

# NEUQUA VALLEY HIGH SCHOOL

## School Improvement Plan 2007

Board Approval Date:	3/10/2008
Plan Submission Date & Ref No:	3/13/2008 - SIP07 - 001663
ISBE Monitoring Started:	5/1/2008

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### PRELIMINARY INFORMATION

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#### School & District Information

RCDTS Code Number : 190222040260002

District Name: INDIAN PRAIRIE CUSD 204

Superintendent: Steven Daeschner

District Address: 780 SHORELINE DR

City/State/Zip : AURORA, IL 60504 6192

District Phone : (630) 375-3000

District Email :

Is this for a Title I School? No

School Name : NEUQUA VALLEY HIGH SCHOOL

Principal :MICHAEL POPP

School Address : 2360 95TH ST

City/State/Zip : NAPERVILLE, IL 60564

School Phone : (630) 428-6000

School Email :

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section I-A Data & Analysis - Report Card Data**

Item 1 - Adequate Yearly Progress Report for 2007

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		No
Is this School making AYP in Reading?	No	2007-08 Federal Improvement Status		
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status		Academic Watch Status

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	72.0		Yes	75.0		Yes			100.0	Yes
White	100.0	Yes	100.0	Yes	73.7		Yes	76.4		Yes				
Black	100.0	Yes	100.0	Yes	45.8		Yes	45.8		Yes				
Hispanic	100.0	Yes	100.0	Yes										
Asian/Pacific Islander	100.0	Yes	100.0	Yes	80.7		Yes	86.0		Yes				
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	30.5	44.6	No	24.4	38.4	No			100.0	
Economically Disadvantaged														

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section I-A      Data & Analysis - Report Card Data**

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Item 2 - Annual Measurable Achievement Objectives Report for 2007

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

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section I-A Data & Analysis - Report Card Data**

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	95.9	97.4	95.4	93.3	93.5	93.6
Truancy rate (%)	0.2	0.1	0.1	0.3	0.2	0.2
Mobility rate (%)	8.9	7.5	5.8	12.5	14.5	3.1
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	96.9	92.7	97.2	99.4	99.5	100.0
HS dropout rate, if applicable (%)	0.1	0.3	0.3	0.2	0.1	0.1
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	2,969	3,231	3,510	3,791	4,130	4,172
Economically disadvantaged (%)	0.4	0.5	0.9	1.3	1.6	1.6
Limited English proficient (LEP) (%)	1.5	2.0	3.9	1.8	0.9	0.8
Students with disabilities (%)						
White, non-Hispanic (%)	81.4	80.5	79.6	77.2	75.2	74.2
Black, non-Hispanic (%)	5.4	6.0	5.9	6.0	6.8	6.4
Hispanic (%)	3.9	4.0	4.5	4.3	4.0	3.9
Native American or Alaskan Native (%)	0.1	0.0	0.1	0.2	0.2	0.2
Asian/Pacific Islander (%)	9.2	9.5	9.8	11.4	12.7	13.7

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section I-A Data & Analysis - Report Card Data**

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
<b>S C H O O L</b>	2001	82.1	5.6	3.3	9.0	0.1	-
	2002	81.4	5.4	3.9	9.2	0.1	-
	2003	80.5	6.0	4.0	9.5	-	-
	2004	79.6	5.9	4.5	9.8	0.1	-
	2005	77.2	6.0	4.3	11.4	0.2	0.8
	2006	75.2	6.8	4.0	12.7	0.2	1.2
	2007	74.2	6.4	3.9	13.7	0.2	1.6
<b>D I S T R I C T</b>	2001	79.9	6.7	4.3	8.9	0.2	-
	2002	77.5	7.0	4.8	10.4	0.2	-
	2003	75.6	7.7	5.3	11.2	0.2	-
	2004	73.5	8.6	5.9	11.8	0.2	-
	2005	70.5	8.4	5.8	12.9	0.2	2.3
	2006	68.0	8.6	6.1	14.2	0.1	2.9
	2007	66.1	8.6	6.5	15.4	0.2	3.3
<b>S T A T E</b>	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section I-A Data & Analysis - Report Card Data

#### Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
<b>S C H O O L</b>	2001	1.6	0.3	98.0	95.6	5.1	-	-	0.1	97.4
	2002	1.5	0.4	98.0	95.9	8.9	5.0	0.2	0.1	96.9
	2003	2.0	0.5	100.0	97.4	7.5	2.0	0.1	0.3	92.7
	2004	3.9	0.9	100.0	95.4	5.8	2.0	0.1	0.3	97.2
	2005	1.8	1.3	100.0	93.3	12.5	10.0	0.3	0.2	99.4
	2006	0.9	1.6	99.0	93.5	14.5	9.0	0.2	0.1	99.5
	2007	0.8	1.6	100.0	93.6	3.1	10.0	0.2	0.1	100.0
<b>D I S T R I C T</b>	2001	3.3	0.8	98.8	95.8	9.8	21.0	0.1	0.6	95.8
	2002	3.8	1.2	99.3	96.1	8.3	24.0	0.1	0.6	96.1
	2003	3.9	2.0	99.9	96.8	8.8	22.0	0.1	0.8	94.2
	2004	4.4	3.0	100.0	95.9	8.4	19.0	0.1	0.7	96.0
	2005	3.6	4.1	100.0	94.8	8.4	53.0	0.2	0.5	99.2
	2006	3.0	5.5	99.9	95.0	9.6	58.0	0.2	0.4	99.0
	2007	3.2	5.3	100.0	95.0	7.3	60.0	0.2	0.5	99.9
<b>S T A T E</b>	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056.0	2.5	3.5	85.9

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section I A      Data & Analysis - Report Card Data**

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
<b>S C H O O L</b>	2001	2,607	-	-	-	-	-	-
	2002	2,969	-	-	-	-	-	721
	2003	3,231	-	-	-	-	-	752
	2004	3,510	-	-	-	-	-	851
	2005	3,791	-	-	-	-	-	923
	2006	4,130	-	-	-	-	-	1,002
	2007	4,172	-	-	-	-	-	1,023
<b>D I S T R I C T</b>	2001	22,608	2,067	1,995	1,888	1,737	1,615	1,275
	2002	23,786	2,120	2,056	2,014	1,745	1,763	1,375
	2003	25,068	2,311	2,149	2,105	1,955	1,793	1,483
	2004	26,147	2,324	2,327	2,190	2,111	1,969	1,624
	2005	27,057	2,243	2,342	2,333	2,145	2,133	1,733
	2006	27,813	2,232	2,272	2,326	2,179	2,155	1,835
	2007	28,087	2,325	2,213	2,291	2,382	2,170	1,919
<b>S T A T E</b>	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section I-A Data & Analysis - Report Card Data**

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
<b>D I S T R I C T</b>	<b>2001</b>	1,515.0	8.5	41,608	56.1	43.9	18.4	16.5	-	-
	<b>2002</b>	1,668.0	8.7	49,646	50.9	49.1	17.6	16.5	0.4	0.4
	<b>2003</b>	1,674.0	9.6	52,905	50.3	49.7	18.5	17.4	0.3	-
	<b>2004</b>	1,732.0	9.8	55,603	47.1	52.9	18.5	18.2	0.4	-
	<b>2005</b>	1,664.0	10.0	57,790	44.7	55.3	19.3	17.9	0.7	-
	<b>2006</b>	1,669.0	10.2	60,450	42.1	57.9	19.9	18.2	0.6	-
	<b>2007</b>	1,744.0	10.4	62,073	39.7	60.3	19.4	17.3	0.7	-
<b>S T A T E</b>	<b>2001</b>	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	<b>2002</b>	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	<b>2003</b>	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	<b>2004</b>	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	<b>2005</b>	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	<b>2006</b>	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	<b>2007</b>	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

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

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section I-A Data & Analysis - Report Card Data**

Item 8a - Assessment Data (Reading)

<b>PSAE - % Meets + Exceeds for Reading - Grades 11</b>					
Groups	2002-03	2003-04	2004-05	2005-06	2006-07
All	74.9	74.6	78.4	77.4	70.4
White	78.5	78.0	79.3	78.9	72.6
Black	47.9	51.0	67.3	56.0	43.3
Hispanic	58.6	65.8	63.9	55.5	48.8
Asian/Pacific Islander	68.7	65.7	82.5	84.2	80.5
Native American	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	72.7
LEP	35.7	14.3	-	-	-
Students with Disabilities	28.0	35.2	35.1	32.3	24.5
Economically Disadvantaged	-	30.0	-	50.0	53.4

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section I-A Data & Analysis - Report Card Data**

Item 8b - Assessment Data (Mathematics)

<b>PSAE - % Meets + Exceeds for Mathematics - Grades 11</b>					
Groups	2002-03	2003-04	2004-05	2005-06	2006-07
All	75.4	73.3	77.5	76.6	73.7
White	77.9	76.3	78.9	78.9	75.7
Black	47.9	32.7	62.1	50.9	40.5
Hispanic	68.9	47.4	67.6	44.4	53.5
Asian/Pacific Islander	75.0	90.0	82.9	83.3	87.6
Native American	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	81.8
LEP	85.7	57.2	-	-	-
Students with Disabilities	20.0	16.7	27.6	27.9	22.1
Economically Disadvantaged	-	40.0	-	43.8	60.0

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section I-A Data & Analysis - Report Card Data

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**Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?**

Based on our review of School Report Card Data from 2003-2007, areas of identified weaknesses include mathematics and reading achievement among students with disabilities relative to state standards. While all other subgroups are currently meeting standards, we see declining scores over the past three years in all subgroups but two. Additionally, subgroups of greatest concern beyond students with disabilities include Black students in the same academic areas as well as Hispanic students, though our current Hispanic enrollment does not reflect a reportable subgroup as defined by NCLB provisions.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section I-A Data & Analysis - Report Card Data

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

Based on our participation in a two day Data Retreat provided by our Regional Education Service Provider and a follow up meeting with building leaders, our hypotheses include:

- many of the students who did not meet standards were enrolled in courses that did not allow them to access all of the math standards
- our student population increased in ethnic diversity without training for staff in culturally responsive instruction; we also believe that a lack of diversity on our staff has an effect on this factor
- not enough students with a reading deficit were enrolled in our Reading Workshop classes, partially due to a lack of pre-identification of reading deficits prior to the transition to ninth grade as well as a lack of policy requiring enrollment in this class once identification is made; we need to strengthen our communication with our feeder schools relative to the identification of students with reading deficits to improve our course placement process
- the Study Skills curriculum for students with disabilities did not include enough direct instruction in reading or math
- transfer students did not have exposure to standards-aligned instruction previous to their arrival in our district.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section I-A Data & Analysis - Report Card Data

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#### **Conclusions - What conclusions for school improvement do you draw from the Report Card data?**

School improvement conclusions drawn from this data include:

- aligning curriculum content instructional gaps for students with identified math and reading deficits through the replacement of courses that were not standards aligned (Everyday Math replaced with Math 100-300 sequence, Algebra part 1 and 2 replaced by Algebra 1 Block, for example)
- the need for the addition of more direct reading and math instruction in the Study Skills classes
- the adjustment of instructional pedagogy (including culturally responsive instructional strategies, differentiated instruction, and strengthened co-teaching practices) to meet needs of underachieving students in the areas of mathematics and reading
- curricular additions such as the Academic Literacy course and enrollment requirements that specifically target areas of deficiencies
- greater communication with middle school feeders to assist in the identification of academically at-risk students who need to be enrolled in classes specifically designed to help them overcome their deficit areas (Reading Workshop, for example)
- initiate and sustain supportive interpersonal relationships with identified students, and build family involvement supporting academic achievement, especially with our minority student population using elements of our district's Equity initiative
- assess and recommend course placements for transfer students using the Gates reading assessment
- formalize assessment procedures and data collection through the use of assessment analysis software to be purchased by the district in the spring of 07.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

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

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

The Prairie State Achievement Examination (PSAE) scores are the primary source of assessment data used to determine adequate yearly progress. While we have consistently shown results higher than the state average in every subgroup, the scores of our students with disabilities as well as our Black and Hispanic students are significantly lower than our other subgroups. We will begin to track student performance using ISAT, Explore, Plan, and ACT data along with the PSAE. Our in-district feeder schools currently use the Explore test along with the ISAT. These assessments will be used to assist us with placement recommendations for incoming ninth grade students. While most of our students take the PLAN test, we have not previously used it for placement decisions. We have used the aggregate data to adjust our internal assessment format and will explore ways to use the data to recommend remedial assistance to students. Though our current analysis of the ACT indicates an upward trend over the past five years, as noted above, we see a downward trend in our overall PSAE scores. Beyond these assessments, our middle school feeders are beginning to use curriculum based measures to assess student abilities. We anticipate that data from these assessments will also assist us in making placement recommendations just as we use information from eighth grade staff members to make placement recommendations for students with disabilities. Additionally, our district is in the process of developing common summative and formative assessments by course, aligned with the state standards; the data from these assessments will be used to identify deficit areas and direct instruction.

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

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

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

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

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

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#### **Conclusions - What conclusions for school improvement do you draw from the above local assessment data?**

We need to more closely analyze additional assessment data to have a clearer understanding of the effect of our strategies. During the 2008-2009 school year, our school improvement team will collect and analyze additional local assessment data including data collected from common summative and formative assessments:

- we need to analyze the EXPLORE, PLAN, and ACT scores for all students with particular attention paid to our students with disabilities as well as our Black and Hispanic students.
- we need to analyze Math and Reading scores/grades for all students to determine proper course placement and resource allocation and services.
- we need to continue writing formative and summative assessments for each course curricula to assess student understanding and to direct and re-design instruction; we will need to monitor this carefully to ensure consistent implementation and to determine effectiveness.

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section I-C Data & Analysis - Other Data (Optional)**

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Item 1 - Attributes and Challenges

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

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section I-C Data & Analysis - Other Data (Optional)**

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Item 1 - Attributes and Challenges

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

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section I-C Data & Analysis - Other Data (Optional)**

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Item 1 - Attributes and Challenges

**Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?**

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section I-C Data & Analysis - Other Data (Optional)

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#### Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

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

While our staff is highly qualified and we are confident in our hiring practices, we have hired 106 new certified staff members in the past two years. To give perspective to this number, we have 324 total certified staff in the school in 2007-2008 school year. Although we provide a one-week long new teacher camp before the start of the school year, along with some small group follow up once per month after that, we hypothesize that the limited amount of time for enculturation activities along with staff development activities regarding curriculum and instruction have a negative impact on student achievement. We are continuing to refine the structure and presentation of our new teacher camp as well as our monthly mentoring meetings. While we see this rate of new teachers as a possible detriment to student achievement, we currently have 16 teachers who are Nationally Board Certified with 21 more current candidates this year. 62% of our teachers have a Master's Degree or above.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section I-C Data & Analysis - Other Data (Optional)

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#### Item 2 - Educator Qualifications

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

As noted above, we hypothesize that the limited amount of time for enculturation activities have a negative impact on student achievement; furthermore professional development activities regarding curriculum and instruction are limited to those we provide in house on school improvement days as well as a limited number of staff attending the County Institute Day.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section I-C Data & Analysis - Other Data (Optional)

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#### Item 2 - Educator Qualifications

#### **Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?**

We believe that we need to differentiate staff development activities so that we can cater to the varied needs of teachers with different levels of experience and longevity in our school. At the same time that we recognize the need for more time for this professional development, our district is adopting a new e-mail system, a new student information system, a new gradebook program, and new assessment software and hardware; we will need to find time during our limited number of school improvement days to train staff in the use of all of these new systems as well as to provide the professional development noted above.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section I-C Data & Analysis - Other Data (Optional)

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#### Item 3 - Parent Involvement

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

Our parent contact rate is 100% as indicated on our 2007 Illinois School Report Card. This includes parent-teacher conferences, parental visits to school for curriculum nights, other meetings with individual teachers, administrators, and IEP teams, telephone conversations between parents, teachers, deans, counselors, social workers, psychologists, other school personnel, written correspondence through the US Postal Service, email, internet, and our on-line gradebook program.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section I-C Data & Analysis - Other Data (Optional)

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#### Item 3 - Parent Involvement

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

Our parent contact rate is 100% as indicated on our 2007 Illinois School Report Card. This includes parent-teacher conferences, parental visits to school for curriculum nights, other meetings with individual teachers, administrators, and IEP teams, telephone conversations between parents, teachers, deans, counselors, social workers, psychologists, other school personnel, written correspondence through the US Postal Service, email, internet, and our on-line gradebook program. Though we have a great rate of parent contact, we need to have more focused communication with parents in our target groups to include conversation about specific educational supports that they can provide in partnership with school personnel.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section I-C Data & Analysis - Other Data (Optional)

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#### Item 3 - Parent Involvement

#### **Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?**

We do not see a strong correlation between our parent involvement rate and our student performance data even though the parents of our students with disabilities are highly involved. We do recognize, however, the need for all regular education teachers to make contact with the parents of their students with disabilities rather than relying on the special educator to be the only school contact person. We also see the need to consult more with parents regarding strategies that we can use in partnership focused on greater student achievement. As a part of our district equity initiative, we are planning to develop a stronger home and school partnership by extending a more personal invitation to parents of Black and Hispanic students to attend programs focused on supporting student achievement. We will continue to solicit parent involvement in our school improvement efforts utilizing our Principal's Parent Advisory Council as the forum for those conversations.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section I-D Data & Analysis - Key Factors

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**Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.**

To summarize, key factors that are within the school’s capacity to change include:

- creating courses and curriculum that allow all students to access the standards as well as improve on areas of deficiency.
- refining the skills-based curriculum in study skills classes for students with disabilities
- increasing the time allocated for some of our mathematics and reading courses
- continuing to refine teacher mentoring opportunities and provide more staff development opportunities on local school improvement days
- rewriting curriculum for our Reading Workshop Intervention classes at the sophomore and junior levels
- using technology to assist us in analyzing more local and nationally normed assessment data to track student achievement and areas of deficit
- increase involvement of parents in our target groups
- strengthen the relationship with our feeder schools regarding the sharing of student achievement data to make appropriate course enrollment recommendations
- provide training for staff in culturally responsive instructional strategies.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section II-Action Plan

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**The following areas of deficiency have been identified from the most recent AYP Report for your school:**

1. Students with disabilities are deficient in Reading Meets and Exceeds
2. Students with disabilities are deficient in Mathematics Meets and Exceeds

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

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section II-Action Plan

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#### Part A. Objective 1

#### **Title : Increase Reading achievement for students with disabilities**

**Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.**

While our current achievement in reading for our Students with Disabilities is 30.5% meeting/exceeding for PSAE, this subgroup will make AYP of at least 62.5% in 2008 and 70% in 2009 or reach Safe Harbor targets as measured by the Prairie State Achievement Exam.

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section II-Action Plan**

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Part A. Objective 1

**Title : Increase Reading achievement for students with disabilities**

**This objective covers the following AYP deficiency areas.**

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

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section II-Action Plan**

Part B. Student Strategies and Activities for Objective 1

**Title : Increase Reading achievement for students with disabilities**

**State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Freshman students who enter high school with an Explore Reading score of 12 or below will receive an extra hour of reading instruction based on the principles of scientifically-based research. The primary intervention will be enrollment in an Academic Literacy course which incorporates the regular English 1 curriculum with the curriculum of Read 180.	Fall 2008	Ongoing	During School	Local Funds	Cost per staff contract
2. Freshman, sophomore, and junior students who are skill deficient in reading, as determined by Explore, Gates, and Plan assessment scores, will be offered a Reading Workshop Intervention course of study in addition to regularly scheduled English classes which focus on strategic reading practices.	Spring 2008	Ongoing	During School	Local Funds	Cost per staff contract
3. Freshman, sophomore, and junior students identified with a reading disability will receive a daily skills-based curriculum in the Study Skills Class. This class is part of an IEP intervention.	Fall 2007	Ongoing	During School	Local Funds	Cost per staff contract
4. Reading specialists will be scheduled to give greater access to students who are skill deficient in reading. These staff members will be provided time in their daily schedules for direct individual student contact and intervention.	Fall 2008	Ongoing	During School	Local Funds	No cost

Strategies & Activities	Start Date	End Date		Fund Source	Amount
5. Students who are skill deficient in reading who require extra support will take core content courses in English, Social Studies and Science in a co-taught environment with a content teacher and a Special Education teacher. As space allows in our buildings, these course sections will be smaller than their non-team-taught counterpart sections.	Fall 2009	Ongoing	During School	Local Funds	Cost per staff contract
6. Students who are skill deficient in reading will receive ACT and Work Keys preparation in their English, Reading Workshop, and/or Study Skills classes.	Fall 2007	Ongoing	During School	Local Funds	TBD
7. Students who are skill deficient in reading, as determined by scores on the Explore, Gates and Plan assessments, will be given the Gates Test at the end of the freshman year to monitor individual achievement levels in reading and provide staff with data to implement appropriate differentiation strategies.	Spring 2008	Ongoing	During School	Local Funds	No cost
8. Students who are skill deficient in reading will be provided with an Academic Resource Lab on a drop-in basis as needed during lunch periods.	Fall 2008	Ongoing	During School	Local Funds	No cost
9. Refine the Study Skills curriculum to increase the focus on reading skills' instruction and incorporate technological tools such as Key Train and ACT on-line.	Spring 2008	Ongoing	During School	Local Funds	TBD
10. Black and Hispanic students will be provided with more culturally responsive instruction as well as greater access to standards aligned curriculum.	Fall 2008	Spring 2010	During School	State Funds	TBD
11. Students who transfer into the school will be assessed using the Gates reading test; data from this assessment along with other Standardized test scores of transfer students will be reviewed to determine appropriate course placement and interventions as needed.	Fall 2008	Ongoing	During School	Local Funds	No cost

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section II-Action Plan**

Part C. Professional Development Strategies and Activities for Objective 1

**Title : Increase Reading achievement for students with disabilities**

**State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. All department chairpersons and administrators will be trained in Instructional Practices Inventory to determine and promote the level of student engagement in the classroom.	March 2008	June 2010	During School	State Funds	\$4,000
2. Based on specific student needs,the Reading Specialists will continue to revise the Reading Workshop Intervention Program to support students who are skill deficient in reading.	Fall 2008	Ongoing	Before School	Local Funds	No cost
3. To train teachers in CRISS to implement reading strategies in a heterogeneous classroom.	Fall 2008	Spring 2010	Before School	State Funds	TBD
4. A committee of content area teachers representing all disciplines participates in a train the trainer model to support reading strategies in all classes. Reading specialists will provide more extensive training each year to staff members new to our school.	Fall 2008	Ongoing	After School	Local Funds	No costs
5. Teachers involved with the Study Skills curriculum for our students with disabilities will plan and revise current curriculum and investigate technological options.	Spring 2008	Ongoing	After School	Local Funds	No cost

Strategies & Activities	Start Date	End Date		Fund Source	Amount
6. Utilize Consultants Lourdes Ferrer and Stephen Garlington, DuPage ROE Minority Academic Achievement Consultants, to present a staff workshop on Culturally Responsive Instruction during a local school improvement day.	Fall 2008	Fall 2010	Before School	State Funds	TBD
7. Continue to investigate the problem-solving Response to Intervention model and complete a self-study to assess available Tier 1 and 2 interventions.	Spring 2008	Spring 2010	During School	Local Funds	TBD
8. Implement collaborative teaching structures and provide training and ongoing support for coteaching pairs.	Fall 2008	Ongoing	During School	Local Funds	Cost per staff contract

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section II-Action Plan

#### Part D. Parent Involvement Strategies and Activities for Objective 1

#### Title : Increase Reading achievement for students with disabilities

**State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. On-line grade access program (Pinnacle) is available for parent and student access at all times. This program will be replaced during the next school year to provide a more effective means of communicating with students and parents.	Fall 2008	Ongoing	Before School	Local Funds	TBD
2. Parents of Students with Disabilities have direct contact with case managers through phone contact, email, and parent meetings to report on current classroom functioning, upcoming assignments, and goal updates. Direct contact with these parents will be expanded to include more communication with regular education teachers in conjunction with the special education case manager.	Fall 2008	Ongoing	After School	Local Funds	No cost
3. Literacy Links – a link on the school splash page will provide parents with research based articles on literacy.	Fall 2008	Ongoing	After School	Local Funds	No cost
4. An after school peer leadership and tutoring program called Face-to-Face which targets minority students will be refined to actively seek out more parental involvement.	Fall 2008	Ongoing	After School	Local Funds	No cost

Strategies & Activities	Start Date	End Date		Fund Source	Amount
5. Utilize Consultants Lourdes Ferrer and Stephen Garlington, DuPage ROE Minority Academic Achievement Consultants, to develop a stronger home and school partnership by extending a more personal invitation to parents of Black and Hispanic students to attend programs focused on supporting student achievement.	Fall 2008	Spring 2010	After School	State Funds	TBD
6. Solicit parent involvement in our school improvement efforts utilizing our Principal's Parent Advisory Council as the forum for those conversations.	Spring 2008	Ongoing	After School	Local Funds	No cost
7. Develop and implement a communication strategy with parents of students with special needs focused on creating a partnership to improve student achievement.	Fall 2009	Ongoing	After School	Local Funds	No cost

# NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

## Section II-Action Plan

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### Part E - Monitoring Process for Objective 1

#### Title : Increase Reading achievement for students with disabilities

##### 1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

Our monitoring team will include administrative team members, the chairpersons from Student Services, English, and Math, a reading specialist, content area teachers, the district director of school improvement, and our RESPRO consultant. This team will meet on a quarterly basis to monitor the effectiveness of our strategies and activities. They will collect and analyze both quantitative and qualitative data including:

- formative and summative course assessments
- Instructional Practices Inventory data
- Student/parent/teacher surveys/interviews
- Explore, Plan, ACT and PSAE scores
- revised curricular materials

##### 2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name \_\_\_\_\_

Title \_\_\_\_\_

Karen Pierros

English Department Chairperson

Sue Treharne

Special Education Department Chairperson

Lance Fuhrer

Assistant Principal

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section II-Action Plan

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#### Part A. Objective 2

#### **Title : Increase mathematics achievement for students with disabilities**

**Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.**

While our current area of achievement within the area of mathematics among students with disabilities based on the 2007 report card data is 24.4% meets or exceeds, this subgroup will make Adequate Yearly Progress of at least 62.5% in 2008 and 70% in 2009 or meet Safe Harbor targets as measured by the Prairie State Achievement Examination.

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section II-Action Plan**

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Part A. Objective 2

**Title : Increase mathematics achievement for students with disabilities**

**This objective covers the following AYP deficiency areas.**

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

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section II-Action Plan**

Part B. Student Strategies and Activities for Objective 2

**Title : Increase mathematics achievement for students with disabilities**

**State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Continue implementation of recently piloted "Block class" approach to Geometry Survey and Algebra 2 with positive results. Students were hand selected and looped with the same teacher.	August 2006	June 2009	During School	Local Funds	No cost
2. Establish double period Algebra Block class meeting Algebra I standards (previously a two year course). The purpose of this is to accelerate mathematics achievement for at-risk learners.	August 2007	Ongoing	During School	Local Funds	FTE 3.8
3. Continue implementation of recently piloted Math 100, 200, 300 sequence with a focus on practical applications and essential Algebra skills and Geometry concepts aligned to the state math standards.	2006-2007 school year	Summer 2007	During School	Local Funds	TBD
4. Increase staffing of math teachers in the academic resource rooms to include all lunch hours and some of the non-lunch periods.	August 2008	Ongoing	During School	Local Funds	No cost
5. Provide students with ACT and WorkKeys preparation in their math classes.	Fall 2008	Ongoing	During School	Local Funds	No cost
6. Provide students with disabilities more standardized test preparation in math during Study Skills classes.	Fall 2008	Ongoing	During School	Local Funds	No cost

<b>Strategies &amp; Activities</b>	<b>Start Date</b>	<b>End Date</b>		<b>Fund Source</b>	<b>Amount</b>
7. Use formative assessments to assess mastery of competencies and provide instruction at the appropriate level.	Fall 2008	Ongoing	During School	Local Funds	No cost
8. Refine the study skills curriculum to increase the focus of math skills(incorporate tools such as Key Train and ACT Online).	Fall 2008	Spring 2010	During School	Local Funds	No cost
9. Increase the number of co-taught (math and special ed.) classes for Students with Disabilities.	Fall 2008	Spring 2010	During School	Local Funds	Staff cost based on contract
10. Black and Hispanic students will be provided with more culturally responsive instruction as well as greater access to standards aligned curriculum.	Fall 2008	Ongoing	During School	Local Funds	No cost
11. Standardized test scores of transfer students will be reviewed to determine appropriate course placement and interventions as needed.	Fall 2008	Ongoing	During School	Local Funds	No cost
12. Math teachers and support teachers will visit middle school special education departments to discuss placement into math courses using data from the ISAT, local curriculum based measures, Explore scores, and other local formative and summative assessments.	Spring 2009	Spring 2010	After School	Local Funds	No cost

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section II-Action Plan

#### Part C. Professional Development Strategies and Activities for Objective 2

#### Title : Increase mathematics achievement for students with disabilities

**State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. All department chairs and administrators will be trained in IPI (Instructional Practices Inventories) to better determine the level of implementation of specific strategies.	March 2008	March 2008	During School	State Funds	\$4,000
2. Tie math IEP goals for students with disabilities to the Illinois Assessment Framework	Spring 2008	Ongoing	During School	Other	No cost
3. Provide professional development in co-teaching strategies to improve effectiveness of team-taught classes.	Spring 2008	2009	During School	Local Funds	No cost
4. Teachers will visit high schools in our area to collect information on strategies being utilized to ensure success of all students	Spring 2008	Ongoing	During School	Local Funds	TBD
5. Algebra teachers attended "Engaging Algebra Activities" at Hinsdale South during June 2007. Emphasis was on gaining scientifically based, instructional techniques and applying them in the Algebra 1 Block classes.	June 2007	Ongoing	Summer School	Local Funds	\$1,200
6. Establish vertical teams of math teachers to ensure alignment of the Illinois Learning Standards for Mathematics for all courses.	Spring 2007	Ongoing	During School	Local Funds	No cost

<b>Strategies &amp; Activities</b>	<b>Start Date</b>	<b>End Date</b>		<b>Fund Source</b>	<b>Amount</b>
7. Continue using Pippin consulting to provide feedback regarding effective instructional strategies.	Spring 2008	Spring 2010	During School	State Funds	TBD
8. Explore and develop possible transition programs/supports to meet the needs of mid-year transfer students as well as students who fail first semester classes.	Spring 2008	Spring 2010	During School	Local Funds	TBD
9. Continue to investigate the problem-solving Response to Intervention model and complete a self-study to assess available Tier 1 and 2 interventions.	Spring 2008	Spring 2010	During School	Local Funds	TBD
10. Utilize Consultants Lourdes Ferrer and Stephen Garlington, DuPage ROE Minority Academic Achievement Consultants, to present a staff workshop on Culturally Responsive Instruction during a local school improvement day.	Fall 2008	Ongoing	After School	State Funds	TBD

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section II-Action Plan**

Part D. Parent Involvement Strategies and Activities for Objective 2

**Title : Increase mathematics achievement for students with disabilities**

**State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. On-line grade access program (Pinnacle) is available for parent and student access at all times. This program will be replaced during the next school year to provide a more effective means of communicating with students and parents.	Fall 2008	Ongoing	During School	Local Funds	TBD
2. Utilize Consultants Lourdes Ferrer and Stephen Garlington, DuPage ROE Minority Academic Achievement Consultants, to develop a stronger home and school partnership by extending a more personal invitation to parents of Black and Hispanic students to attend programs focused on supporting student achievement.	Fall 2008	Ongoing	After School	State Funds	TBD
3. Letters will be sent home to parents of all students invited to participate in the Geometry Survey-Algebra 2 Block explaining the courses and structure.	Spring 2008	Yearly	After School	Local Funds	TBD
4. Letters will be sent home each year to parents of all students enrolled in the Algebra Block class explaining the course and structure.	Spring 2008	Yearly	After School	Local Funds	TBD

Strategies & Activities	Start Date	End Date		Fund Source	Amount
5. Parents of Students with Disabilities have direct contact with case managers through phone contact, email, and parent meetings to report on current classroom functioning, upcoming assignments, and goal updates. Direct contact with these parents will be expanded to include more communication with regular education teachers in conjunction with the special education case manager.	Fall 2008	Ongoing	After School	Local Funds	No cost
6. An after school peer leadership and tutoring program called Face-to-Face which targets minority students will be refined to actively seek out more parental involvement.	Fall 2008	Ongoing	After School	Local Funds	No cost
7. We will continue to solicit parent involvement in our school improvement efforts utilizing our Principal's Parent Advisory Council as the forum for those conversations.	Spring 2008	Ongoing	After School	Local Funds	No cost
8. Develop and implement a communication strategy with parents of students with special needs focused on creating a partnership to improve student achievement.	Fall 2009	Ongoing	After School	Local Funds	No Cost

**NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204**

**Section II-Action Plan**

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Part E - Monitoring Process for Objective 2

**Title : Increase mathematics achievement for students with disabilities**

**1. Describe how school personnel will monitor the effectiveness of the strategies and activities.**

- Course level leaders and team members within the math department meet regularly to evaluate student progress and discuss curriculum, instruction, and assessment. Particular attention in the 2008-2009 school year will be paid to the evaluation of students with disabilities in the Algebra Block and Math 100,200,300 courses.
- Parallel assessments are given across all alike math courses at the chapter and semester so that course team members can ensure consistency of curriculum and evaluation of student performance. Formative evaluation is ongoing.
- EXPLORE and PLAN math scores of students with disabilities will be analyzed for prediction and intervention.
- ACT scores will be analyzed for our 2008 and 2009 junior level students with disabilities to review the impact of math strategies.
- Quarter and semester grades of students with disabilities will be analyzed by a sub-committee of the School Improvement Team.
- School Improvement Team members will analyze enrollment figures for selected math classes.

**2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.**

Name

Title

Vanessa Liveris

Math Department Chairperson

Sue Treharne

Student Services Department Chariperson

Lance Fuhrer

Assistant Principal

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section III - Development, Review and Implementation

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#### Part A - Parent Notification

**Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand.**

The Neuqua Valley High School Report Card, School Improvement Plan and notification of the school's current status are sent through our district parent list serve (currently 15,000 enrolled), and posted on the district web site. Our Report Card data was also presented at a Board of Education meeting along with the data from the other schools in our district; the meeting was later televised on local cable access channels. Report Card data was also presented to our PTSA as well as our Principal's Advisory Council.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section III - Development, Review and Implementation

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#### Part B - Stakeholder Involvement

**Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.**

Many stakeholders were involved in the creation and development of the NVHS School Improvement Plan.

- Outside experts from the Regional Office were instrumental in providing direction, resources, and opportunities to share insights and activities with other math and special education professionals in the area.
- From Indian Prairie #204 Dr. Kevin Myers, Director of Secondary Education and Dr. Patrick Nolten, Director of Assessment, who provided guidance, support, and direct assistance.
- NVHS Principal, Dr. Michael Popp, and Assistant Principal Lance Fuhrer, provided guidance, support and direct assistance. Principal Popp used the Principal's Advisory Council (Parent Roundtable) to provide parental insights and perspectives on the School Improvement Plan. Community input was gathered at that time.
- NVHS Math Department Chairperson, Vanessa Liveris and department assistant, Mary Nash, along with Paul Vandersteen, Science Department Chairperson, provided curricular expertise that led to action strategies.
- NVHS Student Services Department Chairperson, Sue Treharne and department assistant John Atchley provided program expertise that led to action strategies.
- NVHS Interim English Department Chairperson, Diane Tancredi and Reading Specialist Susan Lynch provided curricular expertise that led to action strategies.
- NVHS Director of Instructional Technology, Mark Kreiter, provided guidance, support, and direct assistance.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section III - Development, Review and Implementation

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#### Part C - Peer Review

**Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of**

Based on consultation with the DuPage County Regional Office of Education, a peer review team from New Trier High school, a comparable school demonstrating success in meeting the needs of students with disabilities was assembled. The Peer Review team members have demonstrated effectiveness and have recognized expertise in school improvement. They will be able to evaluate the quality of Neuqua Valley's plan and the likelihood of its successful implementation. Using the ISBE monitoring prompt as they review the plan, they will be able to make suggestions for revisions.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section III - Development, Review and Implementation

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#### Part D - Teacher Mentoring Process

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

- Teachers new to Indian Prairie #204 and NVHS participate in a week long “New Teacher Camp” prior to the beginning of the school year. The camp is led by veteran teachers and covers area pertinent to NVHS culture, systems, departmental needs, curricular assistance, and time for individual assistance and relationship building.
- All novice teachers are assigned a mentor group that meets monthly to discuss pertinent curricular issues and practices which is led by a Nationally Board Certified teacher.
- A staff Intranet is available to all novice teachers to gain access to developed lesson plans and best practices of all veteran teachers on their team.
- Teachers in all disciplines are trained in reading strategies specific to their subject area through a Train-the-Trainer method.
- Grade level leaders in Student Services monitor and assist new teachers, meeting on a monthly basis to model and create best practices in a co-teaching environment.
- Team teachers (both regular and special education) meet three times a week to plan and provide communication regarding student needs and best practices.
- The district offers a full day of staff development in March and mandated School Improvement Days for collaboration, data analysis, and staff development throughout the year, concentrating on our Reading and Math goals.
- A district initiative to eliminate the predictable achievement gap between white students and students of color is underway. All administrators have spent at least 6 days in training over the course of the 2006-07 year, and the topic for discussion at the yearly school leadership retreat involved focussed on the same subject. Teacher leaders began their training in May, 2007, and on-going training has continued through the 2007-08 school year. Collective staff training has begun on school improvement days as well as during learning group sessions held in lieu of faculty meetings.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section III - Development, Review and Implementation

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#### Part E - District Responsibilities

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

The District office has provided a variety of services and resources to facilitate the development and execution of this school improvement plan. With respect to funding, the district has provided 3.8 F.T.E. for the implementation of our Algebra 1 block schedule. Additionally, we were provided numerous staff development hours to write curriculum and assessments as well as to design/refine instructional practices to use in the block setting. Similarly, the District funded the purchase of the Read180 program for our Academic Literacy course and provided staff development opportunities for the teachers of the class. District support has also come in the form of funding to support attendance at staff development conferences. Beyond funding for materials/programs/staffing, district personnel have supported us by providing disaggregated data which we have used in the development of our plan. Support continues as we have worked with district staff in the exploration of assessment software which will assist us in analyzing local formative assessments which in turn will drive instructional decisions. The Indian Prairie Community Unit School District 204 Board of Education will review this plan for approval on March 10.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section III - Development, Review and Implementation

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#### Part F - State Responsibilities

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

The DuPage Regional Office of Education has been very helpful in the development and review of this plan. Since June of 2006, staff members have attended a number of conferences starting with "Gaining on the Achievement Gap," organized by Guy Todnem. Since that time teachers have participated in numerous conferences sponsored by the Regional Office of Education including topics such as: equity, school improvement planning, what's working in special education, response to intervention, the use of data for improvement planning. Many of the conference registrations as well as costs for substitute teachers have been reimbursed through RESPRO. Maggie Brewner, our RESPRO School Improvement Consultant has been working with us to develop and refine our plan and to secure funding for conference attendance as well as staff development including training for the administrative team and department chairpersons in Instructional Practices Inventories. Maggie suggested that we participate in a Data Retreat presented by Jack Hinterlong who is also a RESPRO service provider. The two day meeting provided great focus for our team and greatly supported our efforts in developing this plan. We will continue to work through RESPRO to acquire additional funding for staff development in culturally responsive instruction, for example.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section III - Development, Review and Implementation

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#### Part G - School Support Team

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.

<u>Name</u>	<u>Title</u>
1. Vanessa Liveris	Math Department Chairperson
2. Mary Nash	Math Department Assistant
3. Sue Treharne	Student Services Department Chairperson
4. John Atchley	Student Services Department Assistant
5. Diane Tancredi	Interim English Department Chairperson
6. Susan Lynch	Reading Specialist
7. Dr. Kevin Myers	Director of Secondary Education
8. Dr. Patrick Nolten	Director of Research and Assessment
9. Maggie Brewner	RESPRO
10. Laurel Burman	Distinguished Educator
11. Cindy Jaskowiak	Distinguished Educator
12. Lance Fuhrer	Assistant Principal
13. Karen Pierros	English Department Chairperson
14. Bob McBride	Principal
15. Dr. Michael Popp	Director of School Improvement and Planning

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

### Section IV-A Local Board Action

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DATE APPROVED by School Board : 3/10/2008

#### A. ASSURANCES

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

#### B. SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

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Signature of LEA Superintendent

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

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### ISBE Monitoring - Part I

#### ANALYSIS OF DATA

##### REPORT CARD DATA

Yes Have the areas of low achievement been clearly identified?

Yes Does the SIP include analysis of report card data that clarifies the areas of weakness?

\* Is it clear that the area of weakness is broad or narrow and whether this affects many or few students?

\* Does the analysis along with other optional data provide clear direction for the selection of the objectives, strategies, and activities?

##### LOCAL ASSESSMENT DATA (OPTIONAL)

Yes \* If included, is there evidence that the DIP team analyzed optional data to clarify the areas of weakness?

\* Do these local assessment results add clarity to the state assessment data?

\* Does the analysis along with the other data provide clear direction for the selection of the objectives, strategies, and activities?

##### OTHER DATA (OPTIONAL)

Yes \* If included, has the DIP team analyzed other available optional data to clarify the areas of weakness in order to target improvement strategies and activities?

\* Do these local assessment results add clarity to the state assessment data?

\* Does the analysis along with the other data provide clear direction for the selection of the objectives, strategies, and activities?

#### CLARITY OF OBJECTIVES

Yes Has the SIP team stated measurable objectives that clarify the present areas needed for improvement?

Yes Do the objectives address all areas AYP deficiency?

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

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### ISBE Monitoring - Part I

#### IDENTIFICATION OF KEY FACTORS

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

#### ALIGNMENT OF STRATEGIES AND ACTIVITIES

- Yes      Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
- Yes      Will the selected strategies and activities likely improve student learning and achievement?
- Yes      Are the strategies and activities measurable?
- Yes      Are the measures of progress for the strategies and activities clearly identified?
- Yes      Are expectations for classroom behavior and practice related to the objectives clear?
- Yes      Is professional development aligned with strategies and activities for the students?
- Yes      Do the professional development strategies and activities directly address the factors that caused the school to be identified in status?
- Yes      Do the parent involvement strategies clearly align with the strategies and activities for students?
- Yes      Will these parent activities positively affect the factors contributing to low achievement?
- Yes      Are timelines reasonable and resources coordinated to achieve the objectives?
- Yes      Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
- Yes      Will the collection of strategies and activities along with the monitoring process provide sufficient direction for plan implementers?

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

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### ISBE Monitoring - Part I

#### **PART I - COMMENTS**

##### SECTION 1-A

- Excellent Data Analysis!

##### SECTION II-ACTION PLAN

- End dates should have a specific timeline rather than “ongoing” in part B, C, and D.

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

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### ISBE Monitoring - Part II

#### PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

##### PARENT NOTIFICATION

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

##### STAKEHOLDER INVOLVEMENT

Yes Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?

##### PEER REVIEW

Yes Has this plan been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?

##### TEACHER MENTORING PROCESS

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

##### DISTRICT RESPONSIBILITIES

Yes Is it clear what support the district will provide to ensure the success of this plan? If applicable, is it clear what corrective action the district is taking with this school?

##### STATE RESPONSIBILITIES

Yes Does the plan indicate what support outside providers have given in developing the plan and what support (if any) is expected for its implementation?

##### SCHOOL SUPPORT TEAM

Yes Have the names and titles of School Support Team members been listed in the plan? Does this team appear to have the expertise to support this school in regards to the school improvement plan?

## NEUQUA VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

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### ISBE Monitoring - Part II

#### APPROVAL DATE OF BOARD

Yes      The plan indicates the approval date of this plan.

#### PART II - COMMENTS

Your team did excellent work in developing a comprehensive School Improvement Plan. Best to your staff, students and school community in implementing the strategies identified to improve student performance in your school.