold school wide meetings.

8. Beginning in 2014-15 student growth will be piloted within the evaluation instrument. The inclusion will be a pilot. Student growth will not be considered for a final summative rating. In 2015-15 student growth will be fully implemented into the evaluation instrument and be part of the final summative rating.

Dated this 26th day of April, 2013.



Mr. Robert Smith
President
Rock Island Education Association



Dr. Michael Oberhaus
Superintendent
Rock Island School District No. 41

Appendix D: Teacher Evaluation and PERA Joint Committee Timelines

Figure 1: Year 1 Design Work



Figure 2: Full Student Growth Design

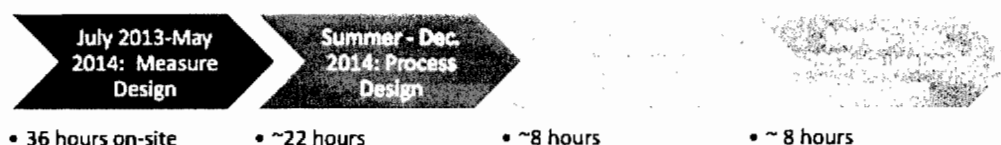


Table 1: Teacher Evaluation Model Timeline

Table 1: Teacher Evaluation Model Timeline	
Year 1 2013-14	<ul style="list-style-type: none"> • PERA Joint Committee develops student growth piece • Ongoing feedback and changes as needed
Year 2 2014-15	<ul style="list-style-type: none"> • Student growth implemented in RIHS • Teacher Performance Rating combined to produce summative evaluation • Ongoing feedback and changes as needed
Year 3 2015-16	<ul style="list-style-type: none"> • Teacher Evaluation Plan with student growth measures fully implemented in RIHS • Teacher Evaluation Plan with student growth measures implemented in all district schools

Table 2: PERA Joint Committee Timeline		
Year 1 2013-14		
Activity	On-Site Days with CEC Student Growth Consultant	Off-Site Days for Planning, Development and Follow-up by CEC Student Growth Consultant
Introduction to State Law and Student Learning Objectives	.5 day	.5 day
Student Growth Measurement Design	3 days	3 days
Joint Committee Approval	.5- 1 day	1 day
Student Growth Guidebook and Toolkit	1.5 days	3 days* <ul style="list-style-type: none"> To write and revise Guidebook
Total CEC Staff Time:	5.5 – 6 Days	7.5 Days
Total: 13 – 13.5 Days		

Appendix E1: Academic Contact Time for Students

School Year	2009-10 2011-12	2012-13	2013-14	2014-15 and 2015-16
Minimum for All Students	63,711 Minutes	61,988 Minutes	65,250 Minutes Inc. Rock Time	68,250 Minutes (8 Add. Inst. Days) 6 days plus half/day district)
Added Time for All Students		Enrichment 5760 Minutes Total: 67,748	Enrichment 5,040 Minutes Total: 70,290	Enrichment 5,250 Minutes Total: 75,500
% Increase in Academic Contact from 2011-12		6.3% increase w/ Enrichment 38.9% (Enrichment and all other learning opportunities)	2.4% w/out Enrich. 10.3% increase w/Enrichment 42.9% (Enrichment and all other learning opportunities)	7.1% w/out Enrich. 15.4% increase w/Enrichment 47.9% (Enrichment and other learning opportunities)
% Increase from previous year			2.4% w/out Enrich. 4.0% w/Enrichment 4.0% w/Enrichment	4.7% w/out Enrich. 5.1% w/ Enrichment

			and other learning opportunities	5.0% (Enrichment and other learning opportunities)
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- I. **The transformation of Rock Island High School began during the 2012-13 school year** with the implementation of an Enrichment period from 7:45 – 8:25 daily. On Monday of each week, there is collaborative and meeting times for staff. One day a week is spent in department meetings working on curriculum and common assessments and data analysis. With a staggered schedule, teachers are available to provide assistance and Enrichment opportunities to students four of the five days a week.

II. **Other Student Learning Opportunities for Targeted Students**

- Extended Time – Library

3 x 60 x 36

6480 Minutes

The library will be open for all students to work after school three days a week for one hour.

- After School/Lights on for Learning 6480 Minutes

3 x 60 x 36

Additional assistance will be available for all students three times a week in the following curricular areas:

Math, Computer Concepts and English

Rock Solid Transition Program

30 hours x 60

1800 Minutes

To assist in the transition to high school, Rock Island High School will implement Rock Solid, a transition curriculum available to interested incoming freshmen. The curriculum will include study skills, expected student behaviors, school operations, mapping to establish four-year education plans and exposure to Career Cruising. Other features include administering student interest surveys, credit system, and exposure to student extra-curricular opportunities.

- Intersessions

2 classes each intersession

2400 Minutes

10 hours each class

Intersession classes are held the first week of each intersession for ten hours. It provides students an opportunity to receive additional academic support in preparation for the PSAT, English, math, and computer classes.

- Summer School

3600 Minutes

See Attached

Total:

20,760 Minutes

NOTE: Year 1: The 4 half day in-service days in 2013-14 will be switched to full day student attendance days to increase student instruction time (additional minutes =)



Rock Island-Milan School District #41

Superintendent Michael J. Oberhaus, Ed. D.

2013 RIHS Summer School Schedule

June 5, 2013 – July 1, 2013

Dear Parents/Guardians,

Please be advised that RIHS 2013 Summer School will be held from June 5 – July 1, 2013. If your child has failed one or more classes this school year, it is imperative that he/she sign up for summer school. Please contact your child's counselor to check the status of your child's graduation requirements.

The cost of summer school is \$40.00 per semester per course and payable at time of registration. There are two sessions being offered this summer. Students may take a total of two semester classes, one per session.

Students may register for summer school sessions starting April 1 - April 12, 2013, through their counselor.

Fees for summer school must be paid at the time of registration. The completed contract and payment should be returned to Mrs. DeGreve in the main office by April 12th. A sample copy of the contract is on the back of this letter outlining the attendance and discipline expectations. Listed below is a tentative list of classes. Whether or not a class is offered will depend on the number of students who enroll for the course and availability of staff. If you have any questions, please feel free to contact me.

RIHS COUNSELORS

Ms. Page A-D ext. 2017

Mrs. Osborne E-K ext. 2018

Mr. Sigel L-Q ext. 2014

Mrs. Preston R-Z ext. 2016

SESSION I 8:00 A.M. – 11:10 A.M.

SESSION II 11:50 A.M. – 3:00

Algebra 1 – Semester 2

Exploratory Geometry – Semester 2

Federal Government

Federal Government

Consumer Economics

Consumer Economics

LOFL Plato/Credit Recovery

LOFL Plato/Credit Recovery

Sincerely,

Carminc Z. Draude

Associate Principal

309-793-5950 extension 2007

Appendix E2:**Rock Island High School Professional Learning Communities****Collaborative Teaming and Job-Embedded Professional Development****2013-14 School Year**

RIHS Departmental Collaboration Time WEEKLY SCHEDULE 2013-14				
<i>What do we want our students to know?</i> <i>How will we know when they have learned it?</i> <i>What will we do when they haven't learned it?</i> <i>What will we do when they already know it?</i>				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Rock Solid College & Career Ready Advisory Planning	PLC's	PLC's	PLC's	Data & Assessment

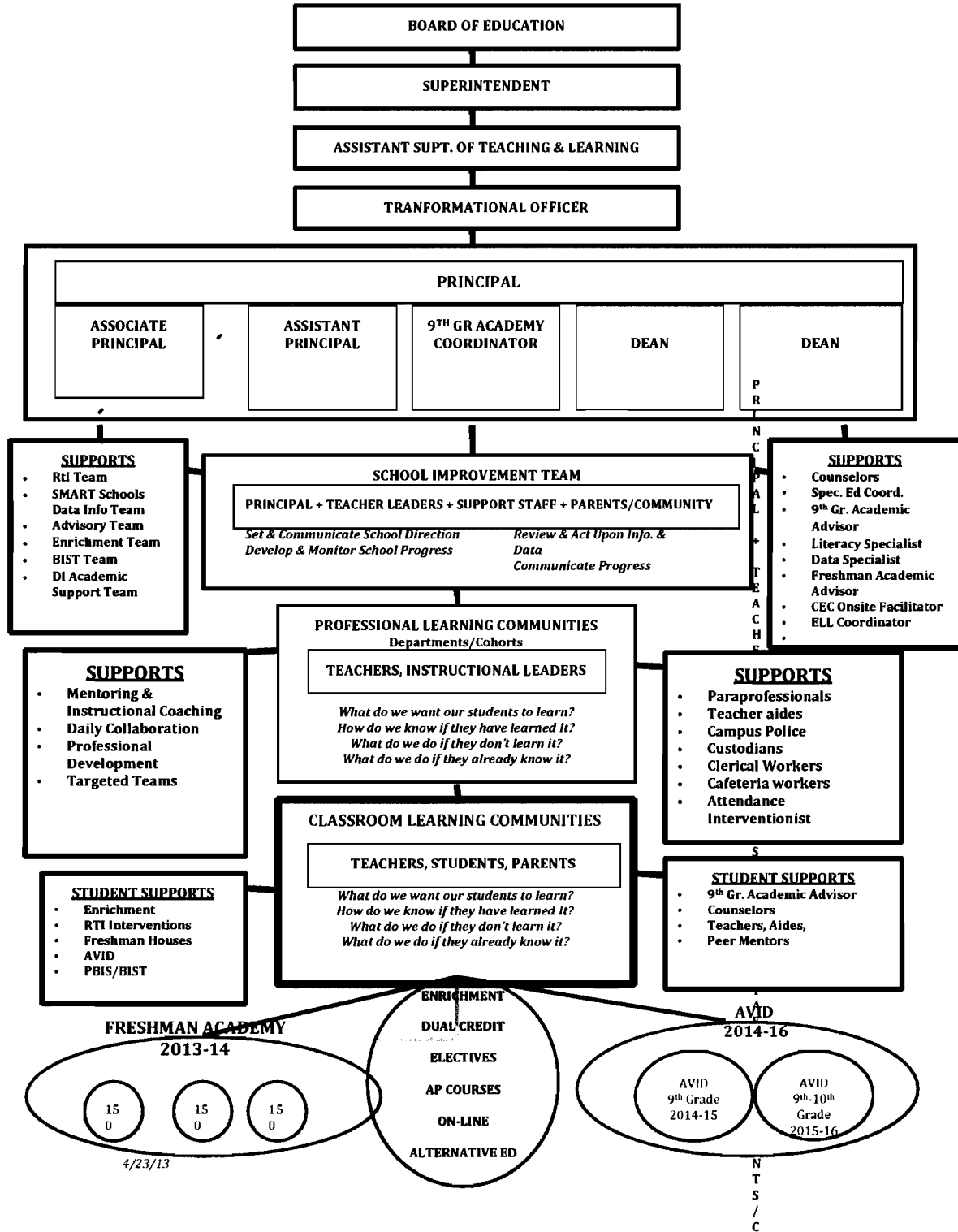
RIHS Professional Learning Communities Quarterly Focus & Outcomes 2013-14		
	FOCUS	OUTCOMES
QUARTER 1	<ul style="list-style-type: none"> Getting Started (Norms, Team Building) Essential Learnings Quarter 1 Formative Assessments for Quarter 1 	<ul style="list-style-type: none"> Team Norms Team Artifacts & Documentation Shared Understanding of Essential Learnings

	<ul style="list-style-type: none"> • Rigorous Essential Learnings and Assessments 	<ul style="list-style-type: none"> • Communicate Essential Learnings • Shared Formative Assessments • Use of Rubric to Assess Rigor (TBD)
QUARTER 2	<ul style="list-style-type: none"> • Essential Learnings Quarter 2 • Goal Setting for Quarter 2 • Formative Assessments for Quarter 2 • Rigorous Essential Learnings and Assessments • Data Analysis (Strengths & Obstacles) • Curriculum & Instruction Reflection 	<ul style="list-style-type: none"> • Team Artifacts & Documentation • Shared Understanding of Essential Learnings • Communicate Essential Learnings for Q2 • Q2 Goals • Shared Formative Assessments for Q2 • Use of Rubric (TBD) to Assess Rigor • Determine Instructional Strategies and Student Interventions for Q2
QUARTER 3	<ul style="list-style-type: none"> • Essential Learnings Quarter 3 • Goal Setting for Quarter 3 • Formative Assessments for Quarter 3 • Rigorous Essential Learnings and Assessments • Data Analysis (Strengths & Obstacles) 	<ul style="list-style-type: none"> • Team Artifacts & Documentation • Shared Understanding of Essential Learnings • Communicate Essential Learnings for Q3 • Q3 Goals • Shared Formative Assessments for Q3 • Use of Rubric (TBD) to Assess Rigor • Determine Instructional Strategies and Student Interventions for Q3
QUARTER 4	<ul style="list-style-type: none"> • Essential Learnings Quarter 4 • Goal Setting for Quarter 4 • Formative Assessments for Quarter 4 • Rigorous Essential Learnings and Assessments 	<ul style="list-style-type: none"> • Team Artifacts & Documentation • Shared Understanding of Essential Learnings • Communicate Essential Learnings for Q4 • Q4 Goals • Shared Formative Assessments for Q4

	<ul style="list-style-type: none">• Data Analysis (Strengths & Obstacles)	<ul style="list-style-type: none">• Use of Rubric (TBD) to Assess Rigor• Determine Instructional Strategies and Student Interventions for Q4
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Appendix F: LEA Organizational Chart

RIHS-District 41 Organizational Structure for Transformation





Rock Island-Milan School District #41

Superintendent Michael J. Oberhaus, Ed. D.

Excellence Every Day

Administration Center

2101 6th Avenue

Rock Island, IL 61201

309-793-5900 x 210

309-793-5905 fax

www.rockislandschools.org

Appendix G1: Rock Island School District 41 (49-081-0410-25)

Transformation Officer

Descriptions:

Under the general direction of the Assistant Superintendent of Teaching and Learning, the Transformation Officer ensures the quality, effectiveness and fidelity of the Transformation model. The Transformation Officer will collaborate with the Lead Partner On Site Transformation Facilitator and the Rock Island High School Principal as part of the Transformation Leadership Team. Responsibilities include: but are not limited to, providing leadership support necessary for successful reform of the high school, aligning district resources and personnel to support reform, leading problem solving meetings with the Transformation Team, overseeing the creation of performance targets and implementing plans to meet them, and representing the school's transformation efforts to community, political, and philanthropic leaders, as determined by the Transformation Team.

Duties and Responsibilities

- Project management and grant administration in collaboration with the school Principal and Lead Partner
- In collaboration with the Principal and Lead Partner, define the scope, goals and deliverables that support school improvement projects related to the SIG transformation plan
- Assist and ensure appropriate data collection and dissemination to support SIG initiatives
- Work with the Lead Partner to prepare and deliver regular progress reports to the Superintendent regarding SIG initiatives
- Ensure compliance with SIG data and report submission guidelines and make necessary reports to ISBE
- Facilitate and support regular meetings of the Transformation Leadership Team that includes the Principal, the Lead Partner Transformation Facilitator and other designated personnel
- Ensure and support consistent, systematic, focused, and responsive monitoring of student progress, including the systemic collection and analysis of student performance data
- Oversee management of relationships with federal and state agencies related to the SIG

- Working with the Transformation Leadership Team, ensure the development and direct execution of financial reporting to support SIG objectives and that all activities are compliant with grant requirements and business practices
- Ensure the integration of additional grants/funding sources into the SIG transformation process

Desired Qualities:

- Bachelor's Degree
- Demonstrated effective experience in grant management and grant administration
- Demonstrated team-building skills, ability to focus a diverse group of professionals around a clear goal and then monitor progress towards that goal
- Demonstrated commitment to outcome-based accountability, data --driven decision-making, differentiated instruction, and continuous adult learning to improve student outcomes
- Strong innovative thinking and ability to problem solve
- Communicate effectively orally and in writing
- Take initiative, be self-directed, and achieve goals with minimal supervision

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Appendix G2: Transformation Facilitator Job Description

Position: Transformation Facilitator

Accountable to: CEC Director of School & District Transformation

Support System: Dolan & Associates, PHS Principal, Transformation Officer, Intervention Specialist, Instructional Coaches, QLD Consultant, ASCD Consultant School Administration, Universal Leadership Team, School Faculty and Support Staff.

Primary Duties: The Organizational Facilitator for a school transformation model is an on-site, school-based organizational change agent who will work with both school and district staff to ensure the successful planning and implementation of the School Transformation Model. The Organization Facilitator will work with the School administration team, instructional leadership team, collaboration teams, teacher leaders and instructional support personnel, coaches and consultants, to ensure organizational alignment and focus to improve teaching effectiveness and student learning. This full-time position involves coordinating program design and planning, facilitating meetings involving the administration team, instructional leadership team, collaboration teams, and instructional support personnel, ensuring that the school meets program benchmarks throughout the designing, planning and implementation process. Facilitators serve as a key link between the project, the school and the district's Partnership Council for Continuous Improvement.

Some specific duties of the Facilitator include:

1. Facilitate the design of the School Transformation Model in collaboration with district and school administration, union leadership and teacher leaders
2. Work collaboratively with Transformation Officer and school & district administration in meeting the ISBE 1003g SIG requirements regarding planning, implementation, monitoring and communicating progress of School Transformation Model.
3. Work collaboratively with the Intervention Specialist, Transformation Officer and school administration to collect and disseminate data to monitor progress in the school transformation model.
4. Provide support in building leadership capacity among administration, teachers, support personnel, students and families to improve student learning.
5. Provide support the establishing a school-wide professional learning community that incorporates rigor, relationships and relevance to prepare all students for college and/or careers.
6. Facilitate design, planning, and implementation of the School Transformation Model program components: Student Advisory, Freshman Academy, Bridge Transition Plan, PBIS/BIST and student intervention offerings.
7. Develop and coordinate targeted, job-embedded professional development plan to support school personnel in effective implementation of the School Transformation Model to improve student learning.

Minimum Qualifications:

- Bachelor's degree in education
- Minimum 5 years teaching experience
- Urban teaching experience and experience with leading school reform efforts
- Knowledge of organizational change theory
- Experience in developing professional learning communities
- Knowledge of adult learning
- Effective oral and written communication skills
- Technology skills



Appendix H: The Consortium for Educational Change	
The Role of the LEAD Partner	
Required/Permissible Transformation Activities	Consortium for Educational Change Provides:
1. Being involved in hiring of district funded administrators at school	CEC and the Superintendent discuss the characteristics/roles & responsibilities needed for a principal in a School Transformation Model. When required, the Superintendent appoints a new principal to meet the SIG requirements. CEC will work closely with the LEA and the principal throughout the design and implementation phases of the SEA Transformation Model.
2. Strategy design	CEC will work with the SEA Transformation Design Teams to address the criteria for the School Transformation Model as required by the ISBE 1003g SIG application and will align the model to CEC's Framework for High Performing School Systems: Shared Leadership, Strategic Planning, Student, Parent and Community Needs/Requirements, Data Collection, Analysis and Use, Staff Needs/Requirements, Improved Processes and Results. CEC will work with the SEA and LEA to develop and

	implement a comprehensive support system in which professional development opportunities are focused and aligned to the transformation model.
3. Creation of performance management system	CEC will work with the LEA and SEA to develop and implement a teacher evaluation system that meets the requirements of the Performance Evaluation Reform Act of 2010. CEC will work with the LEA and its teachers union in year to develop the new system and will begin implementation in the SEA to meet the timelines outlined for SIG schools.
4. Assistance with school climate and culture	CEC's Framework for High Performing Organizations in Schools and Districts is used to guide the School Transformation efforts to establish a school climate and culture where students feel safe, where high expectations for academic and behavioral competencies of all students are supported and where instruction responds to student needs. CEC will facilitate and support the development of Professional Learning Communities in the SEA– a fundamental systemic factor to support and sustain a culture of learning.
5. Community engagement	CEC works with the SEA to establish processes that will assist the school in defining the needs and requirements of students, parents, and community and translating them into clear expectations. CEC will facilitate the work of a stakeholder advisory team, which will include

	<p>parent/community stakeholders to guide, support and monitor SEA Transformation efforts. In addition, CEC will facilitate the development and implementation of the initiatives (ex: Freshmen Academy, Student Advisory, Student Leadership and Senior Project,), which will work to strengthen parents and community partnerships to increase student learning. CEC has established strong relationships with key community leaders and partners at the local, state and federal levels that continue to inform and expand our efforts to engage community partners in school and district continuous improvement efforts.</p>
6. Extended programming	<p>CEC works to assist schools and districts and teacher unions in recognizing that a One-Size-Fits-All approach to education will not yield success with the diverse array of learners most schools now serve. CEC will access resources and technical assistance from the National Center on Time and Learning as well as the Teacher Union Reform Network to determine ways to leverage additional time to provide specific supports in the areas individual students need most: tiered interventions and differentiate instruction based on student needs and time for faculty and staff to work collaboratively to address the needs of their students. The SEA Transformation Model will need to assess current student learning time as well as collaborative planning time for faculty and administration.</p>

7. Interim assessments	Aligned assessments provide critical feedback on student performance relative to each learning target. CEC works with districts and schools in the development and use of formative, summative, and self-assessments and to establish consistency in the reporting progress. The SMART system enables progress toward goals to be monitored, tracked, and reported, and enables early intervention and differentiation when learning targets have not been reached.
8. Compensation system reform	CEC and its affiliation with the Teacher Union Reform Network, the NEA Foundation Institute for Innovation in Teaching and Learning, Blueprint for Education, and the Center for Teaching Quality provides access to national reform efforts that focus on alternative compensation systems for teachers – performance based plans that are fair, strategic and likely to win teacher's support. CEC will work with the LEA, teacher's union and the SEA's faculty and administration to collaboratively review the research and best practices and design an alternative compensation plan for the SEA that strengthens instructional practices to improve student learning.
9. Additional substantial responsibilities (not including PD,	To produce long-term sustainable and systemic change, the school change strategy must include the surrounding community. CEC will facilitate the development of a District/Community Partnership Council for Continuous

<p>curricular alignment, and/or curriculum mapping).</p> <p>LEA & Lead Partner share accountability for implementation of the Transformation Model.</p>	<p>Improvement, which will bring together representatives of the administration, board of education, teachers union and community residents to plan and support the school transformation process at the SEA in ways that enable the district to listen and learn from this innovative work. The Partnership Council will focus on changes that impact the individual school as well as systemic issues that impact the entire district. It will identify areas where learning from the SIG school can be shared across the school system. The Partnership Council will also help identify ways for the district to sustain changes beyond the term of the intervention.</p> <p>The council's role is to provide the following:</p> <ul style="list-style-type: none"> • help to create conditions for success • develop and communicate a shared school transformation strategy • ensure a sustained commitment to the strategy • monitor implementation • hold everyone accountable for meeting performance expectations • proactively engage the community • highlight schools that dramatically improve performance
<p>10. Daily on-site presence in the</p>	<p>CEC will provide an on-site Transformation Facilitator to guide and support the design, implementation and</p>

school by the Lead Partner	monitoring of PHS' Transformation Model on a daily basis.
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Consortium for Educational Change

High School Transformation Model

YEAR 1 Budget Overview

Lead Partner - Professional Development Supports

1003g SIG Proposal

LEAD PARTNER/PROFESSIONAL DEVELOPMENT SUPPORTS	YEAR 1 BUDGET SUBTOTALS
CEC Lead Partner Supports	\$320,000
Shared Leadership Capacity Building	\$106,479
Conference Support	\$ 9,430
Materials	\$ 9091
TOTAL	\$445,000

YEAR 1 CEC LEAD PARTNER SUPPORTS			
ITEM	VENDOR	DESCRIPTION	COST
CEC On-site Transformation Facilitator	Consortium for Educational Change (CEC) Senior Consultant (TBD)	Full-time, on-site, school based facilitator to provide support and facilitation of the design, planning, implementation and monitoring of SIG Transformation Model. <ul style="list-style-type: none"> • Shared Leadership Transformation Structures & Processes <ul style="list-style-type: none"> ○ School Administrative Team ○ Instructional Leadership Team 	\$146,000

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		<ul style="list-style-type: none"> ○ Transformation Design & Implementation Teams <ul style="list-style-type: none"> ▪ Advisory ▪ Enrichment ▪ RtI System of Support ▪ BIST- Freshman Academy ▪ Differentiated Instruction • Professional Learning Communities – Collaboration Teams • Freshman Academy • Teacher Instructional Leadership Coaching • Monthly Progress Monitoring Scorecard 	
District Partnership Council for Continuous Improvement	W. P. Dolan & Associates Dr. W. Patrick Dolan <i>CEC and its partner, Dolan & Associates, have extensive experience facilitating successful collaboration between district administration, board of education, teachers' unions and community residents. Dr. Patrick Dolan, CEC Senior Partner, has worked with over 200 school districts on deep reform of both the structure of decision-making and the culture surrounding and supporting improvements in teaching and</i>	<p>To produce long-term sustainable and systemic change, the school change strategy must include the surrounding community. The district proposed to engage the Consortium for Educational Change (CEC) to facilitate the development of a District Partnership Council which will bring together representatives of the administration, board of education, teachers union and community residents to plan and support the school intervention process.</p> <p>The District Partnership Council will focus on changes that impact the individual school as well as systemic issues that impact the entire district. It will identify areas where learning from the SIG school can be shared across the school system. The Partnership Council will also help identify ways for the district to sustain changes beyond the</p>	\$18,000

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	<i>learning. Dr. Dolan has written a critique of graduate education with William Arrowsmith entitled, <u>The Ranking Game</u>. His book on public education, <u>Restructuring Our Schools</u>, <u>A Primer on Systemic Change</u>, is in its fourth printing.</i>	term of the intervention. Solidifying both understanding and buy-in by the union, district administration, and the school board in “releasing” the school to participate in this turn-around approach will require skillful support and a trusting relationship with those who are organizing the school transformation effort. Consultant Fees (Includes travel expenses) <i>6 days x \$3000</i>	
Building Leadership Capacity	W.P. Dolan & Associates Dr. W. Patrick Dolan	In order to ensure that there is a sustainable system put in place, the proposal outlines a structure of collaborative teams at every level of the organization including, the Board of Education, Union Executive Board, District Administrative Team, School Administrative Team, School Instructional Leadership Team, Departmental Collaboration Teams and Freshman Academy It is our intention to build the capacity of district and school administrators and union and school based teacher leaders to lead and facilitate this ongoing collaborative work. It is also critical to ensure that there is connectedness between and among the various components outlined in this comprehensive proposal. Consultant Fees (Includes travel expenses) <i>7 Days x \$3000</i>	\$21,000
CEC Implementation Progress	CEC Consultants Mary McDonald, CEC Director of School and District Transformation	Provide weekly support, professional development and facilitation of the design, planning, implementation and monitoring of RIHS’ Transformation Model.	\$70,000

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Monitoring & Sustainability Support	Sue Palmer, CEC Senior Consultant,	<ul style="list-style-type: none"> Shared Leadership Structures & Processes Professional Learning Communities Response to Intervention System of Support Freshman Academy Teacher Instructional Leadership Coaching School Administrative Team Coaching & Support Monthly Progress Monitoring Scorecard <p>Consultant Fees (Includes travel expenses)</p> <p>40 days (weekly support) x \$1750</p>	
Design & Piloting Student Growth Measures, Aligned to PERA requirements, to Teacher Evaluation Systems	<p>CEC Consultants</p> <p>Carrie Scheib, CEC Senior Consultant</p>	<p>Provide facilitation and support of the design and implementation of the student growth measures linked to the teacher evaluation system</p> <ul style="list-style-type: none"> Formation of PERA Joint Committee Introduction to State Law and Student Learning Objectives Student Growth Measurement Design Joint Committee Approval Student Growth Guidebook and Toolkit <p>Consultant Fees (Includes travel expenses)</p> <p>14 days x \$1700</p>	\$23,800
Program Support	<p>CEC Consultants</p> <p>TBD</p>	<p>Provide program support in curriculum and instruction for ELL, Special Education, Advisory, CCSS, Freshman Academy, Enrichment, PLC's, Teacher Evaluation</p> <p>Consultant Fees (Includes travel expenses)</p> <p>21.5 days x \$1700</p>	\$36,550

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Technology Support	CEC Onsite Transformation Facilitator	Computer, Printer, Software, Ink Cartridges	\$2650
Materials & Supplies	CEC Onsite Transformation Facilitator	Professional Library, Office Materials	\$2000
Year 1 CEC Lead Partner Budget			\$320,000

PROFESSIONAL DEVELOPMENT			
Shared Leadership Capacity Building			
ITEM	VENDOR	DESCRIPTION	COST
PBIS/BIST supports for Freshman Academy Focus: <i>Climate/Culture</i> BIST Team	Ozanam Kansas City, MO Marty Huitt, MS. Ed. <i>Marty has been an Educational Consultant with the BIST team since 1997 and the BIST director since 2003. Marty earned her BSE in Physical Education and Health with certification in Behavior Disorders from Missouri Western State University. She received her Masters Degree in Administration from Central Missouri State University. Her experience includes teaching students with behavior disorders, using BIST strategies to improve teaching effectiveness and students learning.</i>	Educators today are challenged by the ability to reach students who are struggling with behavior and at times in crisis. This tremendous challenge inspired the creation of the BIST (Behavior Intervention Support Team) model. BIST supports a caring community and a productive academic environment. BIST empowers schools to change students' lives and behavioral skills by: <ul style="list-style-type: none"> • Balance of grace and accountability, • Powerful language to problem solve, • Consistency in expectations The BIST model utilizes four steps so educators have the ability to know when and how to intervene so students can stop acting out. These steps create a consistent, supervised, safe environment in order to teach and protect students. The four steps are: <ul style="list-style-type: none"> • Early Intervention • Caring Confrontation • Protective Planning • Outlasting Ozanam is committed to coaching and supporting schools with the BIST model so that schools can create positive	\$9600

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		change with and for students. Consultant Fees: Marty Huitt <i>\$1600 x 6 days</i>	
SMART Schools Focus: Data Collection, Analysis and Use - Capacity Building Instructional Leadership Team	Illinois S.M.A.R.T. Coach Academy Quality Leadership by Design Anne Conzemious <i>Anne is co-author with Jan O'Neill of three books, <u>Building Shared Responsibility for Student Learning</u>, <u>The Handbook for SMART School Teams</u>, and <u>The Power of SMART Goals</u>.</i>	School SMART Goals Training of Trainers <ul style="list-style-type: none"> 8 days of training, 4 individual coaching sessions, 5 symposia Registration Fee: 5 Team Members x \$3200 = \$16,000 District Licensing: \$500 Travel: Hotel: 3 hotel rooms x 2 nights x 4 trips @ \$125 = \$3000 Mileage: 400 miles x 4 trips x .55 = \$880 Meals: \$45 x 5 x 8 days = \$1800	\$22,180
Engaging Students using Differentiated Instruction and Capacity Building Teacher Instructional Coaches	Association of Supervision and Curriculum Development (ASCD) <i>ASCD is an educational leadership organization dedicated to advancing best practices and policies for the success of each learner. This nonprofit, nonpartisan membership association provides expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead.</i>	Focus: Differentiated Instructional Practices ASCD's Differentiated Instruction Plan offers a professional development program to provide Capacity Building to support the implementation of Differentiated Instruction for the SIG school and district. The program is based on a three strand capacity-building model designed to create a core group of educators in the district with expertise in Differentiated Instruction who will assist teachers in developing the knowledge, understandings, and skills to create differentiated classrooms. In support of building local capacity and internal experts, ASCD will work with the district, and schools to	\$55,000

		<p>differentiate their professional development. Professional development strategies implemented will be based on the following levels:</p> <ul style="list-style-type: none"> Level 1: Awareness Professional development only starts the process of change, raising awareness and introducing new constructs and terminology. Level 2: Skill Development This is an intense level of professional development. The adult learner typically experiences some major discomfort while making the initial attempts to try out new behaviors. For the adult learner to continue during Level 2 requires a considerable amount of support and massed practice in order to learn new content to a level of comfort. Level 3: Implementation Professional development focuses mostly on helping the adult learner make necessary refinements and adjustments in newly learned content so that it fits the particular context well. Problem solving about real implementation problems is a key to motivating the Level 3 adult learner to use the new practices and get positive results with students. Level 4: Institutionalization Practices Professional development focuses on maintaining or institutionalizing the behaviors and protocols. Sometimes Level 4 is reserved for trainers, coaches, teacher leaders and other professional development leaders who learn 	
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		<p>various strategies for helping other adult learners use new instructional practices.</p> <p>Consultant Fees and Expenses</p> <p>[10 Days @ \$5500 = \$55,000]</p>	
<p>Growth Through Learning -</p> <p>Online Certification of Teacher Evaluators</p> <p>Teacher Instructional Coaches</p>	<p>Consortium for Educational Change – Growth Through Learning Partnership</p>	<p>Focus: <i>Improving Teaching Practices through Observation & Reflection</i></p> <p>The Illinois Performance Evaluation <i>Growth Through Learning</i> Partnership Group has received the contract from the State of Illinois to develop a pre-qualification training program and assessments for both professional practice and student growth The training will be offered through online, self-paced training modules on our online learning platforms that can be taken at your convenience at home or office. Pre-qualification also requires that participants pass the assessments that will be offered at the end of each training module.</p> <p><i>Registration Fee: \$600 x 7 Teachers = \$4200</i></p>	\$4200
<p>AVID</p> <p>College & Career Ready Interventions & Supports for Students</p>	<p>Advancement Via Individualized Determination (AVID)</p>	<p>AVID Site/School Membership Fee: \$3385</p> <p>District Membership Fee: \$9,000</p> <p>AVID 2013 Conference Registration Fee: \$4014</p> <p><i>(6 participants x \$669 = \$4014)</i></p> <p>AVID 2013 Conference Hotel/Travel: \$5400</p> <p><i>(3 rooms x 4 nights x \$200 = \$2400) + 6 participants x \$500 airfare = \$3000) = \$5400</i></p>	\$12,799
		<p>RIHS Professional Development Academy for School</p>	\$2700

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		<i>Transformation</i> (5 days x \$6 registration fee x 90 staff members = 2700)	
\$			
TOTAL\$: Shared Leadership Capacity Building			\$106,479

PROFESSIONAL DEVELOPMENT

CONFERENCE SUPPORT

EVENT			
CEC SIG Compact for Continuous Improvement (3 compact sessions)	Consortium for Educational Change	SIG Communities of Practice <ul style="list-style-type: none"> Identify Common of Focus Share Accomplishments, Challenges and Learning Focus on Continuous Improvement & Sustainability <p><i>Mileage: 300 miles x 2 vehicles x .55 x 3 compact networking sessions = \$990</i></p> <p><i>Fees: \$60 x 8 staff x 3 sessions = \$1400 (L/M District and School Team)</i></p> <p><i>Meals: 8 x \$35 = \$280</i></p>	\$2670
CEC Summer Institute Tuesday, July 30, 2013 Chicago Oak Brook Marriott 1401 West 22nd Street Oak Brook, IL 60523	Consortium for Educational Change	"Seeing the Forest from the Trees- Using Professional Learning Communities to Simplify and Unite your School Improvement Process and Incorporate Student Growth Featuring: Mike Mattos Mike Mattos is an internationally recognized author, presenter, and practitioner who specializes in uniting teachers, administrators, and support staff to transform schools by implementing response to intervention and professional learning communities. <p><i>Registration Fees: \$275 x 5 staff = \$1375 (School Team)</i></p> <p><i>Hotel: 5 rooms x \$125 = \$625</i></p> <p><i>Mileage: 400 miles x .55 = \$220</i></p>	\$2520

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		<i>Meals: 5 x \$60 = \$300</i>	
Great Lakes Teacher Union Reform Network (TURN) November 7-8, 2013 May 1-2, 2014 Chicago Area	Great Lakes TURN (Consortium for Educational Change)	Focus on Improving Teaching Effectiveness and Student Learning through Labor-Management Collaboration. Topics Include: <ul style="list-style-type: none"> • Teacher Evaluation and Student Growth • CCSS • L/M Collaboration • Hot Topics <i>Registration Fees: \$135 x 8 staff = \$1080 (L/M District & School Team)</i> <i>Hotel: 8 rooms x \$125 x 2 nights = \$2000</i> <i>Mileage: 400 miles x .55 x 2 vehicles = \$440</i> <i>Meals: 8 x \$90 = \$720</i>	\$4240
TOTAL: Conference Support			\$9430

PROFESSIONAL DEVELOPMENT

MATERIALS

ITEM	VENDOR	DESCRIPTION	COST
SMART Schools Handbook RtI Student Interventions & Supports Book	Solution Tree	<i>The Handbook for SMART School Teams</i> \$50 x 10 staff = \$500 (Collaboration Teams, T Leaders, Admin Team) <i>Pyramid Response to Intervention</i> \$28 x 20 staff = \$560 (RtI Team, T Leaders, Admin Team)	\$1060
BIST Classroom Management Materials	Ozanam Kansas City, MO Marty Huitt, MS. Ed.	\$100 x 20 staff	\$2,000
ASCD Differentiated Instruction Training	ASCD	<i>Leading & Managing a Differentiated Classroom</i> \$20 x 85 = \$1700 (All Faculty Members, Admin Team) <i>Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9-12</i> \$32 x 20 = \$640	\$2340
PLC Book	Solution Tree	<i>Learning by Doing</i> by Rick DuFour \$25 x 20 staff = \$500	\$500
RIHS Design Team Materials/Facilities • Advisory • BIST • Enrichment • RtI	TBD	<i>Design Team Meetings (Advisory, RtI, Enrichment, BIST, DI)</i> (10 meetings x 5 teams x \$50 materials/facilities = \$2500)	\$2500

CONSORTIUM FOR
EDUCATIONAL

49-08100410-25 RIM D41

APPENDIX K

<ul style="list-style-type: none"> • DI • Instructional Leadership 			
Meeting Materials		<i>Flipcharts, Markers, AV Equipment</i> \$500	\$691
TOTAL: Professional Development Materials			\$9091



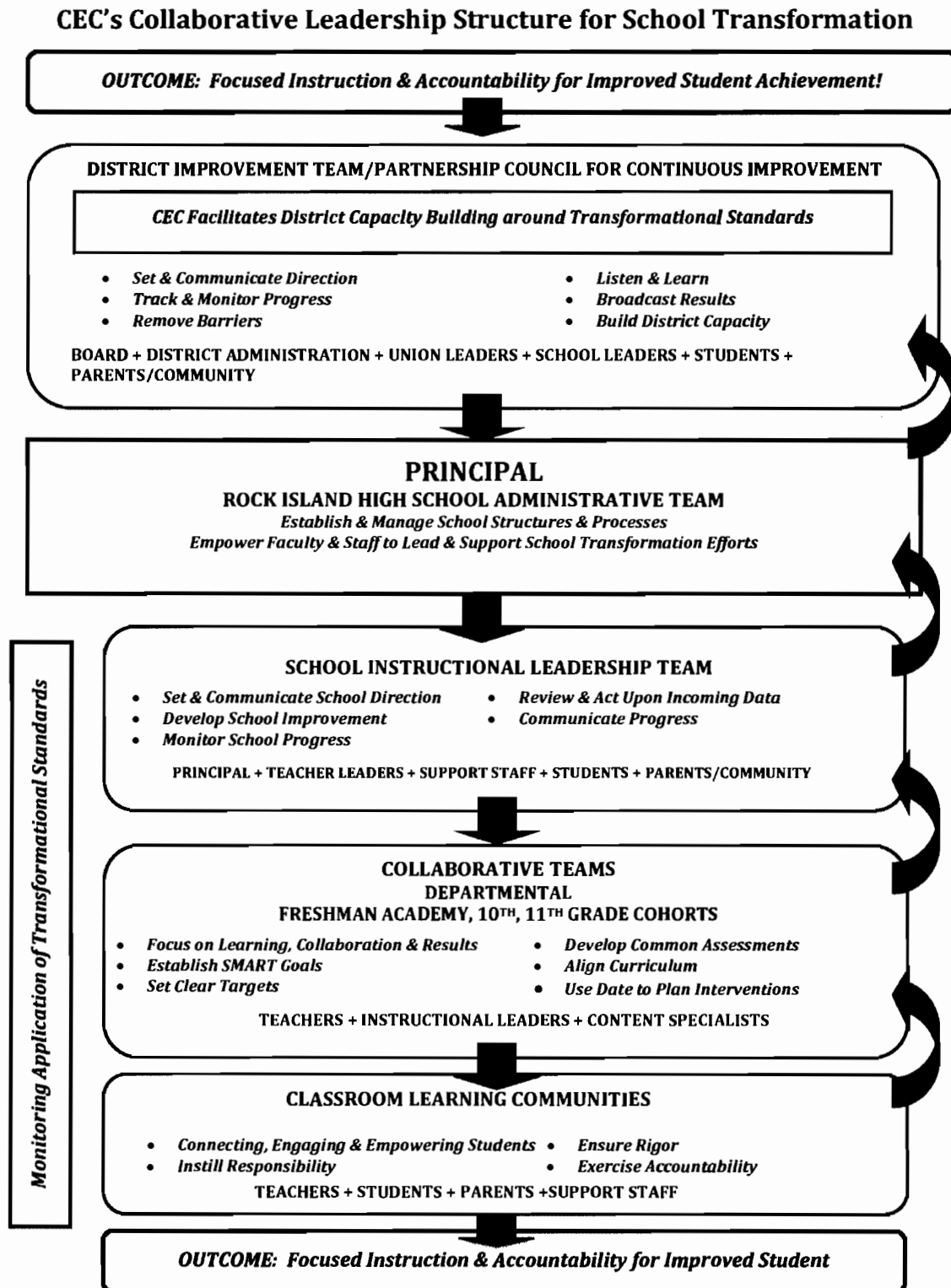
Appendix L: CEC's Transformational Standards

For High Performing Schools

Standards	Indicators
1.0 Shared Leadership <i>From broad and deep participation of all stakeholder groups, the organization clearly sets and communicates direction</i>	<ol style="list-style-type: none"> 1. Vision, mission, values, and goals are developed and deployed. 2. Leaders' behaviors and actions support the vision, mission, values, and goals. 3. Collaboration and communication structures are effective and efficient. 4. Progress is viewed, monitored, and reported.
2.0 Strategic Planning <i>The planning process translates needs and requirements into actions.</i>	<ol style="list-style-type: none"> 1. Goals are aligned to needs and requirements. 2. Goals are specific, measurable, aligned, results-oriented and timely. 3. Employee/ work unit performance goals support system goals through action/ improvement plans.
3.0 Student, Parent, and Community Needs/ Requirements (including state and federal requirements) <i>The organization defines the needs and requirements of students, parents, and community and translates them into clear expectations.</i>	<ol style="list-style-type: none"> 1. Needs/requirements are clearly understood, prioritized and addressed. 2. Student learning requirements and expectations are explicit and aligned to Illinois Learning Standards. 3. Positive relationships are systematically fostered through communication and collaboration. 4. Student, parent, community satisfaction is regularly monitored and reported. 5. Student, parents, and community contributions are recognized and celebrated. 6. The learning environment adds value to both student personal growth and achievement.
4.0 Data Collection, Analysis, and Use <i>Systematic data collection informs decision- making.</i>	<ol style="list-style-type: none"> 1. Key data sources that are aligned to goals and priorities are systematically identified and collected. 2. Key data are used to guide improvement efforts 3. Key data are used to compare improvement efforts and results to both

<i>(achievement, financial, satisfaction, efficiency)</i>	<p>similar and high performing organizations.</p> <ol style="list-style-type: none"> 4. Data are accessible and shared broadly and deeply. 5. Learners are supported to take responsibility for personal data collection and analysis.
<p>5.0 Staff Needs/ Requirements</p> <p><i>The organization defines the needs and requirements of all staff.</i></p>	<ol style="list-style-type: none"> 1. Staff needs and requirements are prioritized and addressed. (morale and well being, training, education, etc.) 2. Performance expectations are explicit and aligned to vision, mission, values and goals. 3. Work is organized to promote collaboration and team learning. 4. Staff satisfaction is regularly monitored and reported. 5. Staff contributions are recognized and celebrated. 6. The work environment promotes personal and professional growth and high performance.
<p>6.0 Improvement Processes</p> <p><i>Teaching and learning as well as support processes are designed, implemented, and improved.</i></p>	<ol style="list-style-type: none"> 1. Processes used to impact goals are continuously evaluated and improved. 2. Individual/ personal work processes are continuously evaluated and improved. 3. Learning intervention processes are continuously evaluated and improved. 4. Learning rather than teaching is the primary focus.
<p>7.0 Results</p> <p><i>Results are improving over time.</i></p>	<ol style="list-style-type: none"> 1. Results are improving compared to the past. 2. Results are improving compared to similar and high performing organizations.

Appendix M: Rock Island High School Organizational Chart





Rock Island-Milan School District #41

Superintendent Michael J. Oberhaus, Ed. D.

Tim Wernentin
Principal

Excellence Every Day

“Rock Island High School’s mission is to challenge all students to reach their fullest potential in a respectful and safe environment, preparing them for success in a rapidly changing global society.”

Appendix N1: Rock Island High School (41-081-0410-25-0001)

Freshman Academic Advisor

Duties and Responsibilities

Provide comprehensive counseling services to students in the 9th grade Academy.

Facilitate connections with appropriate community agencies to staff, students, and families.

Work collaboratively with counselors and administration.

Support instructional staff in the development and use of intervention strategies for individual, small group, and whole class instruction.

Assist Freshman Academy Coordinator with Parent Academies.

Collect and distribute data pertinent to the freshman class to all necessary parties.

Monitor the academic achievement of freshman students and collaborate with the Freshman Academy Coordinator in facilitating the freshman portion of the Behavior Intervention Team.

Collaborate with the Freshman Academy Coordinator, along with the FA staff, in the deployment of the “Rock Solid” summer program.

Assist with appropriate goal-setting planning and 4-year high school plans to ensure college and/or career readiness.

Work in conjunction with Special Education Case Manager to facilitate communication with FA teachers dealing with IEP students in the general education setting.

Perform other such duties related to the position as may be determined to assist in the Transformation initiatives, including, but not limited to: Behavior Intervention Support Team(BIST)/Positive Behavior Intervention Supports (PBIS), Rock Time Advisory, and Advancement Via Individualized Determination (AVID).

Desired Qualities:

- Successful teaching/counseling experience; secondary/junior high experience desired;
- Experience working in a diverse population;
- Ability to work in a collaborative setting;
- Possess effective technological skills
- Possess outstanding interpersonal skills; proven effectiveness in the application of effective schools research; demonstrated instructional leadership; a commitment to collaborative decision-making; and a commitment to a strong, dynamic educational program;
- Rated “Proficient” or “Excellent” on two most recent performance evaluations.



Rock Island–Milan School District #41

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Tim Wernentin
Principal

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1400 25th Avenue
Rock Island, IL 61201
309-793-5950 x 2001
309-793-9866 fax
www.rockislandschools.org

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Appendix N2: Rock Island High School (41-081-0410-25-0001)

Alternative to Suspension Interventionist

Duties and Responsibilities

Supervision of 9th-12th grade students who have been assigned out of school suspension.

Collect academic work from high school staff.

Coordinate community service requirement.

Collaborate with school staff on reporting of activities.

Work in conjunction with Special Education Case Manager to facilitate appropriate accommodations for IEP students.

Work collaboratively with counselors and administration.

Collect, organize and report data pertaining to the students involved.

Partner with community agencies and resources.

Perform other duties related to the position as may be determined.

Desired Qualities:

- Experience working in a diverse population;
- Have broad understanding and knowledge of Response to Intervention (RtI) model and/or Positive Behavior Intervention Support (PBIS) models;
- Ability to work in a collaborative setting;
- Possess effective technological skills;
- Possess outstanding interpersonal skills; a commitment to collaborative decision-making; and a commitment to a strong, dynamic educational program;
- Bachelor's Degree required, Education, Social Work, or Criminal Justice preferred.



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Appendix N3: Rock Island High School (41-081-0410-25-0001) **Instructional Leader**

Duties and Responsibilities

- Work with staff in school settings to provide high quality customized professional development services
- Support the instructional staff in the development and use of intervention strategies for individual, small group and whole class instruction
- Assist the school faculty in using data to plan, implement, track & monitor the instructional programs, interventions and supports for staff and students at RIHS
- Facilitate implementation of high quality instructional practice for all learners through observations, modeling of best practices, mentoring, coaching, and providing feedback to teachers
- Work collaboratively with the principal, lead partner, school leadership and school staff to support school improvement and the RIHS transformation SIG plan
- Share literature and research, successful practices, innovative developments and progress monitoring data
- Participate in professional development activities and support programs required to implement the SIG transformation plan, including the “Growth Through Learning” training modules and other trainings and meetings associated with teacher observations, mentoring and evaluation, SMART Schools Goals and Differentiated Instruction to Engage Students
- Serve on the school improvement team and academic instruction core team at RIHS
- Perform other such duties related to the position as may be determined to assist in the transformation initiatives, including, but not limited to: School Improvement Team, Academic Instruction Core Team, SMART Schools Core Team, RtI Team and Department Collaboration Teams/PLCs, Curriculum, Assessments and Instruction Alignment to the Common Core State Standards

Desired Qualities:

- Bachelor’s Degree in Education or related field: master’s degree preferred
- Valid Illinois Teaching Certificate (Type 09 or 10)
- A minimum of three years of successful teaching experience at the secondary level
- Knowledge in the area of best instructional practices and evidence of successful teaching experience
- Demonstrated outstanding interpersonal, communication and instructional leadership skills
- Proven effectiveness in the application of effective schools research; demonstrated instructional leadership
- A commitment to collaborative data-driven decision-making to build and sustain a strong, dynamic transformation, educational program
- Experience working in a diverse population
- Possess effective technological skills
- Rated “Proficient” or “Excellent” on two most recent performance evaluations



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Appendix N4: Rock Island High School (41-081-0410-25-0001) Data Coach

Duties and Responsibilities

- Participate in the development and use of a school wide assessment system to track, monitor and communicate student achievement data
- Provide information, training and support to adults and students on the use and analysis of data to improve instructional practices and student learning
- Support the Response to Intervention (RtI) Team in the development and use of Tier I, Tier II and Tier III Academic and Behavioral Interventions and Supports strategies for students, including but not limited to, Enrichment Program, Intersession Program, Rock Solid Bridges Program, AVID and other interventions for students
- Work with administration, faculty and staff to assess students’ needs through analysis of math and reading screening to determine appropriate student placement, interventions and supports
- Work collaboratively with the principal, lead partner, school leadership and school staff to support school improvement and the RIHS transformation SIG plan
- Broadly communicate and share progress monitoring data related to school improvement and the SIG transformation initiatives
- Participate in professional development activities and support programs required to implement the SIG transformation plan, including the SMART Schools Goal training
- Perform other such duties related to the position as may be determined to assist in the transformation initiatives, including, but not limited to: School Improvement Team, Academic Instruction Core Team, SMART Schools Core Team, RtI Team and Department Collaboration Teams/PLCs

Desired Qualities:

- Bachelor’s Degree
- Knowledge and experience in the areas of systems planning, data analysis and interpretation, and curriculum alignment and articulation
- Ability to work with adults and students to interpret achievement data and use data to improve learning and instruction
- A commitment to collaborative data-driven decision-making to build and sustain a strong, dynamic transformation, educational program
- Demonstrated skills in technology, data tools and systems (Microsoft Word and Excel)
- Ability to communicate effectively and have had prior experiences that demonstrate the use of a cooperative team approach when working with others
- Experience in providing professional development



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Appendix N5: Rock Island High School (41-081-0410-25-0001) Literacy Specialist

Duties and Responsibilities

- Work with staff in school settings to provide high quality customized professional development services aligned with the District 41 Literacy Design Initiative
- Support the instructional staff in the development and use of intervention strategies for individual, small group and whole class instruction aligned with the Literacy Design Initiative
- Assist the school faculty in using data to plan, implement, track & monitor the instructional programs, interventions and supports for staff and students at RIHS
- Facilitate implementation of high quality instructional practice for all learners through observations, modeling of best practices, mentoring, coaching, and providing feedback to teachers
- Work collaboratively with the principal, lead partner, school leadership and school staff to support school improvement and the RIHS transformation SIG plan
- Share literature and research, successful practices, innovative developments and progress monitoring data
- Participate in professional development activities and support programs required to implement the SIG transformation plan, including the District 41 Literacy Design Initiative
- Serve on the school improvement team and academic instruction core team at RIHS
- Perform other such duties related to the position as may be determined to assist in the transformation initiatives, including, but not limited to: School Improvement Team, Academic Instruction Core Team, SMART Schools Core Team, RtI Team and Department Collaboration Teams/PLCs

Desired Qualities:

- Bachelor’s Degree in Education or related field; master’s degree in reading/literacy preferred
- Valid Illinois Teaching Certificate (Type 09 or 10)
- A minimum of three years of successful teaching experience at the secondary level
- Knowledge in the area of best instructional practices in reading/literacy and evidence of successful teaching experience
- Demonstrated outstanding interpersonal, communication and instructional leadership skills
- Proven effectiveness in the application of effective schools research; demonstrated instructional leadership
- A commitment to collaborative data-driven decision-making to build and sustain a strong, dynamic transformation, educational program
- Experience working in a diverse population
- Possess effective technological skills
- Rated “Proficient” or “Excellent” on two most recent performance evaluations

Appendix O: Rock Time Advisory Period

Rock Time advisory periods, held each day for 25 minutes, will allow for smaller learning communities with an adult mentor (academic coach at school) to create a culture of learning for college and career readiness.

Rock Time will provide an opportunity to reach 1,700 students and parents/guardians on a personal level while creating ownership of academic and behavioral data and grades by each and every student through a mentor-based approach that is data driven. All 9-12 grade students will be assigned a teacher who will stay with them until graduation. The role of the mentor will be to work collaboratively with individual students throughout their high school years to ensure they have the necessary support (academic, behavioral, and emotional) to graduate college and career ready.

Response to Interventions (RtI) will be used to support the student in reaching future goals by acting on early warning signs of academic, behavioral, or attendance issues.

Faculty advisors will meet daily with an assigned group of students (15-17) to establish a culture/process in which students and staff members build relationships and students own their individual data and track and monitor progress in their own learning.

In addition to the small group mentor approach, administration, counselors and the academic advisor/alternative-to-suspension interventionist will provide additional support to students.

A set curriculum will be developed focusing on building relationships between teacher and student, student and student, student and parent, teacher and parent, and school and community. Rock Time will utilize the school wide Positive Behavior Interventions Systems (PBIS) data to drive positive behavior within the school utilizing SWIS data management system.

Academic data available to students and Rock Time advisors will include PLAN, EXPLORE, PSAE, Acuity, report cards, ACCESS, WIIAT, Brigance, and current grades. Periodically, Rock Time will be extended for assemblies to avoid interrupting instructional time during academic periods.

Students will set SMART goals, keep data notebooks, and share information and data during about their progress during Rock Time. In addition, students will utilize Career Cruising in career exploration and creation and maintaining 4-year academic plans.

Appendix P: Freshmen Transition Program

To assist in the transition to high school, RIHS incoming freshmen will be provided a multi-point program that provides several diverse articulation activities, beginning with connections during the students 8th grade year, continuing into the summer and throughout the 9th grade year, with particular attention placed on the 1st semester. The program will serve to provide many contact points where students gain skills and information to help them succeed in a high school setting.

- **Rock Solid**, a 2-week, half-day summer program for targeted incoming 9th graders will launch this transition curriculum with incoming freshmen. The curriculum will include activities that establish expectations for study skills, behaviors, and school operations. Students set goals, develop 4-year education plans, and explore Career Cruising, take student interest surveys, and learn the credit system and student extra-curricular opportunities. Special attention will be given to students who are below grade-level standards as measured by 8th grade assessments.
- **Freshman orientation:** RIHS will offer a 1-day, comprehensive orientation for all incoming 9th graders to provide a positive introduction to the school for new students and their parents. Activities will provide incoming freshmen opportunities to experience the building and its various academic and extra-curricular programs. This would include exposure to the Academy staff and new peers and mini-courses focusing on differences between middle school and high school expectations; changes in managing time and setting goals: different procedures; various choices in clubs, athletics, academic achievement organizations, drama, and speech. There will also be a focus on developing student autonomy and peer relationships.
- **Rock Time:** The advisory program for all students (described above) will be differentiated to meet the specific needs of the 9th grade student. This daily time will be utilized to help educate freshmen students about the high school culture and climate. Within each Advisory group, a lead teacher, along with the staff and students, will create an inviting, supportive, and inclusive environment with opportunities to build "Ownership of Houses." Teams will also participate in service learning

opportunities within the community to develop more civic-minded students while building leadership and teamwork skills. Student leaders will provide encouragement and support to 9th graders during Rock Time, to focus on college and career readiness opportunities at RIHS.

- **Peer mentoring:** 12th grade mentors will provide support for 9th grade students in their transition to RIHS. The mentors will be seniors who have shown success adapting to high school life during their time at the high school. Peer mentors will offer information, advice and support on academic issues and extracurricular activities, as well as how to best use school resources and guidance with social issues.
- **Enrichment for freshmen:** All freshmen with a D or F grade in a class at the 3-week grading period will be required to attend the Enrichment Period 4 days each week. Students will be required to attend mandatory Enrichment Period until the grade is C- or above at the next grading period. In addition, all freshmen will have the opportunity to attend the Enrichment Period voluntarily to take advantage of academic remediation and acceleration to reinforce essential skills.
- **Academics labs:** Freshmen identified as not performing at grade level on tests administered at the junior high level will be placed in academic labs to support efforts in the core areas of math and English/language arts. Students in math will be looped into a back-to-back course to provide more immediate intervention and re-teaching. English/language arts will work similarly, although courses will not be placed back-to-back. There will be 5 labs each semester during the 2013-14 school year.
- **Academic Advisor:** The Freshmen Academy Advisor will work with the teachers and 9th grade houses and will provide Tier II interventions making sure that all students are successful in school.

APPENDIX Q1: Data-Driven Decision Making Timeline for RIHS

Timeline for Implementation of Data-Driven Decision Making	
Year 1	<ul style="list-style-type: none"> • Create common assessments by course • 4-quarter plans developed using common core standards for all courses (LEA initiative) • New master schedule created to include restructured balanced calendar to incorporate quarterly, intensive interventions and enrichment opportunities for students and professional development for faculty and staff, enhanced Enrichment Period, Rock Time college & career ready advisory period, daily common departmental planning time for all faculty, 2 period blocks for English and math with clusters of students in 9th, 10th and 11th grades for HUB collaboration model • Encourage teachers to informally work on teaching common unit curriculum plans. • Determine what attributes are needed for student warehouse system. • Support with job-embedded, targeted and focused professional development • Finalize 4-quarter plans at end of year 1 • Design student growth measures for teacher evaluation system
Year 2	<ul style="list-style-type: none"> • Teachers make notes and then revise 4-quarter plans • Continue professional learning communities • Continue Quarterly Intersession enrichment and interventions for students and professional development for faculty and staff • Purchase student (data) warehouse system

	<ul style="list-style-type: none">• Upload student information to new warehouse system• Incorporate courses in the LEA's Parent University• Schedule bimonthly community meetings• Expand HUB clusters to incorporate more teachers and students,• Professional Development• Implement teacher evaluation system with student growth
Year 3	<ul style="list-style-type: none">• Implement common consistent student evaluation/grading rubric• Implement student (data) warehouse system• Continue professional learning communities• Continue use of data to drive instruction• Change focus of professional learning communities (PLCs) from creating common document to collaborating on student data decisions• District wide implementation of teacher evaluation system with student growth

APPENDIX Q2: Planned Grade-Level Assessments

Planned Grade-Level Assessments					
DATA SOURCES	8th	9th	10th	11th	12th
Diagnostic/Placement Exam	X				
Pre-assessments (core courses)	X	X	X	X	X
ACUITY	X	X	X	X	X
Explore	X	X			
PLAN			X		
ACT				X	
Short Cycle (math)					
Report Cards	X	X	X	X	X
Classroom Assessments	X	X	X	X	X
Common Assessments	X	X	X	X	X
Final Exams		X	X	X	X

APPENDIX Q3: Alignment of Assessments

RIHS Curriculum & Assessment Alignment		
Subject	Accomplishments/Strengths	Challenges
English	<ul style="list-style-type: none"> Diagnostic Acuity tests in grades 9-11, Fall 2012 Common grade level in-class writing assessments, 2nd quarter Grades 9-11 completed one custom designed Acuity test, 4th quarter Common writing assignments, grades 9-11 Acuity is aligned to the CCSS 	<ul style="list-style-type: none"> Not all grades are using common final exams
Math	<ul style="list-style-type: none"> Custom-designed Acuity pre/post tests for 1st and 2nd semesters (Alg I, Alg II Geometry, Honors Geometry) Common unit assessments for all courses Some courses using common quizzes Common final exams Acuity is aligned to the CCSS 	
Social Studies	<ul style="list-style-type: none"> Developing common unit assessments (pre/post format for most courses) in 2012-13 Common final exam questions for courses taught by more than one teacher (US History, State and Local Govt, World History) 	

Science	<ul style="list-style-type: none"> Developing common unit assessments in 2012-13 	
Career Education	<ul style="list-style-type: none"> Common performance tasks for all 4 units of Computer Concepts Other areas – developing common unit assessments for all career education courses in 2012-13 & 2013-14 	
Foreign Language	<ul style="list-style-type: none"> Common unit tests in Spanish Developing common unit assessments in 2012-13 & 2013-14 	
PE/Health/Drivers Ed	<ul style="list-style-type: none"> PE is doing pre/post measures this year Common unit tests for drivers education 	<ul style="list-style-type: none"> Common written assessments needed for physical fitness
Special Services	<ul style="list-style-type: none"> Developing common unit assessments, 2012-13 & 2013-14 	<ul style="list-style-type: none"> Grade Level and CCSS Curriculum alignment needed
ELL	<ul style="list-style-type: none"> Units designed on the WIDA 	<ul style="list-style-type: none"> Curriculum development and alignment to CCSS needed

APPENDIX R: Tiered Interventions

RIHS will implement a Response to Intervention model of behavioral and academic interventions based on need (Tier I, II, or III), determined through assessments. The RtI approach will help assure students receive the academic and behavioral support they need to succeed academically and continuously improve.

- **Tier I students**

Academic: Tier I student will have access to planners, enrichment, Illinois College Planning Center, PSAE prep class, college tutors for ELL, Key Club members, counselor interns, school social work interns, area career center, school nurse/health link, and community college partnerships.

Behavioral: Tier I students will have access to Rock Rules, clearly defined universal behavioral expectations, re-teaching of behavioral expectations, PRIDE Cards to reinforce appropriate behaviors, office referral SWIS data, and publication of community and school resources.

- **Tier II students**

Academic: Tier II students will be offered Lights on for Learning (an extended-day, extended-year program providing credit recovery and academic support for struggling students), as well as 9th grade labs; AVID; resources for regular and special education students failing multiple classes; Plato credit recovery; independent study for special services credit recovery; BIT process for academics, behavior, and attendance; interactions with junior high students; iJAG program; DRS transition/job program for SPED students; labs for 10-12th grade math and English; reading class for regular education students; extended learning opportunities during the summer and intersessions; career fair; and job shadowing.

Behavioral: Tier II students will have opportunities to participate in check-in/check-out, daily progress reports, SWIS data reports, and social skills groups.

- **Tier III students**

Academic: Tier III students will have access to special services for special education and ELL students; anger replacement therapy class; AP; dual credit courses in music appreciation, Shielded

Metal ARC welding, Occupational Welding, Occupational Health, Trinity Health, college speech translation services; SWS; alternative school day/time; community service alternative for students who receive out-of-school suspension; flexible scheduling for alternative programs; on-site alternative re-entry program for students who have been suspended; and an off-site alternative program.

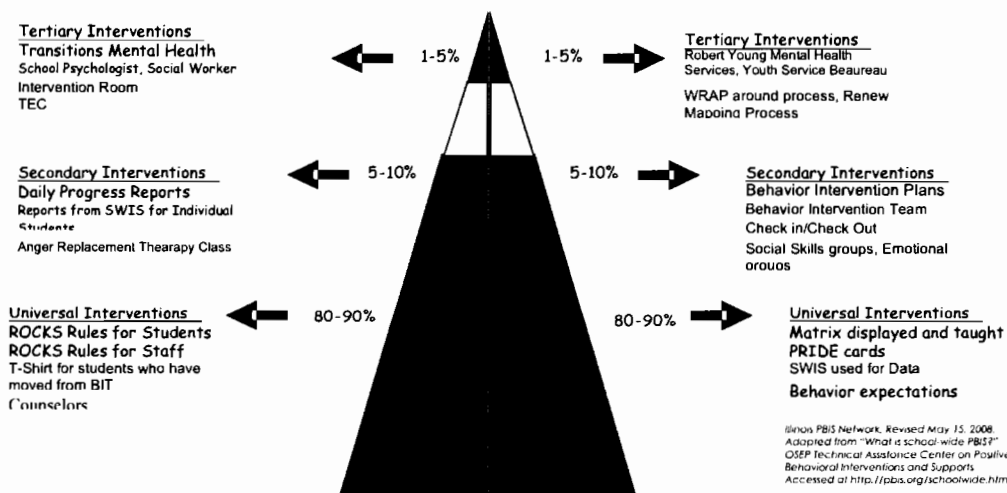
Behavioral: Tier III students will have access to wrap-around individual intensive plans, renew mapping process, person-centered planning, and flexible scheduling for alternative programs.

Current RIHS Interventions

Behavioral and Academic Interventions at All Tiers A Response to Intervention Model

Behavioral Systems

Behavioral Systems

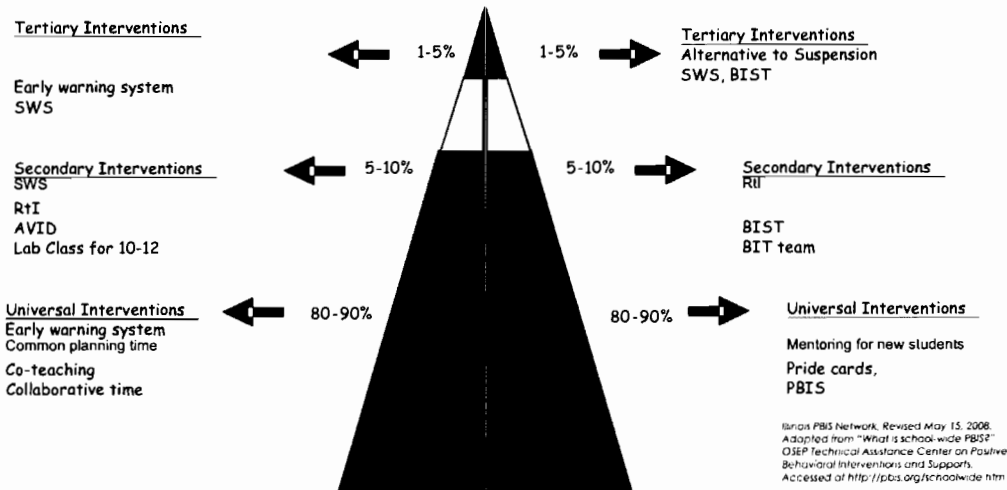


2013-14 RIHS Interventions

Behavioral and Academic Interventions at All Tiers A Response to Intervention Model-added to current triangle

Academic Systems

Behavioral Systems





OUR TOOLBOX

School Interventions

- Flex Scheduling
- SWS
- Intervention Room
- EL Programing
- Study Skills
- LORL
- Check & Connect
- Weekly Progress Reports
- Weekly Planners
- Transitions
- De-escalation Cards
- Counseling
- Study Table
- Extra-Curricular Activities
- Attendance Interventionist
- Mentoring
- Independent Study
- PLATO
- Work Program
- AOC
- Solution Focused Plan

Community Interventions

- Center for Youth and Family Services (Catholic)
- Youth Service Bureau
- Robert Young Center
- Bethany
- Family Resources
- RI Court Services
- Child Abuse Council
- RI Health Department
- Riverside
- RIOCA
- Martin Luther King Center
- Project Now
- QCAD
- Planned Parenthood
- GEASED
- Youth Build
- Quad City Chamber of Commerce
- Rock Island Housing Authority
- Transitions
- School Health Link
- University of Illinois Edanson
- Place 2 Be