

Guilford High School

School Improvement Plan 2003-2004 2004-2005

SIP Review Dates

Year	Q1	Q2	Q3	Q4
2003-2004	November 5	February 4	April 14	June 10
2004-2005	November 6	February 4	April 15	June 8

Mission Statement

Overview

The Guilford High School mission is developed/revised as part of our North Central Association Commission on Accreditation and School Improvement (NCA-CASI) five-year cycle. The North Central process includes the development of a school mission during the first year. Guilford began a new five-year cycle January 2003. During this year the entire staff will be involved in reviewing and revising our current mission. Upon revision, the school improvement plan will be updated.

Our Beliefs

Beliefs of the Rockford Public Schools:

- Quality public education is critical to the well being of the entire community
- Quality public education is the responsibility of the entire community
- Every person is unique; each person has equal worth
- We are responsible for the choices we make for ourselves and on behalf of others
- People are interdependent and are responsible to each other and their community
- The nurturing of children by family, friends and community is critical to the learning and development of the individual
- High expectations are essential to produce positive results
- Hard work and effort are the primary ingredients of individual achievement
- Honesty and integrity are vital to trusting relationships
- Diversity enriches and strengthens the community
- Change demands lifelong learning
- Quality of life is enhanced through intellectual, artistic and athletic pursuits
- Educational citizens are necessary to sustain a democracy

The Guilford High School mission supports the beliefs of the district.

Our Mission (Last modified for NCA 1998)

The mission of Guilford High School is to educate and prepare its students for life in an ever-changing world, by providing the opportunity for each student to reach his/her highest level of academic and personal achievement in an environment that promotes unity, respect and concern for others

School Improvement Team Members

Name	Position	Affiliation
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Matt Vosberg	Assistant Principal	Guilford
Gerald Kinsley	Assistant Principal	Guilford
Kristin Paulsgrove	Staff Developer	Guilford
Dorothy Powell	VFA Grant Coordinator	Guilford
Judie Gibbs	English Teacher	Guilford
Debbie Chessare	Art Teacher	Guilford
Oma Moore	Counselor	Guilford
Tim Rowley	Special Education Teacher	Guilford
Mark Wallace	English Teacher	Guilford
Vicki Schramer	Alternative Discipline	Guilford
Scott Church	Social Studies Teacher	Guilford
Katie Rowley	Student Council	Guilford
Debbie Sula	Administrative Assistant	Guilford
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Executive Summary

Introduction

In this section of our school improvement plan, an overview of the student and community demographic data, school characteristics, student performance data, and stakeholder perspectives is provided.

Student and Community Demographic Data

- *Student characteristics*

Guilford High School, home of the Guilford Vikings, is a comprehensive public high school. Our September 2002 enrollment of 1907 students was the largest in the last 5 years. The student population at Guilford is diverse with 59% Caucasian, 26% African-American, 10% Hispanic and 4.5% Asian. Most of the Asian population is Bosnian students. Guilford High School mirrors the community it serves with 227 special education students and 34% low income. Under the Rockford Public School's school choice enrollment program, Guilford has consistently been over chosen the last three years. We anticipate an enrollment over 2000 for the 2003-04 school year.

- *Community characteristics*

The Rockford Public Schools District 205 (RPS) is a large inner-city district located in Winnebago County, Illinois 80 miles northwest of Chicago. Rockford is the second largest city in the State and encompasses the third largest school district. The 2002-2003 Fall Housing Report for the District indicates that RPS serves over 26,700 students in 53 school sites with a student population that is comprised of 32.0% African American, 48.1% Caucasian, 16.6% Hispanic, 3.1% Asian, and 0.2% Native American. Like other urban areas, Rockford encounters problems associated with economic deprivation, including high poverty. As of February of 2003, the District's population of 27,067 students included 17,481 (64.6%) who received free or reduced lunch.

Guilford High School is located in the northeast quadrant of the Rockford Public School System. Rockford employs a school choice enrollment system and as such draws from the entire city. The school is a representation of the diversity of the community.

- *School Characteristics*

Each year Guilford High School has increased enrollment. It is the number one chosen high school in district #205. Guilford has a history of multiple valedictorians. The graduating class of 2003 had 10 students with a perfect 4.0 grade point average. Our students have received local, state and national recognition for their accomplishments and educational excellence. Our comprehensive educational program includes fine arts, Japanese, horticulture and nine Advanced Placement courses.

For the past three years our freshmen have been assigned to the Viking Freshman Advantage (VFA) program. The VFA is a school within a school where students attended classes in a 4 x 4 block schedule. They also participated in a freshmen mentoring program called Link Crew. Link Crew paired upper class juniors and seniors with freshmen groups. These groups met bi-monthly and participated in activities designed to help freshmen transition to high school in a more personalized environment. During the three years of VFA, referral, truancy, mobility and dropout rates have decreased.

In addition to the Viking Freshman Advantage, Guilford High School has the following programs:

- Career Center – all freshman attend sessions for career exploration in the Career Awareness class
- ESL/Bilingual program – ESL for identified non-English speaking students and bilingual for our growing Bosnian community
- Hearing impaired resource staff
- Vision impaired resource staff
- Special Education department – Behavior disorders, LD, and severe and profoundly handicapped
- Nine curricular departments
- Three administrators, six counselors, one staff developer, one librarian, one ombudsman,
- Twenty-three sports for boys and girls
- Full range of extra-curricular clubs and organizations

▪ *Student Performance Data*

Student performance data for our school improvement plan are provided in Section 2. Specifically, Section 2 contains summary descriptions and tables for national, state, district, and school-level assessments reflecting student performance levels.

Stakeholder Perspectives on the Quality of Education

The Rockford Public School district has been under a Comprehensive Remedial Court Order for the past 10 years. The Order was lifted last year and the district gained unitary status. Despite the relief from court supervision, we continue to monitor and be concerned about the achievement gap between minority and majority students. The population remains a challenge as we see our student body grow to over 2000 students. It will continue to be important to tap into community resources and parent involvement to help us achieve our goals. Providing an environment that is safe and conducive to education continues to be a priority for all.

1: Demographics

The tables and summaries in this section provide information about students, including information about attendance, truancy, mobility, retention, and expulsion rates. Data in this section also includes information about the number of teachers in our school working out of field or teaching a class for which he/she has no certification, academic major, or endorsement with sufficient credit hours in the content area taught. Other staff data found in this section represents the number of paraprofessionals in our school with less than 2 years of training and/or an education degree.

Component 1.1: Basic Information

1. Our school is:

Title I school-wide Non-Title I

2. Comprehensive School Reform:

No Yes Which model? _____

Component 1.1: Basic Information (cont.)

Attendance rate (% of days present)		School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004				
Total		91.4	92.1	92.1	NAV				
	African-American	88	88.6	89.1	NAV				
	Caucasian	92.7	93.5	93.5	NAV				
	Native American	90	85.4	89.8	NAV				
	Asian/Pacific Islander	93.6	96.1	96.1	NAV				
	Hispanic	91.1	91.5	90	NAV				
	Male	91.5	92.8	92.4	NAV				
	Female	91.2	91.5	91.8	NAV				
	Low Income	90.9	90.1	89.1	NAV				
	Special Education	88.9	87.9	87.5	NAV				
	Limited English Proficiency	94.1	95.7	89.1	NAV				
Truancy rate (18 or more days unexcused – %)		School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004				
Total		10.5	8.1	7.9	NAV				
Mobility rate (%)		School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004				
Total		12	13.6	10	NAV				
Expulsion rate (# and % expelled)		School Year 2000-2001		School Year 2001-2002		School Year 2002-2003		School Year 2003-2004	
		#	%	#	%	#	%	#	%
Total		10	0.6	3	0.1	10	0.6	NAV	NAV
	African-American	4	0.2	1	0	4	0.2	NAV	NAV
	Caucasian	4	0.2	0	0	4	0.2	NAV	NAV
	Native American	0	0	0	0	0	0	NAV	NAV
	Asian/Pacific Islander	1	0	0	0	1	0	NAV	NAV
	Hispanic	1	0	2	0.1	1	0	NAV	NAV
	Male	8	0.5	3	0.1	8	0.5	NAV	NAV
	Female	2	0.1	3	0.1	2	0.1	NAV	NAV
	Low Income	5	0.3	0	0	5	0.3	NAV	NAV
	Special Education	0	0	0	0	0	0	NAV	NAV
	Limited English Proficiency	0	0	0	0	0	0	NAV	NAV

NA = not applicable

NAV = data not available

NR = not reported

-- = no students in category

* = 1-4 students in category

Component 1.1: Basic Information (cont.)

Retention rate (# and % not promoted to next grade level)	School Year 2000-2001		School Year 2001-2002		School Year 2002-2003		School Year 2003-2004	
	#	%	#	%	#	%	#	%
Total	59	3.6	193	11.4	NAV	NAV	NAV	NAV
African-American	27	1.6	75	4.4	NAV	NAV	NAV	NAV
Caucasian	24	1.5	79	4.6	NAV	NAV	NAV	NAV
Native American	0	0	1	0	NAV	NAV	NAV	NAV
Asian/Pacific Islander	2	0.1	15	0.8	NAV	NAV	NAV	NAV
Hispanic	6	0.3	23	1.3	NAV	NAV	NAV	NAV
Male	38	2.3	110	6.5	NAV	NAV	NAV	NAV
Female	21	1.3	83	4.9	NAV	NAV	NAV	NAV
Low Income	37	2.3	94	5.5	NAV	NAV	NAV	NAV
Special Education	10	0.6	9	0.5	NAV	NAV	NAV	NAV
Limited English Proficiency	4	0.2	5	0.3	NAV	NAV	NAV	NAV
High school graduation rate (%)	School Year 2000-2001		School Year 2001-2002		School Year 2002-2003		School Year 2003-2004	
	#	%	#	%	#	%	#	%
Total		75.5		69	306	83.4	NAV	NAV
African-American		NAV		65.8	65	79.3	NAV	NAV
Caucasian		NAV		71.7	210	84.7	NAV	NAV
Native American		NAV		0	0	0	NAV	NAV
Asian/Pacific Islander		NAV		78.6	9	69.2	NAV	NAV
Hispanic		NAV		64.5	22	91.7	NAV	NAV
Male		NAV		68.8	143	82.2	NAV	NAV
Female		NAV		69.1	163	84.5	NAV	NAV
Low Income		NAV		65.6	80	76.9	NAV	NAV
Special Education		NAV		61.9	14	66.7	NAV	NAV
Limited English Proficiency		NAV		0	3	42.9	NAV	NAV

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Component 1.1: Basic Information (cont.)

High school dropout rate (%)	School Year 2000-2001		School Year 2001-2002		School Year 2002-2003		School Year 2003-2004	
	#	%	#	%	#	%	#	%
Total	67	4.1	46	2.7	45	2.5	NAV	NAV
African-American	32	1.9	21	1.2	19	1	NAV	NAV
Caucasian	23	1	19	1	19	0	NAV	NAV
Native American	0	0	0	0	0	0	NAV	NAV
Asian/Pacific Islander	6	0	0	0	0	0	NAV	NAV
Hispanic	6	0	6	0	7	0	NAV	NAV
Male	42	2	28	1	27	1	NAV	NAV
Female	25	1	18	1	18	1	NAV	NAV
Low Income	27	1	24	1	23	1	NAV	NAV
Special Education	9	0	3	0	5	0	NAV	NAV
Limited English Proficiency	27	1	0	0	0	0	NAV	NAV
Teachers working out of field (#)	School Year 2000-2001		School Year 2001-2002		School Year 2002-2003		School Year 2003-2004	
Total	0		0		0		NAV	
Paraprofessionals with less than 2 years of training and/or education degree (#)	School Year 2000-2001		School Year 2001-2002		School Year 2002-2003		School Year 2003-2004	
Total	NA		NA		NAV		NAV	

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Component 1.2: Enrollment Information (May 10)

School population	School Year 2000-2001		School Year 2001-2002		School Year 2002-2003		School Year 2003-2004	
Total	1605		1690		1794		NAV	
Grades	# of students	# of classes	# of students	# of classes	# of students	# of classes	# of students	# of classes
K							NAV	NAV
1							NAV	NAV
2							NAV	NAV
3							NAV	NAV
4							NAV	NAV
5							NAV	NAV
6							NAV	NAV
7							NAV	NAV
8							NAV	NAV
9	577		549		587		NAV	
10	404		465		470		NAV	
11	314		359		399		NAV	
12	310		317		338		NAV	

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Component 1.3: School and Community Characteristics

School and Community Characteristics, describing the attributes and challenges of the school community that affect student learning, is provided in the Executive Summary of this document.

1.1 Basic Information

Guilford High School has experienced stable attendance rates for the last 3 years. We are, however, concerned about the attendance of Limited English Proficiency students. Their rate decreased from 95.7% to 89.1% in 2002-2003. Truancy and mobility rates have improved over three years. Truancy dropped from 10.5% to 7.9% and mobility dropped from 12% to 10%. Expulsion rates are low. Only 3 students were expelled each of the last two years.

Retention rate data is only available for 2000 and 2001. Rates rose between those two years. The retention rates for all groups except special education have increased and will be addressed this year.

Dropout rate has improved over the last three years going from 4.1% to 2.5%. The percentage is not over 1% in any category.

1.2 Enrollment

Guilford High School's enrollment has been steadily increasing since 2000. Enrollment in 2001 was 1605 students and in 2003 was 1794. Expected 2004 enrollment is over 2000 students. Reported data is taken from May 10 each year. Problems associated with increased enrollment include lack of classroom space and PE stations, hallway crowding and a shortage of teacher workstations. Many teachers must travel from room to room and have limited access for technology integration.

1.3 School/Community Characteristics

Guilford High School is a comprehensive high school offering regular, honors and advanced placement courses. Our students come from diverse backgrounds with a population including special education and Limited English Proficient students. We offer ESL services as well as bilingual classes. Vision impaired, hearing impaired and students with multiple handicaps are part of our population. The minority enrollment has varied from 30-35% over the last 5 years.

Guilford offers a wide variety of activities for all students. The students are highly involved in a rich tradition of athletics with ten sports for men and ten sports for women. A variety of academic service and interest clubs are available throughout the year. Tutorials have been offered daily free of charge in all core subject areas for more than 5 years. Students have had the opportunity to attend tutoring both before and after school.

Guilford High School is one of 65 schools nationwide selected to receive a federal grant to implement a smaller learning community for all freshmen students. All freshmen were block scheduled into four (4) ninety-minute classes. Teachers were trained in engaged learning techniques and technology integration. The Viking Freshman Advantage (VFA) began in the fall of 2000 and ends September 30, 2003. Students will be returning to a regular six period, fifty-minute class schedule in the fall.

There is a major emphasis for staff to influence student learning and achievement, improve instructional methods and integrate technology through continuous staff development. Students had an opportunity to participate in an advisory/Link Crew program over the past two years. Advanced placement, virtual/on-line, Cisco Networking and dual credit courses at Rock Valley College are made available to all students. Guilford High School maintains a high attendance percentage. There is an environment conducive to learning on a daily basis.

Guilford High School has a principal and two assistant principals. There are 6.5 counselors, a staff developer and 170 staff members in ten departments. The staff includes secretarial, custodial, cafeteria, paraprofessional, hall monitors and 123 certified personnel.

Guilford High School is accredited through North Central Association Commission on Accreditation and School Improvement (NCA-CASI), is a member of IHSA and is a NIC-9 conference school.

A highly organized and structured parent booster club is in place to support students and staff. The Booster Board raises over \$45,000 annually that gets distributed to student athletics, extra-curricular organizations and academic departments. Parents are very visible in the school.

1.3 Challenges

The staff at Guilford High School is undergoing many of the same changes facing the rest of the nation. An aging staff, retiring at a rate of 10-15% per year (varying each year), adds an extra burden to administration. This also opens the door for young, fresh and energetic new teachers to be a part of our program. It becomes a priority to train them in district curriculum and evaluation standards while maintaining a quality education program. The district has added challenges to the schools with major budget cuts over the last few years. New teachers have been RIFFED or surplussed. Resources and programs have been cut, allocations tightened while enrollment increases and administrative responsibilities increased. Next year we face the loss of our in-school-suspension program, ombudsman, attendance specialist and a reduction of the school day to 6 periods. Rockford Public high schools have no department chairs or deans so all responsibility for personnel, programs and students falls on three administrators. Safety is a major issue with the reduction of our hall monitors.

There is an added challenge for the 2003-2004 school year. Our VFA program is over and students will transition back into a traditional schedule of 50-minute classes. VFA teachers will be challenged to continue the engaged learning techniques and personalized environment without the block schedule.

2: Data Collection and Information

Component 2.1: State Assessment Data

2.1.A. – PSAE Trend Data Summary

All PSAE Trend Data provided in this report is provided in terms of percentages of students performing at a specified level. A description of each of these levels is provided for you in Figure 2.1.A. Percentages of students within the highest two levels, *Exceeds Standards* and *Meets Standards*, are used to identify Adequate Yearly Progress (AYP). In the past, overall AYP has been based on a compilation of reading, mathematics, and writing scores for all students. With the *No Child Left Behind* legislation, however, AYP will be based on reading and mathematics scores for students. In addition to looking at the AYP for a composite of the total school population, AYP will also be based on eight other subgroups for both reading and mathematics. These subgroups are based on race/ethnicity (African American, Asian/Pacific Islander, Caucasian, Hispanic, and Native American), students with disabilities, low income, and limited English proficiency (LEP).

Figure 2.1.A: Illinois State Board of Education (ISBE) State Performance Levels

Performance Levels	Description
Exceeds Standards	Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.
Meets Standards	Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
Below Standards	Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
Academic Warning	Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Two years of PSAE data for Guilford High School are given. Data from the 2003 test are not available yet. The scores of all students have been increasing but there is still a large gap between African-American, Hispanic and Caucasian students. This is especially evident in reading, writing and mathematics although there has been some improvement from 2001 to 2002. The Hispanic population at Guilford has increased over the last 6 years. Marked improvements in the %Meets + Exceeds categories in all PSAE subjects must be looked at to help understand the trends.

2.1.B. – PSAE Trend Data Tables

Grade 11 Reading						
Total and Subgroups		Academic Warning	Below Standards	Meets Standards	Exceeds Standards	% M/E
All Students	2001	9	34	46	11	57
	2002	7	29	52	12	64
	2003	NAV	NAV	NAV	NAV	NAV
Caucasian	2001	2	28	55	15	70
	2002	3	24	58	15	73
	2003	NAV	NAV	NAV	NAV	NAV
African-American	2001	36	49	13	2	15
	2002	27	45	28	0	28
	2003	NAV	NAV	NAV	NAV	NAV
Hispanic	2001	12	65	24	0	24
	2002	0	36	55	9	64
	2003	NAV	NAV	NAV	NAV	NAV
Asian	2001	22	22	56	0	56
	2002	10	40	30	20	50
	2003	NAV	NAV	NAV	NAV	NAV
Native American	2001	--	--	--	--	--
	2002	--	--	--	--	--
	2003	NAV	NAV	NAV	NAV	NAV
LEP	2001	--	--	--	--	--
	2002	*	*	*	*	*
	2003	NAV	NAV	NAV	NAV	NAV
Low Income	2001	29	50	21	0	21
	2002	19	55	24	1	25
	2003	NAV	NAV	NAV	NAV	NAV
Disabled	2001	45	40	15	0	15
	2002	36	43	21	0	21
	2003	NAV	NAV	NAV	NAV	NAV

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2.1.B. – PSAE Trend Data Tables (cont.)

Grade 11 Mathematics						
Total and Subgroups		Academic Warning	Below Standards	Meets Standards	Exceeds Standards	% M/E
All Students	2001	10	38	47	5	52
	2002	9	35	49	6	55
	2003	NAV	NAV	NAV	NAV	NAV
Caucasian	2001	5	34	55	6	61
	2002	3	31	58	8	66
	2003	NAV	NAV	NAV	NAV	NAV
African-American	2001	33	49	18	0	18
	2002	32	52	17	0	17
	2003	NAV	NAV	NAV	NAV	NAV
Hispanic	2001	18	59	24	0	24
	2002	14	41	41	5	46
	2003	NAV	NAV	NAV	NAV	NAV
Asian	2001	11	22	56	11	67
	2002	10	30	60	0	60
	2003	NAV	NAV	NAV	NAV	NAV
Native American	2001	--	--	--	--	--
	2002	--	--	--	--	--
	2003	NAV	NAV	NAV	NAV	NAV
LEP	2001	--	--	--	--	--
	2002	*	*	*	*	*
	2003	NAV	NAV	NAV	NAV	NAV
Low Income	2001	33	44	23	0	23
	2002	27	60	12	1	13
	2003	NAV	NAV	NAV	NAV	NAV
Disabled	2001	53	32	16	0	16
	2002	43	36	21	0	21
	2003	NAV	NAV	NAV	NAV	NAV

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2.1.B. – PSAE Trend Data Tables (cont.)

Grade 11 Writing						
Total and Subgroups		Academic Warning	Below Standards	Meets Standards	Exceeds Standards	% M/E
All Students	2001	6	38	46	10	56
	2002	6	30	55	9	64
	2003	NAV	NAV	NAV	NAV	NAV
Caucasian	2001	1	31	56	12	68
	2002	3	21	65	11	76
	2003	NAV	NAV	NAV	NAV	NAV
African-American	2001	23	64	14	0	14
	2002	17	57	27	0	27
	2003	NAV	NAV	NAV	NAV	NAV
Hispanic	2001	24	59	12	6	18
	2002	5	50	36	9	45
	2003	NAV	NAV	NAV	NAV	NAV
Asian	2001	11	33	44	11	55
	2002	0	50	40	10	50
	2003	NAV	NAV	NAV	NAV	NAV
Native American	2001	--	--	--	--	--
	2002	--	--	--	--	--
	2003	NAV	NAV	NAV	NAV	NAV
LEP	2001	--	--	--	--	--
	2002	*	*	*	*	*
	2003	NAV	NAV	NAV	NAV	NAV
Low Income	2001	20	63	18	0	18
	2002	18	60	22	0	22
	2003	NAV	NAV	NAV	NAV	NAV
Disabled	2001	40	40	15	5	20
	2002	36	43	14	7	21
	2003	NAV	NAV	NAV	NAV	NAV

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2.1.B. – PSAE Trend Data Tables (cont.)

Grade 11 Science						
Total and Subgroups		Academic Warning	Below Standards	Meets Standards	Exceeds Standards	% M/E
All Students	2001	10	40	38	12	50
	2002	9	35	45	11	56
	2003	NAV	NAV	NAV	NAV	NAV
Caucasian	2001	4	37	44	15	59
	2002	3	31	52	14	66
	2003	NAV	NAV	NAV	NAV	NAV
African-American	2001	38	44	13	4	17
	2002	32	50	17	2	19
	2003	NAV	NAV	NAV	NAV	NAV
Hispanic	2001	6	76	18	0	18
	2002	9	41	41	9	50
	2003	NAV	NAV	NAV	NAV	NAV
Asian	2001	22	11	56	11	67
	2002	20	20	50	10	60
	2003	NAV	NAV	NAV	NAV	NAV
Native American	2001	--	--	--	--	--
	2002	--	--	--	--	--
	2003	NAV	NAV	NAV	NAV	NAV
LEP	2001	--	--	--	--	--
	2002	*	*	*	*	*
	2003	NAV	NAV	NAV	NAV	NAV
Low Income	2001	29	60	8	4	12
	2002	27	56	14	3	17
	2003	NAV	NAV	NAV	NAV	NAV
Disabled	2001	53	32	5	11	16
	2002	36	50	14	0	14
	2003	NAV	NAV	NAV	NAV	NAV

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2.1.B. – PSAE Trend Data Tables (cont.)

Grade 11 Social Science						
Total and Subgroups		Academic Warning	Below Standards	Meets Standards	Exceeds Standards	% M/E
All Students	2001	10	33	43	14	57
	2002	5	38	48	9	57
	2003	NAV	NAV	NAV	NAV	NAV
Caucasian	2001	3	32	47	17	64
	2002	2	32	55	11	66
	2003	NAV	NAV	NAV	NAV	NAV
African-American	2001	36	36	29	0	29
	2002	18	59	23	0	23
	2003	NAV	NAV	NAV	NAV	NAV
Hispanic	2001	18	47	29	6	35
	2002	4	43	43	9	52
	2003	NAV	NAV	NAV	NAV	NAV
Asian	2001	22	22	44	11	55
	2002	10	30	60	0	60
	2003	NAV	NAV	NAV	NAV	NAV
Native American	2001	--	--	--	--	--
	2002	--	--	--	--	--
	2003	NAV	NAV	NAV	NAV	NAV
LEP	2001	--	--	--	--	--
	2002	*	*	*	*	*
	2003	NAV	NAV	NAV	NAV	NAV
Low Income	2001	29	46	23	2	25
	2002	18	62	18	3	21
	2003	NAV	NAV	NAV	NAV	NAV
Disabled	2001	53	24	18	6	24
	2002	36	43	21	0	21
	2003	NAV	NAV	NAV	NAV	NAV

NA = not applicable

NAV = data not available

NR = not reported

-- = no students in category

* = 1-4 students in category

Component 2.1: Assessment Data (cont.)

2.1.C. – IMAGE Data Summary

No students met or exceeded standards on the IMAGE test in 2001-02. Careful analysis of the data will occur when the 2002-03 data arrives. It is extremely difficult to make any recommendations without more trend data available.

2.1.D. – IMAGE Data Table

2000-2001					
	Beginning %	Strength %	Expand %	Transit %	Upper 2 Measures %
Reading	NA	NA	NA	NA	NA
Writing	NA	NA	NA	NA	NA
	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets + Exceeds
Math – Grade 11					
2001-2002					
	Beginning %	Strength %	Expand %	Transit %	Upper 2 Measures %
Reading	74	26	0	0	0
Writing	32	39	29	0	29
	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets + Exceeds
Math – Grade 11	29	71	0	0	0
2002-2003					
	Beginning %	Strength %	Expand %	Transit %	Upper 2 Measures %
Reading	NAV	NAV	NAV	NAV	NAV
Writing	NAV	NAV	NAV	NAV	NAV
	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets + Exceeds
Math – Grade 11	NAV	NAV	NAV	NAV	NAV

Component 2.1: Assessment Data (cont.)

2.1.E. – Participation of Eligible Students Summary

The first year of the PSAE test, Guilford High School tested 90% of it's students. Preliminary information from our April 2003 testing reported 97% of our students participated. Guilford will continue to make testing awareness a priority with both staff and students and strive for 100% participation.

2.1.F. – Participation of Eligible Students Table

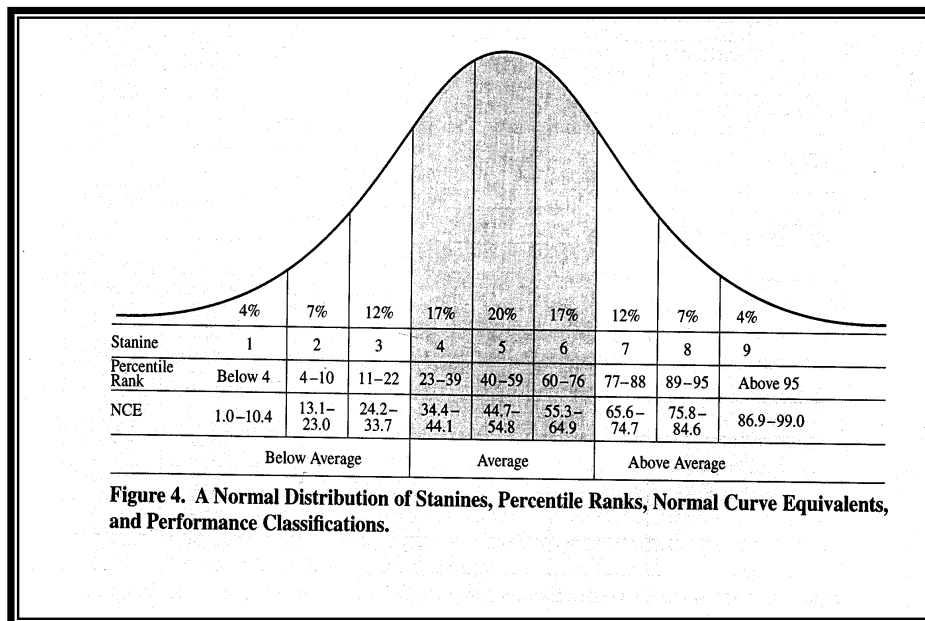
11th Grade															
Year	Total Tested			Absent			Not Scored			Enrolled			%Tested		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
2001	285	280	285	17	22	17	14	14	14	316	316	316	90	89	90
2002	330	333	332	14	13	14	19	17	17	363	363	363	91	92	91
2003	NAV	NAV	NAV	NAV	NAV	NAV	NAV	NAV	NAV	NAV	NAV	NAV	NAV	NAV	NAV
11th Grade															
Year	Total Tested		Absent		Not Scored		Enrolled		%Tested						
	Science	Social Science	Science	Social Science	Science	Social Science	Science	Social Science	Science	Social Science					
2001	279	278	22	22	15	16	316	316	88	88					
2002	325	328	20	20	18	15	363	363	90	90					
2003	NAV	NAV	NAV	NAV	NAV	NAV	NAV	NAV	NAV	NAV					

Component 2.2: Local Assessment Data

2.2.A. – Local Assessment: Norm-Referenced Standardized Test Data Summary

The Rockford School District (RSD) administers the *Stanford Achievement Test, Ninth Ed.* (SAT 9), a norm-referenced achievement test, to students in Grades 3-10. While the SAT 9 consists of five subtests, district schools are required to administer only the Total Reading and Total Mathematics subtests. Total Reading on the SAT 9 is comprised of Reading Vocabulary and Reading Comprehension clusters, and Total Mathematics is comprised of Problem Solving and Procedures clusters. Reports generated by the test publisher, Harcourt, Inc., present resulting student data in various formats, including percentages of students who fall into one of three categories – below average, average, and above average. Specific areas of the normal curve define each of these three categories (See Figure 2.1.E).

Figure 2.1.E: The Normal Curve



Component 2.2: Local Assessment Data

2.2.B. – Local Assessment: Stanford Achievement Test, 9th Ed. (SAT9) Data Table (cont.)

SAT 9		% Below Average (Percentiles 1-22)	% Average (Percentiles 23-76)	% Above Average (Percentiles 77-99)
Grade 9				
Reading: Vocabulary	2000	26	58	16
	2001	33	55	12
	2002	28	60	12
	2003	NAV	NAV	NAV
Reading: Comprehension	2000	17	55	29
	2001	22	53	25
	2002	16	62	23
	2003	NAV	NAV	NAV
Mathematics	2000	14	52	35
	2001	18	50	32
	2002	11	50	39
	2003	NAV	NAV	NAV
Grade 10				
Reading: Vocabulary	2000	18	56	26
	2001	18	59	23
	2002	23	58	19
	2003	NAV	NAV	NAV
Reading: Comprehension	2000	19	44	37
	2001	16	48	35
	2002	15	53	32
	2003	NAV	NAV	NAV
Mathematics	2000	16	47	37
	2001	18	43	39
	2002	13	50	37
	2003	NAV	NAV	NAV

Percentages presented in the data table (2.2.B) indicate the performance of Guilford High School students across a four-year period. Table 2.2.B indicates that the percentage of all 9th grade students scoring below average improved from 2001 to 2002. This occurred in reading vocabulary, reading comprehension and mathematics. In grade 10, there was an increase of 5% in the number of students scoring below average in reading vocabulary. Reading comprehension and mathematics saw an improvement from 2001 to 2002. Comprehension improved 1% and mathematics 5% in the below average category. Disaggregated data for 2001 is not available from our district and 2003 data is not available yet. We can look at the change from 2000 to 2002 in each of the subgroups for both 9th grade and 10th grade. Ninth grade African-American students improved in the below average category in all subjects but tenth grade students only improved in reading comprehension and mathematics. Hispanic students in 9th grade went from 26% below average in 2000 to 47% below average in 2002 in reading vocabulary. There was improvement in the below average category for reading comprehension and mathematics. Tenth grade Hispanics students improved in all subjects from 2000 to 2002.

Component 2.2: Local Assessment Data (cont.)

2.2C. – Local Assessment: EXPLORE, PLAN, Failure Analysis, Discipline Analysis

Guilford High School uses the 9th grade EXPLORE, 10th grade PLAN, course failure analysis and discipline referral analysis to help plan school improvement. Trend data are included for 3-5 years.

Component 2.3: Educator Data

Guilford High School has 123 certified staff members. Eighty-three teachers have a master's degree and one has a doctorate. Eight teachers have a master's degree plus other post-graduate certification. Guilford has traditionally been the high school teachers want to transfer to. We have experienced large numbers of retirees in recent years and anticipate a repeat in 2005. This paves the way for new, young teachers that will help Guilford move forward with school improvement. It also drains our staff of experienced, seasoned teachers who have been the backbone of the school.

Our staff includes three administrators, support staff, twenty-nine paraprofessionals and hall monitors. All teachers are certified to teach the subjects they are assigned. The administration assigns teachers to a variety of course levels within their subject area. This is done to ensure the best educational environment for students each year.

Component 2.3: Educator Data (cont.)

Component 2.3.A: Educator Data: Staff Attendance Table

Grade/Subject	School Year	Total Days Present (% of 176)	# of Days Non-Professional Leave	# of Days Professional Leave
Counselors	2001	96	16	17
	2002	93	14.5	62
	2003	96	28.5	21.5
Business	2001	97	34.5	7.5
	2002	97	20.5	11
	2003	97	20.5	22
English	2001	96	73.5	16
	2002	97	64.7	7.4
	2003	98	57.1	13.8
Fine Arts	2001	97	47	13.8
	2002	96	66.6	24.3
	2003	96	45.2	22.5
Foreign Language	2001	NA	NA	NA
	2002	97	26.3	3
	2003	98	19.3	10
Mathematics	2001	NA	NA	NA
	2002	96	85.8	7
	2003	97	70.7	12.5
PE/Health	2001	96	69.6	12.5
	2002	96	62.3	14.5
	2003	96	73.4	13.2
Science	2001	98	18.8	27
	2002	97	41.7	19.8
	2003	97	31.5	17
Social Studies	2001	95	63.2	17.8
	2002	92	115	24.5
	2003	97	30.2	21
Special Education	2001	95	111.8	38
	2002	95	123.1	39.5
	2003	95	112.5	56.5

Component 2.3: Educator Data (cont.)

Component 2.3.A: Educator Data: Staff Attendance Table (cont.)

Grade/Subject	School Year	Total Days Present (% of 176)	# of Days Non-Professional Leave	# of Days Professional Leave
Paraprofessionals	2001	95	197.5	0.5
	2002	91	375	4
	2003	95	259.5	0
Specialist and Support Staff	2001	96	12.9	20.4
	2002	97	10.2	22
	2003	92	29.8	29.8
Administration	2001	93	30.5	17
	2002	99	0	4
	2003	97	6.5	9
School Total				

Component 2.3.B: Building-based Professional Development Table

<i>ACTIVITY/TIME</i> <i>June 2001 – June 2003</i>	<i># of Staff Attending</i>	<i># of Staff Implementing</i>	<i>Cost/Fund #</i>
Teachers' Institute (Fall)	124	124	None
Monthly Staff Meetings (9)	124	124	None
Monthly Department Meetings	Varies	Varies	None
SIP days (Feb. & May)	124	124	Fund 18
Alternative Assessment	51	51	The cost of these trainings varied. Some were taught by in-house experts and some by outside consultants. CPDU's were offered when possible
Technology	200	200	
Smaller Learning Community	4	4	
CPR/PE	35	35	
Math – Vertical Teams, Pre-AP	25	25	
Advisor/Advisee and Link Crew	21	21	
Inquiry Based Learning	41	41	
Cooperative Classroom	9	9	
Engaged Learning	11	11	
Math Coaching	4	4	
Career Counseling	10	10	
Dealing w/Difficult Students	66	66	

Component 2.3: Educator Data (cont.)

Component 2.3.B: Non Building-based Professional Development Table Participation

Information based on a June 3, 2003 survey of staff. Fifty surveys were completed.

<i>ACTIVITY/WORKSHOP</i> <i>June 2002-June 2003</i>	<i># of Staff</i> <i>Attending</i>	<i># of Staff</i> <i>Implementing</i>
Vertical Teams	2	2
Technology Integration	17	17
Math Calculators	3	3
English/Literature	2	2
National Science Foundation (NSF) Module Development	6	6
Discipline in the Classroom	11	11
PE/Health	4	4
No Child Left Behind Act	2	2
Layered Curriculum	2	2
Brain Research	3	3
Social Studies	3	3
Music	1	1
Science	5	5
Professional Development Re- certification Plan	75	75
Graduate Courses/Master's Program	11	11

Component 2.3.C: Educator Data: Education Level Table

	Certified Staff					Non-Certified Staff					
	Total #	# with Doctorate	# with Master's plus	# with Master's Degree	Bachelor's Degree	Total #	Bachelor's Degree	Associates' Degree	60+ College Hours	30-59 College Hours	< 30 College Hours
School	90	1	NA	64	25						
Special Ed.	19		NA	13	6						
Counselors	7		7								
Support Staff	4			4							
Administrators	3		1	2							
Paraprofessionals						29					NA
Support Staff											

Component 2.4: Additional Data Collection Methods

Surveys are given to staff on school improvement progress, department concerns, technology integration. A staff development needs assessment will be given the first week of school each year to determine where our needs are. The administration gives a climate survey to staff in the fall of each year.

Component 2.5: Additional Types of Data

Guilford High School collects data from a number of sources to aid in its internal review and decision-making process. The data included here are EXPLORE, PLAN, PSAT, Stanford 9, course failure analysis, discipline data, quarterly report data, climate surveys and Viking Freshman Advantage (VFA) summaries.

Rockford schools have used the Effective Schools Battery climate in past years. Due to budget reductions, this has been discontinued. Guilford High School will research/develop a replacement for this during the 2003-04 school year.

3: Data Analysis

Component 3.1: Data Quality

Guilford High School uses a variety of data and assessments to help school improvement planning. This includes discipline analysis, attendance, quarterly reports, school report card, semester failure analysis, EXPLORE, PLAN, PSAE, IMAGE, ACT and Stanford 9. All District #205 freshman take the EXPLORE in October and the Stanford 9 in April. Sophomores take the PLAN in October and the Stanford 9 in April. Juniors take the PSAT in October and the PSAE in April. Rockford Public Schools no longer administer the ISAT in high school.

Component 3.2: Summaries of Data

Guilford High School students

Guilford High School students met or exceeded standards on the PSAE in 2001 and 2002. However, there continues to be a huge disparity between the minority and majority students. The Hispanic students also continue to score below the majority in most areas. All students increased except the Asian population in writing. Even though there was an increase in writing skills, the percentages must be increased in the areas of writing, mathematics and reading. The gap must be bridged between the minority and majority students. The goal to increase communication and mathematics scores certainly are supported by the need to provide professional development to more effectively engage students and increase percentages in the meet/exceeds standards on the PSAE exams.

Component 3.3: Analysis – Comparisons & Trends

Component 3.4: Inferences & Conclusions

Component 3.5: Relation to Goals

Data Collection <i>What data are we using?</i>	Findings/Analysis <i>Comparisons and Trends</i> <i>What are these data telling us?</i>	Inferences and Conclusions <i>What are the areas for improvement?</i>	Relation to Goals <i>How do the conclusions inform the goals?</i>
Quarterly Report- Data collected quarterly include failure rates, discipline reports, attendance report, tutoring report, extra-curricular participation, staff development activities	Failure rates remain high for freshman Algebra 1A-1B (31-42%), Biology (35-33%) and English (26-28%). Sophomore and Junior English classes also have a high failure rate.	A change in the delivery system is needed for Algebra classes. Students just are not motivated to do well in the current program. The VFA block program helped some students who could repeat a failed semester immediately instead of waiting until the next year. English remains a problem both in reading and written communication. Biology was improving in FY01-02 but has dropped since that time	Goal 1 and 2 Engaged learning techniques, writing assessments, rubrics
Discipline Data,	Most of the discipline	Our discipline strategies are	Goal 2

including tardiness and truancy (Especially freshmen)	referrals are for students disrupting the learning environment. Freshmen have the greatest percentage of referrals. That has been improving since our VFA program Tardiness and truancy referrals are high even though GHS attendance rate is over 90%	successful when implemented in the classroom. Mentoring programs for new teachers and support for all staff is critical to improve the classroom environment. Students need to be engaged in learning and active participants in the classroom. They need to want to attend class.	Activity 2, 3, 4
Parent/Community Data	Parents are contacted frequently through conferences, newsletters, teacher phone calls, Booster club activities.	Parent involvement is high at Guilford. We will continue to maintain communication to help the educational environment.	Not directly related to a specific goal but affects the developmental progress of the student
Prairie State Achievement Exam (PSAE)	50 % of GHS students met or exceeded standards in FY02 in all areas. There continues to be a disparity between the majority and minority students. All subgroups improved in reading, math, and writing in FY02, except Asians. Math scores showed no improvement in African-American or low-income subgroups and are well below standard. Hispanic subgroups showed marked improvement in many areas.	Sustained improvement is needed in all areas to continue to meet state goals. African-American students are in the greatest need of improvement in all areas. Math and science areas are the lowest.	Goal 1 and 2
EXPLORE	This assessment is given to 9 th graders in the fall. It parallels the ACT and gives practice to the students as well as a career interest survey. Our students scored above the 50 th percentile nationally in all categories except science	EXPLORE information helps compare math and science to other assessments. It is a foundation for the PLAN and ACT	General overall goals to improve student achievement – Math and science
PLAN	This assessment is given to 10 th graders in the fall. It parallels the ACT. Our students scored well above the 50 th percentile for the last 3 years. African-American and Hispanic subgroups remain below the 50 th percentile but are improving	PLAN information shows that after one year at Guilford High School, students are scoring in a higher percentile than they did the year before.	General overall goals to improve student achievement – Math and science

Stanford 9	Math and reading comprehension scores on the SAT have improved since 2000. Reading vocabulary scores have not.	The SAT is another piece of information that helps us analyze improvement needs. Over 75% of our students score average or above in all areas. We need to look at disaggregated data to better design student needs. Reading vocabulary is the worst area – which can be affected by the district’s “whole language” focus/	Goal 1 and 2
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4: Action Plan

Component 4.1: Goals

Component 4.2: Activities

Component 4.3: Timelines

Component 4.4: Resources

Component 4.5: Activities for Subgroups

Component 4.6: Scientifically-based Research (SBR)

Component 4.7: Responsibilities

Component 4.8: Measurement

Integrated Action Plan Grid

School Improvement Goal # 1:

Guilford High School students will demonstrate effective use of written communication skills by increasing PSAE writing scores by 5% in all subgroups each academic year.

Strategic Activities to Be Taken	Timeline	Persons Accountable	Expenditure Plan with Resources
<p><u>Activity #1:</u> Develop subject specific writing rubrics to be used in all content areas. Each teacher will utilize a writing rubric at least once per semester.</p> <p>ILS: 3A, 3B, 3C, 5A, 5B, 5C</p> <p><u>Scientific Research Base (SRB):</u> Marzano, Pickering, Pollock; <i>Classroom Instruction That Works</i>. (Focus on writing processes for effective teaching)</p> <p>Zemelman, Daniels and Hyde; <i>Best Practices: New Standard for Teaching and Learning in American Schools</i>.</p> <p>Graves, Donald. <i>Writing: Teachers and Children at work</i>. Heinemann Educational Books, 1983</p> <p>Wolfe, Patricia: <i>Brain matters, Translating Research into Classroom Practice</i>, 2001</p>	<p>Sept. 2003-Review and create building rubrics</p> <p>Oct. 2003-May 2004 – All staff implements rubric in classes. Collect writing samples from classes.</p> <p>Sept. 2004-Review, edit and assess use in classes</p> <p>Jan. 2005-Staff and student feedback</p>	<p>Building principal & staff developer coordinates department meetings. Department representative conducts meeting and collection of samples.</p>	<p><u>Salaries/Stipends:</u> CPDU's offered In-house expert 2 hrs. x \$22.50= \$45.00</p> <p><u>Materials/Supplies:</u> none</p> <p><u>Total for the Activity:</u> \$45.00</p> <p><u>Funding Sources:</u> Viking Freshman Advantage Grant Fund 18</p>

<p><u>Activity Measure:</u> Teacher surveys, classroom assessments, standardized assessments, quarterly reports, failure rates, classroom activities</p> <p><u>Student Population Served (Subgroup):</u> Total student body African-American students (27% meets/exceeds on the PSAE writing)</p> <p><u>Professional Development:</u> Learning how to create rubrics in all content areas. Monitoring and sharing of rubrics following implementation.</p>			
<p><u>Activity #2:</u> Teachers will develop and implement one or more performance based assessment each semester</p> <p>ILS: 3A, 3B, 3C, 5A, 5B, 5C, 9C, 10B, 10A, 11A, 11B, 14A, 16A, 18A, 22A, 22B, 22C, 28D</p> <p><u>Scientific Research Base (SRB):</u> Marzano, Pickering, and Pollock: <i>Classroom Instruction that Works</i>, McCrell, 2001</p> <p>Herman, Aschbacher, Winters: <i>A Practical Guide to Alternative Assessment</i>, 1992</p>	<p>October 2003 institute</p> <p>May 2004</p>	<p>Current staff members, principal, staff developer present to whole staff</p> <p>Faculty brings PBA to share and write SIP review</p>	<p><u>Salaries/Stipends:</u> CPDU's offered In-house expert 4 hrs x 22.50= \$90</p> <p><u>Materials/Supplies:</u> None</p> <p><u>Funding Sources:</u> GHS education budget</p>

<p><u>Activity Measure:</u> Teacher surveys, classroom assessments, standardized assessments, quarterly reports, failure rates, classroom activities, department notebook of representative student work</p> <p><u>Student Population Served:</u> Total student body</p> <p><u>Professional Development:</u> Review/study research on alternative assessment. Create and implement performance based assessments in all content areas. Review and share with colleagues. Share student work.</p>			
<p><u>Activity #3:</u> Develop building-wide rubrics to be used for performance based assessments (including projects, power point presentations, art work, visual aids)</p> <p>ILS: 3A, 3B, 3C,5A,5B,5C,9C,10A,10B,11A,11B,14A,16A, 18A,22A,22B,22C,28D</p> <p><u>Scientific Research Base (SRB):</u> Zemelman, Daniels and Hyde; <i>Best Practices: New Standard for Teaching and Learning in American Schools.</i></p> <p>Marzano, Pickering, and Pollock: <i>Classroom Instruction that Works</i>, McCrel, 2001</p> <p>Herman, Aschbacher, Winters: <i>A Practical Guide to Alternative Assessment</i>, 1992</p>	<p>Sept. 2003-Review and create building rubrics</p> <p>Oct. 2003-May 2004 – All staff implements rubric in classes. Collect student samples from classes.</p> <p>Sept. 2004-Review, edit and assess use in classes</p> <p>Jan. 2005-Staff and student feedback</p>	<p>Building principal & staff developer coordinates department meetings. Department representative conducts meeting and collection of samples.</p>	<p><u>Salaries/Stipends:</u> CPDU's offered In-house expert 2 hrs. x \$22.50= \$45.00</p> <p><u>Materials/Supplies:</u> none</p> <p><u>Total for the Activity:</u> \$45.00</p> <p><u>Funding Sources:</u> Viking Freshman Advantage Grant Fund 18</p>

<p><u>Activity Measure:</u> Teacher surveys, classroom assessments, standardized assessments, quarterly reports, failure rates, classroom activities</p> <p><u>Student Population Served:</u> Total student body</p> <p><u>Professional Development:</u> Create and implement cross-curricular rubrics to use with performance based assessments. Departments will review and share during SIP days (February, May)</p>			
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Integrated Action Plan Grid

School Improvement Goal #2:

Guilford High School students will be taught engaged learning techniques, critical thinking skills and mathematical reasoning to increase PSAE mathematics and science scores by 5% in all subgroups each academic year

Strategic Activities to Be Taken	Timeline	Persons Accountable	Expenditure Plan with Resources
<p><u>Activity #1:</u> Develop a department specific collection of professional materials, which include K-12 curricular scope and sequence with identified teaching materials available to all staff.</p> <p>ILS: All standards apply</p> <p><u>Scientific Research Base (SRB):</u> Schlechty, Phillip; <i>Schools for the 21st Century: Leadership Imperatives for Educational Reform</i>, 1990 Carr and Harris; <i>Succeeding With Standards: Linking Curriculum, Assessment and Action Planning</i>, 2001 Wolfe, Patricia; <i>Brain Matters: Translating Research into Classroom Practice</i>, 2001</p> <p><u>Activity Measure:</u> Staff surveys, staff development needs assessment results,</p> <p><u>Student Population Served (Subgroup):</u> All students</p> <p><u>Professional Development:</u> Monthly department meetings structured to develop/collect suitable materials for professional collections. Collections placed in mutually accessible location.</p>	<p>August 2003 – June 2004</p>	<p>Department representative will coordinate and collect materials. Each department will work with central office curriculum department and Guilford to gather appropriate information and materials</p>	<p><u>Salaries/Stipends:</u> None</p> <p><u>Materials/Supplies:</u> \$700 to purchase supplemental materials</p> <p><u>Total for the Activity:</u> \$700</p> <p><u>Funding Sources:</u> GHS education budget, Fund 10</p>

<p><u>Activity #2:</u> Develop a system for teacher networking to coordinate curriculums and share classroom strategies.</p> <p>ILS: All standards apply</p> <p><u>Scientific Research Base (SRB):</u> Marzano, Pickering, Pollock; <i>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement</i>, 2001</p> <p><u>Activity Measure:</u> Professional development records, administrative meeting reports</p> <p><u>Student Population Served:</u> All students</p> <p><u>Professional Development:</u> Monthly department meetings structured to share creative classroom strategies in each content area. Fall institute agenda to include collegial sessions.</p>	<p>August 2003 – June 2004</p>	<p>Staff developer, department representatives, building principal will coordinate</p>	<p><u>Salaries/Stipends:</u> None</p> <p><u>Materials/Supplies:</u> None</p> <p><u>Total Budget for Activity:</u> None</p>
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<p><u>Activity #3:</u> Train staff in engaged learning and critical thinking skills.</p> <p>ILS: 1B,2B,3C,5,8C,8D,9,10,11A,11B,12,13B,14,15,16,17,18</p> <p><u>Scientific Research Base (SRB):</u></p> <p>Wolfe, Patricia; <i>Brain Matters: Translating Research into Classroom Practice</i>, 2001</p> <p>Barth, Roland S.; <i>Improving Schools from Within: Teachers, parents, and principals can make the difference</i>, 1990</p> <p><u>Activity Measure:</u></p> <p>Teacher implementation in daily lesson plans, classroom observations and semester grade analysis</p> <p><u>Student Population Served (Subgroup):</u> All students</p> <p><u>Professional Development:</u> Teachers participate in engaged-learning training during Fall institute and SIP days. Building in-house experts and TEEL participants provide instruction. Departments explore application of critical thinking skills and plan implementation timeline.</p>	<p>August 2003 – June 2005</p>	<p>Teacher experts on staff will provide instruction on institute and SIP days.</p>	<p><u>Salaries/Stipends:</u> CPDU's \$100 Honorarium to teacher experts (Maximum of 6)</p> <p><u>Materials/Supplies:</u> None</p> <p><u>Total for the Activity:</u> \$600</p> <p><u>Funding Sources:</u> GHS education budget-Fund 10</p>
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<p><u>Activity #4:</u></p> <p>Provide relevant, student-centered, on-going professional development to enhance the use of technology as an instructional and learning tool.</p> <p>ILS: 5A, 11B, 13B, 15D, 17A, 18A, 26, 27A, 29D</p> <p><u>Scientific Research Base (SRB):</u> Schlechty, Phillip; <i>Inventing Better Schools: An Action Plan for Educational Reform</i>, 1997</p> <p>Barth, Roland S.; <i>Improving Schools from Within: Teachers, parents, and principals can make the difference</i>, 1990</p> <p>Day, Scott L.; <i>Real Kids, Real Risks: Effective Instruction of Students at Rock of Failure</i>, NASSP Bulletin, Vol. 86 No. 632, September 2003</p> <p><u>Activity Measure:</u></p> <p>Professional Development records, teacher lesson plans, curriculum design and teacher reports</p> <p><u>Student Population Served (Subgroup):</u> All students</p> <p><u>Professional Development:</u> Building in-house experts and TEEL participants provide technology instruction during Fall institute, SIP days and after school workshops. Instructional strategies shared and reviewed.</p>	<p>August 2003 – June 2005</p>	<p>Teacher experts on staff will provide instruction on institute and SIP days.</p>	<p><u>Salaries/Stipends:</u> CPDU's \$100 Honorarium to teacher experts (Maximum of 6)</p> <p><u>Materials/Supplies:</u> None</p> <p><u>Total for the Activity:</u> \$600</p> <p><u>Funding Sources:</u> GHS education budget-Fund 10</p>
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<p><u>Activity #5</u> After school tutorials in mathematics and science for all students needing extra help.</p> <p>ILS: 6, 7, 8, 9, 11, 12, 13</p> <p><u>Scientific Research Base:</u> Marzano, Pickering, Pollock; <i>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement</i>, 2001</p> <p>Day, Scott L.; Real Kids, Real Risks: Effective Instruction of <i>Students at Risk of Failure</i>, NASSP Bulletin, Vol. 86 No. 632, September 2003</p> <p>Zemelman, Daniels, and Hyde; <i>Best Practices New Standard for Teaching Learning in American Schools</i></p> <p><u>Activity Measure:</u> Classroom assessments, quarterly reports, math and science failure rates, TIE Algebra and Biology assessments</p> <p><u>Student Population Served:</u> All students may attend tutorials, but targeted groups are African-American, Hispanic, low-income and disabled.</p> <p><u>Professional Development:</u> Collaborative time for teachers to share strategies and carry over engaged learning techniques</p>	<p>September 2003- May 2004, September 2004- May 2005</p>	<p>Administration and staff developer will set up tutorials and identify students/areas with needs.</p> <p>Math and science teachers will conduct tutorials</p> <p>Staff developer will collect weekly data</p>	<p><u>Salaries/Stipends</u> \$22.50 x 400 hrs = \$8,800 annually</p> <p><u>Materials/Supplies</u> \$1,200 annually</p> <p><u>Total for the Activity</u> \$10,000 annually</p> <p><u>Funding Sources</u> District Education Tutorial fund</p>
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5: Professional Development

Component 5.1: Data Collection

Guilford High School staff members complete both a district designed needs assessment and a building based survey each year. For the past three years our staff development has been tied to our Federal Smaller Learning Communities Grant and the freshman block program. Engaged learning strategies, technology integration and teaching in extended periods of time have been the focal points of all professional development since January 2000. This occurred during institutes, SIP days, department meetings and after school workshops. We will continue to focus on many of the proven components of our Viking Freshman Advantage even though the program is ending June 2003. Goals are related to these researched based components. All staff will complete a survey on institute day, August 2003 to plan for additional needs.

<i>Subject/Workshop Area District Designed Needs Assessment-Fall 2002 71 Guilford responses</i>	<i>% of Guilford Staff Indicating Interest in Each Area</i>
Using the Internet	79
Creating an Effective Learning Environment	59
Problem-Based Learning	62
Developing Alternative Assessment	60
Closing the Achievement Gap	66
Use of Technology in Engaged Learning	59
Classroom Environment/Student Differences	55
Critical Thinking Skills	58
Creation of Alternative Assessments	61
Use of Technology in the Classroom	70
Use of Internet Search Engines	70
Development and use of a web page	61
Creating scoring rubrics for performance tasks	52
Teaching strategies for the wireless computer lab	67
Use of production software for curriculum related classroom	56
Writing process	33
Technical writing	28

Component 5.2: Highly Qualified Educators

Guilford High School teachers are certified to teach in the area they have been hired. NCA requirements and the district Human Resources Department review all credentials and make sure this holds true for all teachers. All teachers are involved in the state re-certification program and are following their own professional development plan. The following table summarizes the professional activities for FY02 and FY03. Teachers have been involved in professional development that is building based, through our Regional Office of Education, college based, district offered, as well as community offerings.

<i>ACTIVITY/TIME Building Based June 2001 – June 2003</i>	<i># of Staff Attending</i>	<i># of Staff Implementing</i>	<i>Related Department/Goal</i>
Teachers' Institute (Fall)	124	124	All departments
Monthly Staff Meetings (9)	124	124	All departments
Monthly Department Meetings	Varies	Varies	All departments
SIP days (Feb. & May)	124	124	All departments
Alternative Assessment	51	51	All departments
Technology	200	200	All departments
Smaller Learning Community	4	4	All Freshman Teachers
CPR/PE	35	35	PE
Math – Vertical Teams, Pre-AP	25	25	Mathematics
Advisor/Advisee and Link Crew	21	21	All Freshman Teachers
Inquiry Based Learning	41	41	All departments
Cooperative Classroom	9	9	All departments
Engaged Learning	11	11	All departments
Math Coaching	4	4	Mathematics
Career Counseling	10	10	Counseling , Career Awareness
Dealing w/Difficult Students	66	66	All departments

<i>ACTIVITY/WORKSHOP</i> <i>Non Building Based</i> <i>June 2002-June 2003</i>	<i># of Guilford</i> <i>Staff</i> <i>Attending</i>	<i># of Guilford</i> <i>Staff</i> <i>Implementing</i>	<i>Related</i> <i>Department/Goal</i>
Vertical Teams	2	2	Math
Technology Integration	17	17	Goal 1
Math Calculators Training	3	3	Goal 2
English/Literature	2	2	Goal 1
National Science Foundation (NSF) Module Development	6	6	Goal 1
Discipline in the Classroom	11	11	All Depts.
PE/Health State Convention	4	4	PE
No Child Left Behind Act	2	2	All Depts.
Layered Curriculum	2	2	Science, Math
Brain Research	3	3	All Depts.
Social Studies/History Alive	3	3	Social Studies
Music Workshops	1	1	Fine Arts
Science Curriculum, Ecology	5	5	Ecology
Professional Development Re-certification Plan	75	75	All Depts.
Graduate Courses/Master's Program	11	11	All Depts.

Component 5.3: Relation to Goals and Activities (see below)

Component 5.4: Scheduling (see below)

Component 5.5: Resources (see below also)

District resources will be limited during FY04-05 due to budget reductions. Guilford High School's Smaller Learning Community grant ends September 30, 2003. We will rely on volunteer services and in-house experts as well as community support to carry out our goals. Some of the resources are:

- Junior Achievement
- Guilford High School Booster Club
- Rock Valley College
- Rockford Park District
- Rockford College
- WREX TV
- Regional Office of Education
- Rockford Public Schools Curriculum, Staff Development Departments

Component 5.6: Standard and Scientifically Based (SBR) see below and section 4.1

**Guilford High School
Professional Development Plan
FY04-05**

<u>Title</u>	<u>Goal/Activity</u>	<u>Participants</u>	<u>Timeline/ Schedule</u>
Developing Writing Rubrics	Goal 1, Activity 1	All Staff	Fall 2003
Implementing Rubrics			2003-2004
Review/Revising Rubrics			Fall 2004

SBR

Marzano, Pickering, Pollock; *Classroom Instruction That Works*.

(Focus on writing processes for effective teaching)

Zemelman, Daniels and Hyde; *Best Practices: New Standard for Teaching and Learning in American Schools*.

Graves, Donald. *Writing: Teachers and Children at work*. Heinemann Educational Books, 1983

Wolfe, Patricia: *Brain matters, Translating Research into Classroom Practice*, 2001

Resources

In-house teacher experts

Guilford Staff developer

District Curriculum department

**Developing Performance Based
(Alternative) Assessment-PBA
Implementing PBA**

Goal 1, Activity 2 All Staff

October 2003
Institute
2003-2004

SBR

Marzano, Pickering, and Pollock; *classroom Instruction that Works*, McCrel, 2001
Herman, Aschbacher, Winters; *A Practical Guide to Alternative Assessment*, 1992
Marzano, Pickering and McTighe; *Assessing Student Outcomes*, 1993
Hart, Diane; *Authentic Assessment: A Handbook for Educators*, Addison-Wesley, 1994

Resources

In-house teacher experts
Guilford Staff developer
National Science Foundation (NSF)/Scientific Literacy Research
Guilford NSF participants

**Creating Cross-Curricular
Rubrics For Performance Based
Assessments
Implement/Share Assessments**

Goal 1, Activity 3 All Staff

Sept. 2003
Faculty meeting

October 2003
Institute
May 2004 SIP

SRB

Zemelman, Daniels and Hyde; *Best Practices: New Standard for Teaching and Learning in American Schools*.
Marzano, Pickering, and Pollock: *Classroom Instruction that Works*, McCrel, 2001
Herman, Aschbacher, Winters: *A Practical Guide to Alternative Assessment*, 1992

Resources

In-house experts
Staff developer
NSF participants
Department representatives
Regional Office of Education (K.I.D.S.)

**Monthly Department Meetings
Monthly Faculty Meetings**

Goal 1 & 2 All Staff
Activities 1,2

Aug. 2003-
June 2005

These meetings will be used for department collaboration and sharing. Representatives will coordinate with building administration and staff developer to develop rubrics, collect professional materials and coordinate curriculum

SRB

Schlechty, Phillip; *Schools for the 21st Century: Leadership Imperatives for Educational Reform*, 1990
Carr and Harris; *Succeeding With Standards: Linking Curriculum, Assessment and Action Planning*, 2001
Wolfe, Patricia; *Brain Matters: Translating Research into Classroom Practice*, 2001
Marzano, Pickering, Pollock; *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, 2001

Resources

Building principal
Staff developer
Department representatives

**Engaged Learning &
Critical Thinking Workshops
TEEL Training**

Goal 2
Activity 3-4

All Staff
TBA-district

Fall Institute
2003, Feb. &
May SIP days

SRB

Scientific Literacy research

Wolfe, Patricia; *Brain Matters: Translating Research into Classroom Practice*, 2001

Barth, Roland S.; *Improving Schools from Within: Teachers, parents, and principals can make the difference*, 1990

Schlechty, Phillip; *Inventing Better Schools: An Action Plan for Educational Reform*, 1997

Day, Scott L.; Real Kids, Real Risks: Effective Instruction of *Students at Rock of Failure*, NASSP Bulletin, Vol. 86 No. 632, September 2003

Resources

K.I.D.S, Regional Office of Education

Rockford Public Schools Professional Development

Building principal

Staff Developer

In-house experts

Component 5.7: Integration of Technology

Teachers within the Rockford Public School District #205 are receiving intensive professional development in Technology and Enhanced Engaged Learning (TEEL) methods taught by the Rockford School District's information technology specialists. The goal of TEEL is to improve student performance by integrating engaged learning and technology into the classroom. Based on the "Blazing Learning Trails" model developed by Marla Harp, this project provides training to teachers on the effective use of technology in their classroom in the context of engaged-learning, ensuring that educators are capable of integrating technology into instructional practice. TEEL training further addresses how teachers, through technology, can assist students in meeting the state standards. Specifically, 11 teachers from Guilford High School have received training in TEEL, which involves 72 hours of instruction. All teachers will be encouraged to take TEEL training during the next round of high school opportunity. This date has not been announced. The 72 hours of instruction includes:

- Six hours of assessments
- Six hours of orientation and configuration of laptop
- Six hours of instruction using the District's grade book and curriculum tools
- Six hours of instruction on effective peer mentoring with technology
- Twenty four hours of self-selected "tools of technology" instruction
- Twenty four hours of instruction on the effective implementation of engaged learning using technology

In addition to the training, TEEL participants receive computer hardware to use in their classroom. Hardware includes:

- One laptop computer for use at school and home with Windows XP OS, Microsoft Office 2000 Suite
- Grade Quick grade book program

- TIE 2000
- Access to District e-mail
- Two desktop computers for the classroom with Windows 2000 OS and Microsoft Office 2000 Suite, and
- One TV/monitor on a cart with laptop interface for the classroom.

Guilford High School Viking Freshman Advantage (VFA) teachers have had the opportunity to receive additional technology through the SLC grant. This included a wireless computer lab, interactive white boards (Smartboards), projection devices, Palm pilots, laptops, digital cameras, video cameras, software and supplemental materials. VFA teachers have provided in-house expertise to the rest of the staff in technology integration.

Component 5.8: Evaluation/Continuous Improvement

Evaluation forms for each professional activity are collected and reported regularly to staff. This ensures feedback for continuous revision by administration and staff developer. Reports to staff are given regarding data at faculty meetings, school improvement days, institute days or structured monthly department meetings. All staff members are on a committee related to school improvement planning associated with our NCA process. They have the opportunity to give input and help in staff development planning.

Component 5.9: Mentoring

The District was in the process of establishing a comprehensive mentoring program for teachers. Due to budget reductions, this has been eliminated. Buildings will be forced to help the new teacher without any district support. Mentoring program goals include the following:

- Bridge the gap from the teacher's pre-service program to the actual classroom setting
- Increase the retention of promising beginning teachers by providing staff development activities that relate to the specific needs or issues of beginning teachers
- Support new teachers in the implementation of individual instructional strategies that impact achievement for all students with a focus on the reading components of phonemic awareness, phonics, fluency, comprehension, and vocabulary
- Foster a better education environment by breaking down the isolation of classroom teachers and promoting collaboration and cooperation among teachers and between administrators and teachers

Guilford High School provides an initial institute for all new teachers each year. Teachers are introduced to policies, procedures and all handbooks before their first day w/students. The staff developer reviews curriculum with teachers and is a resource for materials needed in classes. Veteran department members are assigned (volunteer) to work with and mentor incoming teachers. New teachers become part of a NCA/school improvement committee.

Mentoring may continue for several years as teachers provide support in the implementation of curriculum and instruction. The administration meets with new teachers regularly throughout the year to ensure an environment that is safe and conducive to learning. The staff developer meets regularly with them to answer questions and concerns regarding books, materials and curriculum implementation.

6: Illinois Learning Standards (ILS) Implementation

Component 6.1: Alignment of Curriculum, Instruction and Assessment

Goal #1: Guilford High School students will demonstrate effective use of written communication skills by increasing PSAE writing scores by 5% in all subgroups each academic year. There are 3 activities related to this goal. Subject specific rubrics will be developed to use in all content areas. Professional development will be offered in developing appropriate rubrics for each area. Periodic reviewing and editing will be done to determine progress towards the writing goal and alignment with the ILS. Rockford District #205 aligns all the curriculum with state standards.

Goal #2: Guilford High School students will be taught engaged learning techniques, critical thinking skills and mathematical reasoning to increase their PSAE math scores by 5% in all subgroups each academic year. There are four activities related to this goal. Professional materials, which include K-12 curricular scope and sequence with identified teaching materials, will be available to all staff. Ongoing professional development will enhance the use of technology and engaged learning to provide student-centered activities. The staff development is directed towards the ILS. District assessments are given in Algebra and Geometry classes to assess progress towards the district curriculum (which is aligned to the ILS).

All learning areas are affected by Goals 1 & 2. Students must communicate in all academic areas. Writing, engaged learning and technology integration are noted in the ILS throughout each subject.

Component 6.2: Standards-led Classrooms

All departments and teachers have copies of the district curriculum standards. These standards have been aligned to the ILS and are used in lesson planning and objectives. The curriculum guides are also available on the district web site and can be cut and pasted into lessons. Some teachers have developed personal web sites where lesson plans and assignments can be shared with parents and students. In-house training will increase the number of teachers who are able to provide this to parents.

Component 6.3: Review of ILS Practices and Procedures

The administration, staff developer and department representatives will work together to ensure full implementation of all activities for each goal. We use the NCA-CASI accreditation process to monitor our school improvement process. In order to reach full implementation the next two years, the following activities and groups will participate in disseminating information and materials:

- Monthly subject specific department meetings, to communicate with staff
- Leadership Advisory Council, to discuss issues and brainstorm solutions
- NCA-CASI committees, to move forward in our NCA accreditation process
Steering Committee, Environmental Scan Committee, Mission Committee, Profile Committee, Goals/Assessment Committee, Goals/Intervention Committee, Documentation Report Committee
- Parent Booster Club
- Building Committee – Rockford Education Association contractual representation to staff
- Student Council – Student governance for Guilford High School

The above committees and departments provide input for policies and procedures that govern the practices at Guilford High School and Rockford District #205. Monthly staff meetings, monthly department meetings, institute days and SIP days will afford us the opportunity to receive input to effectively implement all activities and to accomplish our goals.

Each staff member receives both a student handbook and a faculty handbook. They include general information about Guilford High School, crisis plans, ILS, policies and procedures that govern all schools in District #205. The administration meets with all teachers and students during the first week of school to explain policies, rules and

regulations. The staff developer is available to work with all committees and departments. She also helps with all textbook issues, materials, curriculum, North Central and school improvement planning.

Component 6.4: Professional Development

See action plan – Component 4

7: Family and Community Involvement

Component 7.1: Data Collection and Analysis

Guilford High School has parents involved in the following areas:

- Leadership Advisory Committee
- School Improvement Planning
- Technology Planning
- Student Conferences for discipline, registration, parent-teacher conferences
- Booster Club
- All school activities and sports events
- Carpe Diem, student incentive program
- New student orientation and registration
- Volunteers for athletics, concessions, fundraisers, tutors, speakers

We look to increase participation in all parent/community areas. The Guilford staff feels it is imperative to have parental involvement in a student's educational career. It is essential to the student's success in high school. Parent surveys have been sent through our Viking Voice newsletter and will continue each year.

Parents are requested to attend all special events and extra-curricular activities with their students. The Guilford newsletter, The Viking Voice, is sent home quarterly to keep parents informed of all academic and extra-curricular activities.

October 3 & 8, 2002 was our fall parent-teacher conferences. Teachers talked to 61.1% of the majority parents and 31.6% of the minority parents. During spring conferences, Feb. 25 & March 6, 2003, 31.7% of the majority parents attended and 21% of the minority parents.

Component 7.2: Stakeholder Involvement

Parents, students and community members are represented on the school improvement team and our North Central committee. All stakeholders are invited and encouraged to be involved. Meetings for the team are scheduled once each quarter and also occur during SIP days. Guilford High School is committed to increase parental representation on the school improvement team as we begin our 5-year North Central process. Several community members who were previously on our team have now left.

Component 7.3: Communication of Plan

Guilford High School communicates its SIP goals, test scores, grades, attendance, achievement and events through the following ways:

- Quarterly newsletter
- Student handbooks
- School report cards-at fall parent-teacher conferences
- School ground marquee sign
- Press releases
- GHS website
- Parent choice information sheets at the Parent Information Center
- Special mailings as necessary
- Parent-teacher conferences

Component 7.4: Role of Family/Community in Action Plan

Guilford High School recognizes the role parents and the community play. Guilford students participate in job shadowing experiences, field trips and Junior Achievement association through community involvement. Internships are available and speakers are regular sights in classes. Engaged learning activities and technology integration would not be possible without community volunteers. Volunteers are recognized throughout the year for their support and dedication.

Component 7.5: Role of Family/Community in Support of Student Learning

Guilford High School has numerous business partners including WREX-TV, Rock Valley College, Junior Achievement, Northern Illinois University and Sundstrand who have worked with our Viking Freshman Advantage program for the past 3 years. Our partners provide internships for students, speakers for the classroom, job-shadowing opportunities and limited tutorials. The Rockford Park District has supported our physical education department with activities such as ice skating, golf and summer projects. The Rockford Police Department works as a liaison to students and provides daily security. Parents support and participate in a Fine Arts Festival, drama presentations and class projects. Each Guilford family receives a calendar at the beginning of the school year listing all extra-curricular events, school functions and athletic activities. Participation is a standard among parents.

Component 7.6: Procedures/Practices/Compacts

Guilford High School follows the Rockford School District policy that requires all regulations and procedures to be in compliance with the Illinois School Code. Parents are involved in the planning and development of school level procedures through the Booster Club and conferences. Parents are also members of all Guilford committees such as North Central, School Improvement and Technology. Parent concerns are addressed in a timely fashion by the administration.

8: Plan Consolidation

Component 8.1: Source of Funds

Component 8.2: Funding Detail

Component 8.3: Funding Alignment

Guilford High School uses the district Education Fund, Fund 10, to support its building initiatives. This includes a general building budget and any special monies allocated by the district. Rockford School District #205 does not distribute any Title 1 funds to its high schools. In September 2000, Guilford High School was awarded a \$450,000 Federal grant to implement a Smaller Learning Community. That grant will be ending in September 2003. Any remaining monies will be used for school improvement activities in early fall. Due to severe district budget reductions Guilford will be actively pursuing grants during the next few years to help support school improvement activities.

Goal	Activity	Education Fund	Grants	Total
1 Written Communication	Rubrics		\$45.00	\$45.00
	Performance Based Assessments	\$90.00		\$90.00
	PBR Rubrics		\$45.00	\$45.00
2 Engaged Learning, Critical Thinking, Math Reasoning	Professional Materials			None
	Teacher Networking			None
	Engaged Learning Training	\$600.00		\$600.00
	Technology Training	\$600.00		\$600.00
	Tutorials	\$10,000.00		\$10,000.00
TOTAL				\$11,380.00

9: Support Systems

Component 9.1: Internal District Support

In order to further support schools in meeting the goals and implementing the activities within their action plans, the Rockford Public School District's leadership team and various departments are dedicated to and accountable for improving upon its infrastructure. Specifically, the District will:

- Launch a standards-awareness program. Teachers and Administrators will participate in an extensive professional development program specific to standards-aligned classrooms. Because standards are the minimum that all students and all citizens of the twenty-first century will need for a successful life, the district will work towards making certain that “everyone” – parents, students, businesspeople, local employers, local two- and four-year postsecondary education personnel, local community and religious leaders, the newspaper, television, and radio reporters and writers –are familiar with, and understand the function of standards. The District Education Team will facilitate this initiative. A full action plan will be developed by November 2003.
- Review and revise curriculum because the curriculum is the interplay between standards, assessment, content and instruction. The District will use the standards to monitor the depth of instruction and calibrate the curriculum. This initiative is in process and will continually be reviewed.
- Review district assessments to ensure their alignment with the Illinois Learning Standards. Select and format district assessments that strategically address what should be emphasized in teaching each nine weeks. This initiative is in process and will continually be reviewed.
- Develop and implement a PreK-12 district wide literacy and math coaching system that includes extensive professional development in standards based education. Teachers will receive coaching in standards-based lesson planning, instructional strategies, and assessment so that all classrooms are standards aligned. The District will realign resources for this initiative during the December budget cycle. If funding becomes available, coaches will be in place for all schools by the FY04 school year.
- Develop a lesson plan bank for teachers for the re-teaching of standards. This will commence in January 2004 and will be facilitated by the Office of Staff Development.
- Evaluate the District's system for data management. In order to meet the requirements of *No Child Left Behind*, the Office of Research and Evaluation and the IT Department will implement a data management system that fully disaggregates standardized test data and student demographic data (including attendance, mobility, truancy, etc.). Additionally, a data management system will be implemented that maintains educator quality information and professional development data. Necessary changes to the District's database have been implemented and further modifications are being explored. As a result, the evaluation continues as data needs fluctuate and expand.
- Commit departments and schools to working towards dedicating at least 10% of all budgets, including competitive grants and entitlements, to ongoing professional development that has as its primary focus student mastery of the Illinois Learning Standards. All departments and schools are currently working towards this goal.
- Structure and focus financial and human resources more towards student intervention programs than remediation programs. Resources will be realigned to ensure student mastery of the Illinois Learning Standards through expanded tutorials, alternative programs and differentiated instructional models. This will continue to be the foundation of the District's budget process.

Component 9.2: External Support

In-house experts will provide staff development support for Goals 1 and 2. North Central Commission on School Accreditation (NCA-CASI) will provide the direction for our school improvement during the next 4 years. Our Regional Office of Education, K.I.D.S., will support our staff development activities and offer workshops available to all staff. The Illinois State Board of Education will provide technical help with the school improvement process. In addition to these organizations, Guilford parents and community members will be actively involved in the activities related to school improvement. Business partners will continue to support classroom activities. We will pursue a continued relationship with the Northern Illinois University Upward Bound program.

10: Reflection, Monitoring, and Refinement Processes

Component 10.1: District Peer Review Process

The District began a peer review process on September 16, 2002. The Academic Early Warning List (AEWL) schools were paired to review one another's plans, apply the State's rubric, and provide constructive feedback for plan refinement. Each school team was instructed to bring representatives that included a teacher, a Rockford Education Association representative, a parent, a community member, and the principal. The results of the rubric scoring were shared with the District Leadership team.

The next phase included a review of each school's school improvement plan (SIP) document with the school team and the District Leadership Team. School teams were then provided feedback for additional refinement.

The primary support intervention for all schools throughout the year has been a systematic, continuous monitoring of school implementation by the District Leadership Team. Each District Leadership Team member has been assigned a group of schools to monitor progress and provide corrective feedback. Secondly, all schools present implementation progress on a quarterly basis to the District Leadership Team. A summary report of school quarterly progress is presented to the Superintendent fifteen days after the close of each quarter. School teams are required to present implementation progress on the results of goals with the schools' SIP teams, parent organizations, community stakeholders, and faculty members on a quarterly basis via formal meetings. Input received via the meeting(s) will be reviewed for possible inclusion in the SIP document. Stakeholder groups must agree upon proposed revisions to the SIP document prior to their inclusion in the SIP documents.

Principals are required to submit a *Quarterly Report* to the District Leadership Team identifying the action steps needing additional support or corrective intervention. The purpose of the *Quarterly Report* is to summarize goal progress, in addition to the currently established *Quarterly Report* for monitoring student achievement. Plans that show the greatest deficiencies as determined by the ISBE rubric scoring process are prioritized to receive District Leadership Team support and resources. The District Leadership Team and the schools' SIP teams will determine the steps necessary for corrective action on a school-by-school basis within 10 days upon receipt of the principals' audit report.

Component 10.2: Monitoring Progress of the Plan

Component 10.3: Refinement

Guilford High School Leadership Advisory Council monitors the progress of our school improvement plan and North Central process. This group meets regularly during the school year with the administration and staff developer. The advisory council reviews all information and discusses the implication and how we can improve. Input is received and department representatives return to their departments to share and discuss. Meetings are scheduled monthly:

- September 3
- October 1
- November 5
- December 3
- February 4
- March 3
- April 14
- May 10

North Central committees meet monthly to continue work for accreditation. The district's two SIP days are devoted to reviewing and revising the school improvement plan. Monthly faculty meetings are used to report data to staff, review activities and revise as needed. All staff will have opportunities to give input and participate in revisions of the plan. Quarterly newsletters keep parents informed and our school website will carry updated information about school improvement activities.

At the end of each quarter, data will be reviewed by the administration, staff developer and the leadership advisory council. Review dates are:

- November 5, 2003
- February 4, 2004
- April 14, 2004
- June 10, 2004

- November 5, 2004
- February 4, 2005
- April 15, 2005
- June 8, 2005