

**PRELIMINARY INFORMATION**

RCDT Number	190222040260001		
District Name	INDIAN PRAIRIE CUSD 204	School Name	WAUBONSIE VALLEY HIGH SCHOOL
Superintendent	Steve Daeschner Ed.D	Principal	Kristine Marchiando
District Address	780 SHORELINE DR	School Address	2590 OGDEN AVE
City/State/Zip	AURORA,IL,60504	City/State/Zip	AURORA,IL,60504
District Telephone#	6303753000 Extn:0	School Telephone#	6303753300 Extn:0
District Email	Mike_Popp@ippsd.org	School Email	Kristine_Marchiando@ippsd.org

**Is this plan for a Title I School?**

**Section I-A Data & Analysis - Report Card Data  
Item 1 - 2008 AYP Report**

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	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 year 3

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	99.8	Yes	99.8	Yes	65.4		Yes	66.7		Yes			100.0	Yes
White	99.8	Yes	99.8	Yes	75.5		Yes	76.1		Yes				
Black	99.4	Yes	99.4	Yes	30.3	35.8	No	26.2	37.8	No				
Hispanic	100.0	Yes	100.0	Yes	26.1	46.7	No	37.7	35.7	Yes				
Asian/Pacific Islander	100.0	Yes	100.0	Yes	83.5		Yes	88.7		Yes				
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	98.6	Yes	98.6	Yes	25.4	33.9	No	17.2	29.9	No				
Economically Disadvantaged	100.0	Yes	100.0	Yes	30.0	37.0	No	26.7	29.8	Yes				

**Four Conditions Are Required For Making Adequate Yearly Progress**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2007.

\*\* Safe Harbor Targets of 62.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

**Section I-A Data & Analysis - Report Card Data**  
**Item 2 - 2008 AMAO Report**

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

**Section I-A Data & Analysis - Report Card Data  
Item 3 - School Information**

<b>School Information</b>								
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Attendance Rate (%)	94.8	95.3	95.2	93.9	90.6	90.7	90.8	91.2
Truancy Rate (%)	0.6	0.4	0.7	0.3	0.9	1.1	1.1	0.8
Mobility Rate (%)	7.4	6.2	6.3	7.2	7.6	12.9	10.4	7.8
HS Graduation Rate, if applicable (%)	94.4	95.4	95.9	94.7	98.9	98.5	99.9	100.0
HS Dropout Rate, if applicable (%)	1.1	1.1	1.4	1.2	0.9	0.8	0.9	1.3
School Population (#)	2563	2757	2969	3156	3324	3489	3600	3694
Economically Disadvantaged (%)	1.1	1.6	2.9	4.4	6.4	8.4	8.3	8.8
Limited English Proficient (LEP) (%)	5.0	6.9	6.4	7.9	3.9	3.3	2.6	2.6
Students with Disabilities (%)								
White, non-Hispanic (%)	76.3	73.4	70.2	68.5	66.7	64.7	62.6	61.6
Black, non-Hispanic (%)	9.6	10.9	12.1	13.2	14.0	14.8	14.4	14.5
Hispanic (%)	5.3	6.1	7.5	8.4	7.9	8.1	9.4	9.2
Asian/Pacific Islander (%)	8.7	9.5	9.9	9.7	10.3	10.6	11.6	12.0
Native American or Alaskan Native(%)	0.0	0.1	0.3	0.2	0.2	0.3	0.3	0.3
Multiracial/Ethnic (%)	-	-	-	-	0.8	1.5	1.7	2.5

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

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

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
<b>S C H O O L</b>	1999	77.9	9.6	5.0	7.3	0.2	-
	2000	76.3	9.8	5.5	8.2	0.1	-
	2001	76.3	9.6	5.3	8.7	0.0	-
	2002	73.4	10.9	6.1	9.5	0.1	-
	2003	70.2	12.1	7.5	9.9	0.3	-
	2004	68.5	13.2	8.4	9.7	0.2	-
	2005	66.7	14.0	7.9	10.3	0.2	0.8
	2006	64.7	14.8	8.1	10.6	0.3	1.5
	2007	62.6	14.4	9.4	11.6	0.3	1.7
	2008	61.6	14.5	9.2	12.0	0.3	2.5
<b>D I S T R I C T</b>	1999	82.5	6.5	3.7	7.1	0.2	-
	2000	80.9	6.8	4.0	8.1	0.2	-
	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
	2008	64.4	9.0	6.7	16.4	0.1	3.4

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

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

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

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
<b>S C H O O L</b>	1999	4.0	1.2	100.0	94.2	10.1	23	0.9	2.2	92.9
	2000	3.9	0.9	93.5	94.4	6.4	20	0.9	1.8	92.6
	2001	5.0	1.1	92.0	94.8	7.4	16	0.6	1.1	94.4
	2002	6.9	1.6	96.7	95.3	6.2	10	0.4	1.1	95.4
	2003	6.4	2.9	100.0	95.2	6.3	15	0.7	1.4	95.9
	2004	7.9	4.4	100.0	93.9	7.2	8	0.3	1.2	94.7
	2005	3.9	6.4	100.0	90.6	7.6	31	0.9	0.9	98.9
	2006	3.3	8.4	100.0	90.7	12.9	38	1.1	0.8	98.5
	2007	2.6	8.3	100.0	90.8	10.4	42	1.1	0.9	99.9
	2008	2.6	8.8	100.0	91.2	7.8	29	0.8	1.3	100.0
<b>D I S T R I C T</b>	1999	2.4	1.0	100.0	95.6	12.3	38	0.2	1.5	92.9
	2000	2.7	0.9	99.0	95.9	10.6	35	0.2	1.2	96.1
	2001	3.3	0.8	98.8	95.8	9.8	21	0.1	0.6	95.8
	2002	3.8	1.2	99.3	96.1	8.3	24	0.1	0.6	96.1
	2003	3.9	2.0	99.9	96.8	8.8	22	0.1	0.8	94.2
	2004	4.4	3.0	100.0	95.9	8.4	19	0.1	0.7	96.0
	2005	3.6	4.1	100.0	94.8	8.4	53	0.2	0.5	99.2
	2006	3.0	5.5	99.9	95.0	9.6	58	0.2	0.4	99.0
	2007	3.2	5.3	100.0	95.0	7.3	60	0.2	0.5	99.9
	2008	3.9	5.7	100.0	94.9	7.2	56	0.2	0.7	100.0

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

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

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

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
<b>S C H O O L</b>	1999	2656	-	-	-	-	-	-
	2000	2388	-	-	-	-	-	-
	2001	2563	-	-	-	-	-	-
	2002	2757	-	-	-	-	-	642
	2003	2969	-	-	-	-	-	712
	2004	3156	-	-	-	-	-	765
	2005	3324	-	-	-	-	-	808
	2006	3489	-	-	-	-	-	826
	2007	3600	-	-	-	-	-	893
	2008	3694	-	-	-	-	-	-
<b>D I S T R I C T</b>	1999	19145	-	-	-	-	-	-
	2000	21092	-	-	-	-	-	-
	2001	22608	2067	1995	1888	1737	1615	1275
	2002	23786	2120	2056	2014	1745	1763	1375
	2003	25068	2311	2149	2105	1955	1793	1483
	2004	26147	2324	2327	2190	2111	1969	1624
	2005	27057	2243	2342	2333	2145	2133	1733
	2006	27813	2232	2272	2326	2179	2155	1835
	2007	28087	2325	2213	2291	2382	2170	1919
	2008	28437	-	-	-	-	-	-

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
<b>S T A T E</b>	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	-	-	-	-	-	-
2008	2074167	-	-	-	-	-	-	

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

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

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
<b>D I S T R I C T</b>	1999	1180	9	38237	59	41	19	18	-	-
	2000	1335	9	41107	58	42	19	17	-	-
	2001	1515	9	41608	56	44	18	17	-	-
	2002	1668	9	49646	51	49	18	17	0	0
	2003	1674	10	52905	50	50	19	17	0	0.0
	2004	1732	10	55603	47	53	19	18	0	0.0
	2005	1664	10	57790	45	55	19	18	1	0.0
	2006	1669	10	60450	42	58	20	18	1	0.0
	2007	1744	10	62073	40	60	19	17	1	0.0
	2008	1811	11	63240	38	62	19	17	0	0.0
<b>S T A T E</b>	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
2008	131488	12	60871	47	53	18	18	1	1	

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

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

PSAE - % Meets + Exceeds for Reading for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	67.8	66.4	68.6	70.4	64.5	63.3
White	72.8	71.9	74.8	76.7	72.4	75.3
Black	43.0	41.9	38.5	34.3	28.1	28.5
Hispanic	61.4	42.6	54.5	56.4	42.3	25.7
Asian/Pacific Islander	67.1	76.1	82.4	90.7	75.5	79.0
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	80.0	-	63.6	58.9
LEP	47.0	42.3	-	-	-	7.4
Students with Disabilities	26.9	19.5	10.1	16.9	18.1	20.0
Economically Disadvantaged	41.1	26.0	20.4	30.7	28.1	27.4

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

PSAE - % Meets + Exceeds for Mathematics for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	66.0	64.6	64.9	65.5	64.8	64.2
White	70.9	70.8	72.6	74.1	74.0	75.2
Black	36.7	26.0	28.4	20.0	26.4	23.8
Hispanic	50.0	42.6	41.8	46.7	28.9	34.7
Asian/Pacific Islander	80.0	85.9	85.3	89.4	78.9	86.7
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	70.0	-	59.1	64.7
LEP	53.1	76.9	-	-	-	22.2
Students with Disabilities	17.9	11.7	10.1	15.5	13.9	10.8
Economically Disadvantaged	41.2	17.3	20.5	20.8	18.9	21.9

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

**Data** – *What do the School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?*

Based on our review of School Report Card data, the percentage of overall growth in our student body from 2000–2008 is 55%. Despite the considerable growth in overall student population, the percent of students meeting and exceeding the standards has remained fairly consistent from 2003-2008, staying above 63%. The disaggregation of subgroups shows the following changes: White (-15%); Black 5%; Hispanic 4%; Asian 4%; LEP (01-08) 2.4%; and FRL (01-08) 7%. Our White and Asian populations have shown consistent growth in the percent of students who meet and achieve standards from 2003-2008; however, our Black, Hispanic, LEP, IEP, and FRL subgroups have shown a decrease in the percent of students who meet and exceed. Of particular concern is the percent decrease in our Black and Hispanic student achievement scores. A closer review of our 2008 Achievement Data shows that our FRL subgroup consists of 72% Black and Hispanic students. As we write our action plan, we will consider our FRL subgroup as a part of our Black and Hispanic subgroups.

The growth in achievement of our White and Asian students would indicate that our curriculum is strong for them. We have not yet identified effective interventions, curricular or pedagogical, to equalize achievement across subgroups. Considering future achievement targets, our goals are to increase reading and math achievement for all students, while accelerating achievement of our identified subgroups.

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

Factors that may have contributed to our Achievement Data include:

- many of the students who did not achieve standards were not enrolled in courses that allowed them to access all of the math standards;
- our student population increased in racial diversity without training for staff in culturally responsive instruction;
- our enrollment in classes such as Reading Workshop I, II and III, College Test Prep, and Notetaking, is not consistent with the population who fail to achieve state standards;
- the Study Skills curriculum for students with disabilities did not include enough direct instruction in reading or math;
- the academic program for students with special needs included in regular education classes has changed significantly from year-to-year for the past five years. As a result, the staff has not been able to adjust to the variations in the programming, nor evaluate the efficacy of each of the academic structures;
- students who transfer into our school may enroll without sufficient academic history to allow proper placement in classes that address deficit academic skills.

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

·We are currently operating under a restructuring plan. Items in this school improvement plan complement the elements of our restructuring plan. Some items in this plan go beyond the action plan items involved in our restructuring; at the same time, we did not repeat each item from the restructuring plan here.

·The sequence of all math courses has been adjusted to increase student access to all math standards. The next step is to evaluate the success of this curricular alignment.

· Professional development in the area of culturally responsive instruction is a necessity.

·Expand enrollment in Reading Workshop I, II and III, College Test Preparation, Notetaking, and additional classes to reach a greater percentage of total student participation. The goal is to have a closer match between the percent of the students who do not meet and the enrollment in these classes.

·Re-allocate time in Study Skills classes from a homework completion model to include instruction in targeted IEP goals and curricular areas.

·Create a structure for special education programming in mainstream courses and utilize it for at least the duration of this plan in order to assess its efficacy.

·Explore and implement placement procedures to assist in enrolling transfer students in the appropriate classes.

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

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

1. Staff interviews identify that the current approaches in Study Skills classes for our IEP students revolve around homework completion, instead of mastery learning, skill acquisition, or IEP goal completion. Similarly, changes in the instructional model for IEP students in regular education classrooms have had a negative effect on the overall program for these students.
2. Staff interviews have identified deficiencies in our ability to communicate effectively between staff and with parents. First, our registration data is not entered in a timely fashion, therefore causing staff not to be able to contact parents at the beginning of the year. Also, we have found a need for a better communication system that includes each student's teacher, dean, counselor, social worker, and parent. The House System, as well as other technology solutions, will assist in improving this communication.
3. Our suspension data indicates that our current practice uses an intervention of removing students from the academic setting. There is a correlation between a high number of days of not being in school and not meeting standards. We need to explore an alternative to suspension.
4. From the Explore, Gates, and ISAT score data students who are identified as needing skill remediation do not enroll in courses that are designed to

meet their needs.

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

1. Special educators have felt pressure from parents and other staff to make sure that students pass classes and that often means finishing homework or a project in order to achieve a grade; this has been done at the expense of skill development.
2. Our staffing pattern in the summer has not changed in relationship to the tremendous growth in student population over the years. We have also been using antiquated technology which has not kept up with growing demands of our school population.
3. In the early 1990s we utilized an In-School Suspension program that failed. We have not recently explored other alternatives to suspension.
4. Traditionally, we have registered students based on teacher recommendation, as well as student and parent preference. We have had no mechanism to require students to enroll in classes such as Note-Taking, College Test Preparation, or Reading Workshop.

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

1. A priority for us is to revamp our Special Education delivery model in both the self-contained setting of Study Skills and in the regular education setting.
2. We will work with supervisors of our clerical staff to create a better system for dealing with student demographic data entry. As outlined in our restructuring plan, we are making modifications to our building to move to a grade-level House System to serve students and their families more effectively.
3. We need to explore programs that offer alternatives to suspension.
4. Based on student achievement data and teacher recommendations, we will place students in appropriate classes that directly address their skill deficits.

**Section I-C Data & Analysis - Other Data (Optional)**  
**Item 1 - Attributes and Challenges**

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

1. Our district is currently in the process of building a third high school to ease the over-crowding in our school. Staff have been working for the past few years on curriculum revisions with their peers from the other high school to ensure a common curriculum is in place when the third high school opens. A number of staff have also been working with district staff and architects regarding construction issues and programming issues for the new high

school. At the same time other staff have been focused on closing our Freshman Center and making modification to our Main Building to house all four grade levels and to reconfigure into a grade-level House System. The community has worked through new boundaries which will have a profound impact on the make up our student body.

2. This year we have a new Principal who has not only embraced many aspects of our remediation plan, but also has begun to define her expectations for staffing, instruction and programs to best serve our students. Also, one of our Assistant Principals will leave after this year to assist in the opening of the new high school.
3. As noted above, we are implementing elements of our *Restructuring Plan* while we are also developing this improvement plan.
4. Data shows us that there is a higher number of students with IEPs in attendance at this school, as compared to any other school in our district.
5. Similar to the numerous changes in our Special Education delivery model, our reading program has undergone numerous changes for the past five years. Anecdotal evidence from teacher interviews indicates a lack of connection between the Reading Workshop program and other curricular courses.

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

As a district we have been focused on growth of student population for many years; with the opening of the new high school and the closing of the Freshman Center, we will no longer have staff time divided between a focus on and instruction and the opening of another building. Changes on the Administrative team and the wholesale changes with teaching staff who will transfer to the new building, will place our building in yet, another state of flux. While implementing elements of the *Restructuring Plan* have caused us to make a number of changes in our program, we are interested in seeing the progress of students as a result of these changes. As noted above the changes in our Special Education program and reading program have not positively impacted student performance overall. Clear definition and stability in these programs will give our students a greater chance at success.

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

Focus on instructional approaches for students with disabilities and students who are reading deficient is primary. We have a great need to provided professional development for our special educators, our regular education team teachers, and our math teachers to best implement the changes outlined in our action plans.

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

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

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

We have a highly qualified staff. Our Administrative Team works in concert with our Department Chairpersons to hire well and make well informed decisions

about retention. Our teachers are reflective practitioners and currently eleven hold National Board Certification and fourteen others are awaiting notification of their status. All of the teachers are practicing in their areas of expertise. Our primary staff development time comes during school improvement days, which have often been scripted by our Central Office staff. Most recently our time has been spent writing common assessments with our sister school, as we are preparing for the opening of a third high school and have a need to establish a common curriculum for all students in our district. We have recently begun to use faculty meeting time for professional development in research-based instructional best practices. We know, as we have indicated in our *Restructuring Plan*, that we need to focus on culturally relevant pedagogy; however, we struggle to find the necessary time for quality professional development on this or any of our other focus areas.

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

We believe that our highly qualified staff is a key factor in our 100% graduation rate and our rate of success for meeting the standards for most students. At the same time, as noted above and in our *Restructuring Plan*, we have a need for professional development on culturally relevant pedagogy, as well as a systemic change in our special education delivery system. To compound these issues our school population is at the largest in point in our history, with over 3800 students. Staff have been working with peers and district leaders in the development of a third high school which will open in the fall of 2009. At that time, our Freshman Center will become a middle school and our Main Building will once again house all four grade levels. We anticipate a very large shift in the student body and in our staffing numbers, as our student population will decrease next year by over 700 students.

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

By January of 2009, we will know the impact of the staffing changes that will occur due to the opening of the third high school. At that time, we will need to further develop our professional development plan to include elements of our *Restructuring Plan*, action items from this plan including a major emphasis on special education programming, as well as any other training we deem necessary based on the reconstitution of our staff.

**Section I-C Data & Analysis - Other Data (Optional)**  
**Item 3 - Parent Involvement**

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

We provide communication for parents via numerous media: email, on-line grade book, automated phone messages, paper report cards, post card mailings, phone calls, direct mailings, face-to-face meetings including: parent/teacher conferences, TATs, staffings, orientation nights, and curriculum nights. We have recently begun to use an on-line registration process for parent/teacher conferences, which increased the number of parents attending. Direct mailings are sent not only in English, but also in Spanish to meet the the diverse language needs of our parents. We know that through the use of all of this media, we have contact with 100% of our parents; however, when we consider our achievement data, we know that we need to refocus our communication effort especially with parents of our students not meeting standards.

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

In general our parents are involved in their student's education. We have good attendance at parent/teacher conferences, orientation and curriculum nights, large groups of parents involved in PTA, Athletic/Activity Boosters, and Music Boosters. and teachers report good responses when they contact parents about concerns. We believe all of these factors contribute to our 100% graduation rate and our rate of success for meeting the standards for most students.

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

We believe we need to design a better communication system that includes all staff members who interact with every student so that they are better able to communicate with a collective voice to parents. We need to re-establish expectations for staff communication to parents, and we need to monitor that communication. We also need to define best practices for parents to use in supporting their student's school work at home.

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

**Section I-D - Key Factors – From the preceding screens (I-A, I-B, I-C-1, 2, 3) identify key factors that are within the school's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?**

We have identified systemic issues such as special education programming, the identification and placement of students into appropriate classes, and the lack of professional development in culturally responsive instruction as key factors that are within our capacity to change or control and which have contributed to low achievement. Our action plans will need to address each of these areas to equalize and improve achievement of students in our subgroups as well as raise the achievement of all students.

**Action Plan Objectives and Deficiencies**

Objective Number	Title	Deficiencies Addressed
1	Students with Disabilities deficient in reading meets/exceeds	4,
2	Black, Hispanic, FRL students deficient in Reading meets/exceeds	1,3,6,
3	Students with Disabilities deficient in Math meets/exceeds	5,
4	Black students deficient in math meets/exceeds	2,

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

1	Black students are deficient in Reading Meets and Exceeds
2	Black students are deficient in Mathematics Meets and Exceeds
3	Hispanic students are deficient in Reading Meets and Exceeds
4	Students with disabilities are deficient in Reading Meets and Exceeds
5	Students with disabilities are deficient in Mathematics Meets and Exceeds
6	Economically Disadvantaged students are deficient in Reading Meets and Exceeds

**Section II-A Action Plan - Objectives**

**Objective: 1**

Students with Disabilities deficient in reading meets/exceeds

**Objective 1 Description:**

While our current achievement in reading for students with disabilities is 25% meeting/exceeding state standards on the Prairie State Achievement Exam, this subgroup will make AYP of at least 70% in 2009 or meet the Safe Harbor target and 77.5% in 2010 or meet the Safe Harbor target.

**This objective addresses the following areas of AYP deficiency**

1	Students with disabilities are deficient in Reading Meets and Exceeds
---	---

**Section II-B Action Plan - Student Strategies and Activities**

**Objective 1 Title : Students with Disabilities deficient in reading meets/exceeds**

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Define co-teaching model regarding expectations and responsibilities in and out of the classroom and during team time.	8/25/2008	6/10/2010	During School	Other	0
2	Develop a master schedule that supports the necessary components for co-teaching, team time, scheduling of regular education teachers into the study skills classes, and other in-class support for non co-taught classes.	4/6/2009	8/14/2009	During School	Other	0
3	Allocate rooms, technology and other academic resources to best support direct instruction of the essential curricular elements.	8/25/2008	6/10/2010	During School	Other	0

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
4	Explore and implement as district financial support allows an alternative to suspension model for discipline to keep students engaged in learning as much as possible.	10/27/2008	8/14/2010	During School	Local Funds	0
5	Embed the teaching of study skills in all classes.	10/27/2008	6/10/2010	During School	Other	0
6	Develop an Intervention framework for academic and behavioral skills that coordinate with the RTI Plan.	1/22/2008	6/10/2010	During School	Other	0
7	Develop a prescriptive educational program for Tier Two students including enrollment in such classes as Note-taking, Test Taking One, College Test Prep., and Reading Workshop.	10/27/2008	6/10/2010	During School	Local Funds	0
8	Increase the usage of direct instructional time for reading skill acquisition in study skills classes.	10/27/2008	8/14/2009	During School	Other	0
9	Incorporate research-based reading strategies, including but not limited to, Marzano's Nine Strategies, and Project Criss, into all content areas.	1/22/2008	6/10/2010	During School	Other	0

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

**Objective 1 Title : Students with Disabilities deficient in reading meets/exceeds**

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Plan and provide job-embedded professional development for co-teaching and team plan time which focusses on differentiation and other instructional strategies proven effective for students with special needs.	1/20/2009	6/10/2010	During School	Local Funds	
2	Plan and provide job-embedded professional development and coaching in how to incorporate study skills into content-based lessons.	1/20/2009	6/10/2010	During School	Local Funds	
3	Develop and implement a professional development program for identified research-based reading interventions.	7/13/2009	6/10/2010	During School	Local Funds	
4	Attend and implement Project CRISS training, followed by RESPRO visits, IPIs, and both formal and informal evaluations to assess teaching strategies utilized in the classroom.	10/16/2008	6/10/2010	During School	State Funds	2000
5	Attend County Regional Office seminars on Developing Assessment Leadership.	10/4/2008	1/22/2009	Before School	State Funds	2000

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

**Objective 1 Title : Students with Disabilities deficient in reading meets/exceeds**

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Counselors and teachers contact parents via telephone to recruit students for Reading Workshop, College Test Preparation, Note Taking, and Test-Taking One classes. Counselors will visit these classes to strengthen and facilitate the parent advisory process.	8/25/2008	2/20/2010	During School	Other	0

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
2	Work in concert with the Parent Diversity Advisory Council (PDAC), the Bilingual Parent Advisory Council (BPAC), and/or Lourdes Ferrar and Steven Garlington to interview parents regarding successful strategies that can be used by other parents and staff members to promote student success; work with PDAC to produce a video featuring parents talking about supporting students' school work at home.	4/30/2009	6/10/2010	After School	Other	0
3	Conduct triad conferences with parents, students, and teachers in place of traditional parent-teacher conferences. Teachers will contact parents whose students are earning less than a 'C' to schedule a conference.	10/4/2008	6/10/2010	After School	Other	0
4	Design a data sharing system in the dean's office to create a partnership between students, parents, teachers, guidance counselors, and deans in an effort to curb behaviors that keep students out of classes.	1/14/2009	6/10/2010	During School	Local Funds	
5	Create systems for guidance counselors to view weekly grade updates (failing and near failing students by class and teacher); define requirements for student and parent contacts based on the information, and create an accountability system to monitor those contacts.	8/24/2009	6/10/2010	During School	Other	0
6	Define parental communication responsibilities for teachers; create guidelines that include the use of communication logs and monitor implementation.	1/20/2009	6/10/2010	During School	Other	0

**Section II-E Action Plan - Monitoring**

**Objective 1 Title :** Students with Disabilities deficient in reading meets/exceeds

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

In order to formally monitor our plan, we will develop a monitoring tool that allows us to assess the implementation and effectiveness of each item outlined in our *Action Plans*. The tool will indicate the start date, person responsible, evidence of completion, and effectiveness of the targeted intervention for each action item in the plan.

The team, consisting of building administrators, department chairpersons, and the directors of school improvement and secondary education, will meet quarterly to monitor the implementation of the action items, review the available data to assess progress, and make changes to the plan as warranted by the data. Data sources will include, but not be limited to: PSAE scores, Explore, Plan, and ACT scores, discipline reports on suspensions, Study Skills lesson plans, IPI Walk-Throughs, Team notes, formative and other informal observation notes.

As we audit the effectiveness of our current Reading Improvement programming, any revisions to that programming will be incorporated into our action items. In a similar fashion, any changes to the Special Education delivery system will be included.

We will monitor our progress with the continued support of our RESPRO consultant.

**Monitoring Persons** - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Kristine Marchiando	Principal
Rebecca Schreiber	Assistant Principal
Mike Popp	Director of School Improvement and Planning

**Section II-A Action Plan - Objectives**

**Objective: 2**

Black, Hispanic, FRL students deficient in Reading meets/exceeds

**Objective 2 Description:**

While our current achievement in reading for Black (30.3%), Hispanic (26.1%), and FRL (30%) students meeting/exceeding state standards on the Prairie State Achievement Exam, these subgroups will make AYP of at least 70% in 2009 or meet their respective Safe Harbor targets and 77.5% in 2010 or meet their respective Safe Harbor targets.

This objective addresses the following areas of AYP deficiency	
1	Black students are deficient in Reading Meets and Exceeds
2	Hispanic students are deficient in Reading Meets and Exceeds
3	Economically Disadvantaged students are deficient in Reading Meets and Exceeds

**Section II-B Action Plan - Student Strategies and Activities**

**Objective 2 Title :** Black, Hispanic, FRL students deficient in Reading meets/exceeds

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Analyze the efficacy of the reading program and make modifications as needed by consulting with ROE specialists, conducting student perception surveys and content area teacher surveys, and analyzing individual student grade history.	1/5/2009	6/10/2010	During School	State Funds	0

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
2	Incorporate research-based reading strategies, including but not limited to, Marzano's Nine Strategies and Project CRISS, into all content areas.	9/8/2008	6/10/2010	During School	Other	0
3	Implement and monitor the frequency and use of PSAE skills that are embedded into all course content. This would include the systematic and ongoing use of questioning strategies similar to those used on the PSAE.	9/15/2008	6/10/2010	During School	Other	0
4	Utilize RESPRO consultants to interview African-American and Hispanic students regarding their perceptions toward successfully achieving reading proficiency across content areas leading to academic success.	1/5/2009	6/10/2010	During School	Other	0
5	Expand ARC (Academic Resource Center) to support students before, during and after the school day, as allowed in the contract and if available through the master schedule. Provide content area and reading teachers to assist with pre-teaching and re-teaching skill deficits.	8/24/2009	6/10/2010	During School	Other	0
6	Continue to develop and implement formative and summative assessments and analyze them using the Achievement Series Program.	8/25/2008	6/4/2010	During School	Other	0

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

<b>Objective 2 Title : Black, Hispanic, FRL students deficient in Reading meets/exceeds</b>						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	RESPRO consultant will facilitate the review of the current reading program. This may include, but is not limited to, student and staff surveys, student achievement, and standardized test data. Professional development activities will be developed based on the findings of this review.	1/5/2009	6/10/2010	During School	State Funds	0
2	Attend and implement Project CRISS training, followed by RESPRO visits and IPI walk-throughs to assess teaching strategies utilized in the classroom.	10/16/2008	6/10/2010	During School	State Funds	
3	Utilize RESPRO specialists, ideally Lourdes Ferrar and Stephen Garlington, for gathering and analyzing student surveys to determine factors that influenced meeting or not meeting performance standards. Develop professional development activities based on their recommendations.	1/5/2009	6/10/2010	During School	State Funds	0
4	Utilize reading specialists to help teachers embed reading skills into content areas.	8/24/2009	6/10/2010	During School	Local Funds	
5	Attend County Regional Office seminars on Developing Assessment Leadership.	10/4/2008	1/22/2009	Before School	State Funds	

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

<b>Objective 2 Title : Black, Hispanic, FRL students deficient in Reading meets/exceeds</b>						
	<b>Strategies and Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>TimeLine</b>	<b>Fund Source</b>	<b>Amount</b>
1	Work in concert with PDAC, BPAC, and/or Lourdes Ferrar and Steven Garlington to interview parents regarding successful strategies that can be used by other parents and staff members to promote student success; work with PDAC to produce a video featuring parents talking about supporting students' school work at home.	4/30/2009	6/10/2010	During School	Other	0
2	Improve the system to update parent information from registration submissions.	3/2/2009	9/19/2009	During School	Other	0
3	Define parental communication expectations for teachers; formalize a system of parent contacts and create an expectation to use a communication-log, and monitor compliance of its use.	1/20/2009	6/10/2010	Before School	Other	0
4	Create systems for guidance counselors to access weekly eligibility updates (failing and near failing students by class and teacher); define requirements for student and parent contacts based on the information, and create an accountability system to monitor those contacts.	8/24/2009	6/10/2010	Before School	Other	0
5	Provide multiple opportunities for parent orientation on the use of the on-line grade book system. Explore partnerships with the local library systems to assist parents who do not have internet access at home.	8/24/2009	6/10/2010	Before School	Other	0
6	Conduct triad conferences with parents, students, and teachers in place of traditional parent-teacher conferences.	10/4/2008	6/10/2010	Before School	Other	0

**Section II-E Action Plan - Monitoring**

**Objective 2 Title : Black, Hispanic, FRL students deficient in Reading meets/exceeds**

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

In order to formally monitor our plan, we will develop a monitoring tool that allows us to assess the implementation and effectiveness of each item outlined in our *Action Plans*. The tool will indicate the start date, person responsible, evidence of completion, and effectiveness of the targeted intervention for each action item in the plan.

The team, consisting of building administrators, department chairpersons, and the directors of school improvement and secondary education, will meet quarterly to monitor the implementation of the action items, review the available data to assess progress, and make changes to the plan as warranted by the data.

The teacher evaluation process will address the implementation of Project CRISS and/or other endorsed reading strategies. Other data will be collected using IPI Walk-Throughs, surveys, rewritten curricular materials, and agendas from staff development sessions.

As we audit the effectiveness of our current Reading Improvement programming, any revisions to that programming will be incorporated into our action items.

We will monitor our progress with the continued support of our RESPRO consultant.

**Monitoring Persons** - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Kristine Marchiando	Principal
Rebecca Schreiber	Assistant Principal
Mike Popp	Director of School Improvement and Planning

**Section II-A Action Plan - Objectives**

**Objective: 3**

Students with Disabilities deficient in Math meets/exceeds

**Objective 3 Description:**

While our current achievement in math for students with disabilities is 17.2% meeting/exceeding state standards on the Prairie State Achievement Exam, this subgroup will make AYP of at least 70% in 2009 or meet the Safe Harbor target and 77.5% in 2010 or meet the Safe Harbor target.

This objective addresses the following areas of AYP deficiency	
1	Students with disabilities are deficient in Mathematics Meets and Exceeds

**Section II-B Action Plan - Student Strategies and Activities**

<b>Objective 3 Title : Students with Disabilities deficient in Math meets/exceeds</b>						
	<b>Strategies and Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>TimeLine</b>	<b>Fund Source</b>	<b>Amount</b>
1	Implement Key Train in Study Skills classes to provide weekly supplemental instruction focused on the PSAE.	8/25/2008	6/10/2010	Before School	Other	0
2	Continue with the double period Algebra Block class meeting Algebra I standards (typically a two year course) and reflect on performance data to determine the impact of course design.	8/25/2008	6/10/2010	Before School	Other	0
3	Incorporate Project CRISS strategies into the mathematics curriculum to allow for differentiation and strengthen student mathematics skills.	10/16/2008	6/10/2010	Before School	State Funds	0
4	Develop a master schedule that supports the necessary components for co-teaching, team time, scheduling of regular education teachers into the study skills classes, and other in-class support for non co-taught classes.	4/6/2009	8/17/2009	During School	Other	0
5	Instruct students on how to utilize technology on standardized tests in Study Skills classes.	1/5/2009	5/25/2009	During School	Other	0
6	Utilize Study Skills to reinforce and re-teach math concepts.	8/24/2009	6/10/2010	Before School	Other	0
7	Continue to develop and implement formative and summative assessments and analyze them using the Achievement Series Program.	8/25/2008	6/10/2010	During School	Local Funds	

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

<b>Objective 3 Title : Students with Disabilities deficient in Math meets/exceeds</b>						
	<b>Strategies and Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>TimeLine</b>	<b>Fund Source</b>	<b>Amount</b>
1	Continued Regional Office workshop attendance for staff new to teaching the Algebra Block class.	8/25/2008	6/10/2010	During School	State Funds	
2	Attend and implement Project CRISS training, followed by RESPRO visits to assess teaching strategies utilized in the classroom.	10/16/2008	6/10/2010	During School	State Funds	
3	Plan and provide job-embedded professional development for co-teaching and team plan time which focusses on differentiation and other instructional strategies proven effective for students with special needs.	8/24/2009	6/10/2010	During School	Other	0
4	Plan and provide job-embedded professional development and coaching in how to incorporate study skills into content-based lessons.	8/24/2009	6/10/2010	During School	Other	0
5	Develop and implement professional development program for identified research-based math interventions.	7/13/2009	8/24/2009	Before School	Other	0
6	Attend County Regional Office seminars on Developing Assessment Leadership.	8/24/2009	1/22/2009	Before School	Title I	

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

<b>Objective 3 Title : Students with Disabilities deficient in Math meets/exceeds</b>						
	<b>Strategies and Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>TimeLine</b>	<b>Fund Source</b>	<b>Amount</b>
1	Conduct triad conferences with parents, students, and teachers in place of traditional parent-teacher conferences. Teachers will contact parents whose students are earning less than a 'C' to schedule a conference.	10/4/2008	6/10/2010	During School	Other	0
2	Counselors and teachers contact parents via telephone to recruit students for College Test Preparation, Note-Taking, Test-Taking One classes, and the use of the Academic Resource Center (ARC).	1/5/2009	6/10/2010	During School	Other	0
3	Work in concert with PDAC, BPAC, and/or Lourdes Ferrar and Steven Garlington to interview parents regarding successful strategies that can be used by other parents and staff members to promote student success; work with PDAC to produce a video featuring parents talking about supporting students' school work at home.	4/30/2009	6/10/2010	After School	Other	0
4	Design a data sharing system in the dean's office to create a partnership between students, parents, teachers, guidance counselors, and deans in an effort to curb behaviors that keep students out of classes.	8/24/2009	6/10/2010	Before School	Other	0
5	Create systems for guidance counselors to access weekly eligibility updates (failing and near failing students by class and teacher); define requirements for student and parent contacts based on the information, and create an accountability system to monitor those contacts.	8/24/2009	6/10/2010	During School	Other	0
6	Define parental communication responsibilities for teachers; create guidelines that include the use of communication logs and monitor implementation.	8/24/2009	6/10/2010	During School	Other	0

**Section II-E Action Plan - Monitoring**

**Objective 3 Title : Students with Disabilities deficient in Math meets/exceeds**

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

In order to formally monitor our plan, we will develop a monitoring tool that allows us to assess the implementation and effectiveness of each item outlined in our *Action Plans*. The tool will indicate the start date, person responsible, evidence of completion, and effectiveness of the targeted intervention for each action item in the plan.

The team, consisting of building administrators, department chairpersons, and the directors of school improvement and secondary education, will meet quarterly to monitor the implementation of the action items, review the available data to assess progress, and make changes to the plan as warranted by the data. Evidence sources will include, but not be limited to, formal and informal observations, IPI Walk-Through data, revised program description use, notes from

workshops attended and agendas for professional development activities.

As we measure the effectiveness of our current Algebra I Block programming, any revisions to that programming will be incorporated into our action items. In a similar fashion, any changes to the Special Education delivery system will be included.

We will monitor our progress with the continued support of our RESPRO consultant.

**Monitoring Persons** - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Kristine Marchiando	Principal
Rebecca Schreiber	Assistant Principal
Mike Popp	Director of School Improvement and Planning

**Section II-A Action Plan - Objectives**

**Objective: 4**

Black students deficient in math meets/exceeds

**Objective 4 Description:**

While our current achievement in math for Black students is 26.2% meeting/exceeding state standards on the Prairie State Achievement Exam, this subgroup will make AYP of at least 70% in 2009 or meet the Safe Harbor target and 77.5% in 2010 or meet the Safe Harbor target.

This objective addresses the following areas of AYP deficiency	
1	Black students are deficient in Mathematics Meets and Exceeds

**Section II-B Action Plan - Student Strategies and Activities**

<b>Objective 4 Title : Black students deficient in math meets/exceeds</b>						
	<b>Strategies and Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>TimeLine</b>	<b>Fund Source</b>	<b>Amount</b>
1	Continue with the double period Algebra Block class meeting Algebra I standards (typically a two year course) and reflect on performance data to determine the impact of course design.	1/26/2009	6/10/2010	During School	Other	0
2	Continue with the college test prep class for identified African-American students and reflect on performance data to determine the impact of the course design.	8/25/2008	6/10/2010	During School	Other	0
3	Incorporate Project CRISS strategies into the mathematics curriculum to allow for differentiation and strengthen student mathematics skills.	10/16/2008	6/10/2010	During School	Other	0
4	Expand ARC (Academic Resource Center) to support students before, during and after the school day which includes content area and math teachers to assist with pre-teaching and re-teaching skill deficits.	8/24/2009	6/10/2010	During School	Other	0
5	Instruct students on how to utilize technology on standardized tests.	1/5/2009	6/10/2010	During School	Other	0
6	Utilize RESPRO consultants to interview African-American and Hispanic students regarding their perceptions towards successfully completing mathematics requirements.	1/4/2010	6/10/2010	During School	State Funds	0

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

<b>Objective 4 Title : Black students deficient in math meets/exceeds</b>						
	<b>Strategies and Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>TimeLine</b>	<b>Fund Source</b>	<b>Amount</b>
1	Continued Regional Office workshop attendance for staff new to teaching the Algebra Block class.	8/25/2008	6/10/2011	During School	Other	0
2	Attend and implement Project CRISS training, followed by RESPRO Math Consultant visits to assess teaching strategies utilized in the classroom.	10/16/2008	6/10/2011	During School	State Funds	0
3	Utilize RESPRO specialists, ideally Lourdes Ferrar and Stephen Garlington, for gathering and analyzing student surveys to determine factors that influenced meeting or not meeting performance standards. Develop professional development activities based on their recommendations.	1/4/2009	6/10/2011	Before School	State Funds	0

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

<b>Objective 4 Title : Black students deficient in math meets/exceeds</b>						
	<b>Strategies and Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>TimeLine</b>	<b>Fund Source</b>	<b>Amount</b>
1	Work in concert with PDAC, BPAC, and/or Lourdes Ferrar and Steven Garlington to interview parents regarding successful strategies that can be used by other parents and staff members to promote student success; work with PDAC to produce a video featuring parents talking about supporting students' school work at home.	4/30/2009	6/10/2010	During School	Other	0
2	Provide multiple opportunities for parent orientation on the use of the on-line grade book system. Explore partnerships with the local library systems to assist parents who do not have internet access at home.	11/2/2009	6/10/2010	During School	Other	0
3	Counselors and teachers contact parents via telephone to recruit students for the Math College Test Preparation, Note-Taking and Test-taking One classes.	1/5/2009	6/10/2010	During School	Other	0
4	Create systems for guidance counselors to access weekly eligibility updates (failing and near failing students by class and teacher); define requirements for student and parent contacts based on the information, and create an accountability system to monitor those contacts.	8/24/2009	6/10/2010	During School	Other	0
5	Involve successful community members and parents in orientating students to the importance of the PLAN and PSAE and their relevance to students' futures.	7/13/2009	10/15/2009	During School	Other	0
6	Define parental communication expectations for teachers, formalize a system of parent contacts, create an expectation to use a communication-log, and monitor compliance of its use.	8/24/2009	6/10/2010	Before School	Other	0
7	Conduct triad conferences with parents, students, and teachers in place of traditional parent-teacher conferences. Teachers will contact parents whose students are earning less than a 'C' to schedule a conference.	10/4/2008	6/10/2010	During School	Other	0

**Section II-E Action Plan - Monitoring**

**Objective 4 Title : Black students deficient in math meets/exceeds**

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

In order to formally monitor our plan, we will develop a monitoring tool that allows us to assess the implementation and effectiveness of each item outlined in our *Action Plans*. The tool will indicate the start date, person responsible, evidence of completion, and effectiveness of the targeted intervention for each action item in the plan.

The team, consisting of building administrators, department chairpersons, and the directors of school improvement and secondary education, will meet quarterly

to monitor the implementation of the action items, review the available data to assess progress, and make changes to the plan as warranted by the data. Evidence sources will include, but not be limited to, formal and informal observations, IPI Walk-Through data, revised program description use, notes from workshops attended, surveys, parent feedback sheets from conferences, and agendas for professional development activities.

As we measure the effectiveness of our current Algebra I Block programming, any revisions to that programming will be incorporated into our action items. In a similar fashion, any changes to the Special Education delivery system will be included.

We will monitor our progress with the continued support of our RESPRO consultant.

**Monitoring Persons** - List the individuals and designate the role of each person (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Kristine Marchiando	Principal
Rebecca Schreiber	Assistant Principal
Mike Popp	Director of School Improvement and Planning

**Section III - Plan Development, Review and Implementation  
Part A. Parent Notification\***

*This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.*

**Parent Notification** - Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. (*\*Requirement for Title I Schools only.*)

**Section III - Plan Development, Review and Implementation  
Part B. Stakeholder Involvement**

**Stakeholder Involvement** - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

The teacher team identified below, of which two members are parents of Waubonsie students, met in a four-hour data retreat to consider student achievement  
© 2008, Interactive Illinois Report Card, Northern Illinois University

data and define our current levels of achievement as well as the trend data of our student achievement. The session was lead by Dr. Patrick Nolten, our school district's Director of Research and Assessment and Dr. Michael Popp, our school district's Director of School Improvement and Planning. We followed this meeting by an eight hour session led by our RESPRO consultant, Maggie Brewner, who led us through the development of many of our action plan items. During this session, we considered items from our former School Improvement Plan and our current Restructuring Plan as well as ideas that school improvement team members brought to and developed at the session. Sharon Tate, the Assistant Superintendent for Student Services, as well as Dr. Rudy Keller, Michelle Brown, and Dr. Joy Ross, each members of our building administrative team, joined the original team to add their expertise to the conversations. Rebecca Schreiber, Dr. Sandy Krickeberg, Laurie James-Schrader, and Dr. Michael Popp were charged with taking the ideas generated during this session and writing them into the formal plan. The plan was presented to members of our PTA in one of their general meetings. Maggie Brewner graciously read the drafts of the plans and offered much advice which helped us clarify our action items.

**Names and titles of school improvement team or plan developers:**

	<b>Name</b>	<b>Title</b>
1	Michele Brown	Assistant Principal
2	Michael Dwyer	Department Chair of English and Parent
3	Lauren Erickson	Department Liaison to Special Education
4	Amy Haga	Department Liaison to English
5	Ray Hanus	Department Chair of Science
6	Andrea Hendrickson	Department Chair of Business
7	Laurie James Schrader	Dean of Students
8	Natalie Johnson	Mathematics Teacher and Parent
9	Dr. Rudy Keller	Associate Principal
10	Dr. Sandy Krickeberg	Coordinator of Challenge Lab
11	Kristine Marchiando	Principal
12	Jacqueline Palmquist	Department Chair of Mathematics
13	Donald Pankuch	Department Chair of Social Studies
14	Susan Philos	Science Teacher
15	Dr. Joy Ross	Assistant Principal
16	Rebecca Schreiber	Assistant Principal
17	Donald Shymkewich	Social Studies Teacher

**Section III - Plan Development, Review and Implementation**  
**Part C. Peer Review Process**

**Peer Review** - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. Peer review and subsequent local board approval must be completed within 45 days of receiving the school improvement plan.

For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

Describe the peer review process including participants and date(s) of peer review.

**Section III - Plan Development, Review and Implementation**  
**Part D. Teacher Mentoring Process**

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

The culture of WaubonsieValley encourages collegiality and professional growth among the staff. Through formal and informal approaches, novice staff have the opportunity to learn from veteran staff. Specifically, these activities are implemented to mentor novice teachers. As mentioned in the *Optional Data* section of this plan, we are opening a third high school in the district, which will cause us to lose at least 50 of our current staff members. While we anticipate a small hiring class, we may have more transfer teachers than ever before and may have to adjust the mentoring plan outlined below to accomodate their enculturation to our school.

1. Newly hired certified staff participates in a week long induction to help them understand and use the procedures, systems and curricula expectations at our school.
2. A staff intranet is available to gain access to shared course materials.
3. All teachers are trained in reading strategies through faculty meetings, Building Articulation days, and SIP days.
4. Departmentally there are course level leaders, who provide content overviews, timelines, teaching strategies, assessments, and classroom management techniques.

5. Those who have co-taught classrooms are provided time to team with their cooperating teacher during the school day.
6. We have two full days of institute days, county institute day, and in-service days for collaboration and data analysis. This allows novice teachers to work with veteran teachers on school initiatives.
7. Second and third year teachers are targeted for CRISS training to enhance their knowledge of strategies that provide options to increase student engagement.
8. Building level Equity Team helps to inform the staff of culturally relevant instruction and encourages dialogue between veteran and novice teachers.

### Section III - Plan Development, Review and Implementation

#### Part E. District Responsibilities

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

In our first team meeting, Dr. Patrick Nolten, Director of Research and Assessment, interpreted our data sets which were presented by Dr. Michael Popp, Director of School Improvement. Patrick answered our questions and helped to provide meaning and perspective as we studied our data sets. Sharon Tate, our Assistant Superintendent for Student Services, continues to provide support for systemic changes in our instructional delivery model for students with disabilities. The Director of Professional Development, Dr. Tricia McCarthy, will assist us in developing and executing many of our professional development action items. Dr. Kevin Myers, Director of Secondary Education, continues to support our school restructuring plan to provide revision of the Algebra I Block and Academic Literacy Block instruction and to support the implementation of Key Train programming. In addition, the district provided support to implement Academic Resource Centers and Test Taking One classes. District support has also come in the form of providing funding to support attendance at staff development conferences. Support continues as we have worked with district staff to implement assessment software which will assist us in analyzing local formative assessments, which in turn will drive instructional decisions.

**Corrective Actions** taken by a district for a Title I school that failed to meet Adequate Yearly Progress for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv).

**Restructuring Options** (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school.

**Section III - Plan Development, Review and Implementation**  
**Part F. State Responsibilities**

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

The DuPage Regional Office of Education has been very helpful in the development and review of this plan; our RESPRO Consultant, Maggie Brewner, has assisted us through the development of our action plan as well as in the refinement of the writing of the plan. She has been instrumental in helping us to secure RESPRO funding, which will be used to support our action items, and in keeping us informed of professional development opportunities through our county Professional Development Center. The DuPage RESPRO Round Table has provided opportunities for some of our team members to interact with staff from other schools in status to share best practices for raising achievement. In the past we have attended numerous sessions provided by DuPage RESPRO content area specialists; we plan continue our interactions with these specialists, as well as the sub-group specialists.

**Section III - Plan Development, Review and Implementation**  
**Part G. School Support Team**

State Responsibilities – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or RESPRO consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide sustained and intensive support for those schools to make adequate yearly progress. Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools I academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

	<b>Name</b>	<b>Title</b>
1	Maggie Brewner	RESPRO Consultant
2	Dr. Stephen Daeschner	Superintendent
3	Dr. Kathy Birkett	Deputy Superintendent
4	Dr. Kevin Myers	Director of Secondary Education
5	Dr. Michael Popp	Director of School Improvement and Planning
6	Sharon Tate	Assistant Superintendent of Student Services
7	Dr. Patrick Nolten	Director of Research and Assessment
8	Jay Strang	Assistant Superintendent of Curriculum and Instruction

---

9	Dr. Tricia McCarthy	Director of Professional Development
10	Deirdre Williams	Student Services Supervisor, Secondary Education
11	Diane Fleischel	Director of Student Services

---

**Section IV-A Local Board Action**

---

**DATE APPROVED** by Local Board:12/8/2008

**A. ASSURANCES**

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

**B.SUPERINTENDENT'S CERTIFICATION**

By submitting the plan on behalf of the school the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of the plan completion from the **Submit Your Plan** page (Section IV-C) the plan shall be deemed to be executed by the superintendent on behalf of the school.

**Section IV-B ISBE Monitoring**

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

- Have the areas of low achievement been clearly identified?
- Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness?
- Is it clear that the areas of weakness are broad or narrow and whether they affect 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)

- If included, is there evidence that the SIP 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)

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

IDENTIFICATION OF KEY FACTORS

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

CLARITY OF OBJECTIVES

- Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan?
- Do the objectives address all areas of AYP deficiency?

ALIGNMENT OF STRATEGIES AND ACTIVITIES

- Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
- Will the selected strategies and activities likely improve student learning and achievement?
- Are the strategies and activities measurable?
- Are the measures of progress for the strategies and activities clearly identified?
- Are expectations for classroom behavior and practice related to the objectives clear?

	Is professional development aligned with the strategies and activities for students?
	Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?
	Do the parent involvement strategies clearly align with the strategies and activities? for students?
	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
	Are timelines reasonable and resources coordinated to achieve the objectives?
<b>MONITORING</b>	
	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?

**PART I - COMMENTS**

**PART II - SECTIONS III and IV OF THE PLAN**

**PARENT NOTIFICATION**

	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? <font color="red">(Title I Schools Only)</font>
--	--

**STAKEHOLDER INVOLVEMENT**

	Does the plan describe how stakeholders have been consulted?
	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**

	Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?
--	---

**TEACHER MENTORING PROCESS**

	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**

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

**STATE RESPONSIBILITIES**

	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	
	Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan?
APPROVAL DATE OF LOCAL BOARD	
	The plan indicates the approval date of this plan.

**PART II - COMMENTS**