

Local Board Approved	11/23/2009
Submitted	12/02/2010
Plan Resubmitted	
ISBE Monitoring Completed	

Section I-A Data & Analysis - Report Card Data
Item 1 - 2010 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	Yes	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?	Yes	2010-11 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2010-11 State Improvement Status	

Student Groups	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		77.5			77.5			91		80	
All	99.5	Yes	99.5	Yes	89.6		Yes	92.2		Yes	95.4	Yes		
White	99.7	Yes	99.7	Yes	91.9		Yes	94.2		Yes				
Black														
Hispanic	99.1	Yes	99.1	Yes	74.0		Yes	81.0		Yes				
Asian/Pacific Islander														

Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities	98.3	Yes	98.3	Yes	62.5	63.8	Yes	67.0	70.3	Yes	94.4			
Economically Disadvantaged	99.2	Yes	99.2	Yes	75.7		Yes	80.4		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress (AYP)

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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% 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 77.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% 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 - 2010 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

School Information	2003	2004	2005	2006	2007	2008	2009	2010
Attendance Rate (%)	95.7	95.9	95.1	95.6	95.7	95.7	95.5	95.4
Truancy Rate (%)	0.0	0.1	0.4	0.5	0.3	0.0	0.0	0.0
Mobility Rate (%)	6.6	7.9	8.4	6.2	6.7	4.4	3.4	3.4
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	957	1,012	824	880	946	1,052	1,067	1,099
Low Income (%)	4.0	4.0	8.3	9.2	7.3	8.5	7.0	7.2
Limited English Proficient (LEP) (%)	0.4	0.0	0.4	0.1	0.6	1.2	1.6	1.5
Students with Disabilities (%)	-	-	-	-	-	-	-	10.8
White, non-Hispanic (%)	94.8	93.2	92.0	88.2	85.3	82.4	83.1	83.2
Black, non-Hispanic (%)	0.7	1.2	1.1	1.3	1.6	2.0	1.7	1.9
Hispanic (%)	3.3	4.3	5.5	8.3	11.0	11.9	11.4	10.0
Asian/Pacific Islander (%)	1.0	1.3	1.2	1.8	1.4	2.4	2.4	2.9
Native American or Alaskan Native(%)	0.1	0.0	0.2	0.2	0.1	0.2	0.1	0.1
Multiracial/Ethnic (%)	-	-	0.0	0.2	0.6	1.1	1.2	1.9

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 (%)	Native American (%)	Multi racial /Ethnic (%)
S C H O O L	2000	96.7	0.6	1.7	0.8	0.2	-
	2001	96.7	0.5	2.2	0.6	0.1	-
	2002	95.3	0.7	3.3	0.6	0.1	-
	2003	94.8	0.7	3.3	1.0	0.1	-
	2004	93.2	1.2	4.3	1.3	-	-
	2005	92.0	1.1	5.5	1.2	0.2	-
	2006	88.2	1.3	8.3	1.8	0.2	0.2
	2007	85.3	1.6	11.0	1.4	0.1	0.6
	2008	82.4	2.0	11.9	2.4	0.2	1.1
	2009	83.1	1.7	11.4	2.4	0.1	1.2
	2010	83.2	1.9	10.0	2.9	0.1	1.9
D I S T R I C T	2000	96.1	0.6	2.4	0.8	0.2	-
	2001	96.1	0.7	2.5	0.5	0.1	-
	2002	95.0	0.9	3.0	0.9	0.1	-
	2003	94.4	0.9	3.3	1.2	0.1	-
	2004	92.8	1.1	5.0	1.1	0.1	-
	2005	90.4	1.1	6.2	1.7	0.1	0.4
	2006	88.7	1.3	7.4	1.9	0.2	0.5
	2007	86.5	1.4	8.9	2.1	0.1	1.1
	2008	84.1	1.6	10.0	2.4	0.2	1.8
	2009	84.1	1.2	9.9	2.5	0.2	2.1
	2010	83.4	1.7	9.6	2.7	0.2	2.4
	2000	61.1	20.9	14.6	3.3	0.2	-

S T A T E	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
	2009	53.3	19.1	20.8	4.1	0.2	2.5
	2010	52.8	18.8	21.1	4.2	0.2	2.9

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 Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	2000	0.2	2.9	95.6	95.6	8.8	-	-	-	-
	2001	0.8	4.1	95.0	95.9	4.8	1	0.1	-	-
	2002	1.0	3.6	94.0	95.5	6.1	2	0.2	-	-
	2003	0.4	4.0	95.0	95.7	6.6	-	-	-	-
	2004	-	4.0	95.0	95.9	7.9	1	0.1	-	-
	2005	0.4	8.3	98.7	95.1	8.4	3	0.4	-	-
	2006	0.1	9.2	98.7	95.6	6.2	5	0.5	-	-
	2007	0.6	7.3	98.5	95.7	6.7	3	0.3	-	-
	2008	1.2	8.5	98.0	95.7	4.4	-	-	-	-
	2009	1.6	7.0	99.0	95.5	3.4	-	-	-	-
2010	1.5	7.2	99.0	95.4	3.4	-	-	-	-	
D I S T R I C T	2000	0.7	2.0	93.6	95.6	8.3	5	0.2	0.8	95.7
	2001	1.3	2.3	98.0	95.5	10.2	5	0.2	1.0	99.4
	2002	1.4	2.5	94.6	95.2	8.1	8	0.3	2.0	96.5
	2003	0.6	2.7	96.0	95.7	7.0	7	0.2	1.3	100.0
	2004	1.4	3.2	98.2	95.6	8.6	11	0.3	0.6	97.7
	2005	1.6	4.8	99.4	95.2	11.9	26	0.7	0.9	100.0
	2006	1.4	6.4	99.5	95.1	7.3	22	0.6	0.8	97.0
	2007	1.4	5.6	99.5	95.6	7.5	28	0.7	0.5	96.0
	2008	2.6	5.9	99.4	95.5	6.1	4	0.1	0.4	99.6
	2009	3.0	7.3	99.6	94.6	4.8	3	0.1	1.2	96.4
2010	2.4	9.1	98.4	95.1	4.8	-	-	0.5	100.0	
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2

S T A T E	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
	2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8

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)
S C H O O L	2000	866	-	-	-	-	-	-
	2001	874	-	-	-	-	-	-
	2002	897	-	-	221	220	231	-
	2003	957	-	-	236	228	245	-
	2004	1,012	-	-	255	266	237	-
	2005	824	-	-	-	275	277	-
	2006	880	-	-	-	276	289	-
	2007	946	-	-	-	326	292	-
	2008	1,052	-	-	-	355	336	-
	2009	1,067	-	-	-	362	353	-
	2010	1,099	-	-	-	358	367	-
D I S T R I C T	2000	2,647	-	-	-	-	-	-
	2001	2,747	224	219	213	229	228	202
	2002	2,862	218	225	221	220	231	186
	2003	3,049	236	238	236	228	245	218
	2004	3,325	280	262	255	266	237	235
	2005	3,616	302	299	286	275	277	240
	2006	3,994	328	355	327	276	289	264
	2007	4,146	352	335	352	326	292	245
	2008	4,409	399	367	360	355	336	283
	2009	4,581	358	395	379	362	353	290
	2010	4,757	364	358	393	358	367	294
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-

S T A T E	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822
	2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919

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

Educator Data is available only for district level

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	161	14	43,713	46	54	19	18	-	-
	2001	175	14	44,072	44	56	18	18	-	-
	2002	193	13	45,355	46	54	17	17	1	-
	2003	195	13	48,386	39	61	18	17	1	-
	2004	202	12	52,447	39	61	19	19	1	-
	2005	219	11	52,107	42	58	18	19	-	-
	2006	240	11	52,226	48	52	18	18	-	-
	2007	276	10	52,884	48	52	16	17	1	-
	2008	285	10	54,648	46	54	17	17	-	-
	2009	300	10	56,525	39	61	16	17	-	-
2010	275	10	58,870	32	68	19	19	-	-	
S T A T E	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	3	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
2009	133,017	13	61,402	44	56	18	18	1	1	

	2010	132,502	13	63,296	42	57	18	18	1	1
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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)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	85.1	88.3	91.3	92.0	92.5	-	80.0	77.1	83.8	88.3	87.1	79.4	88.3	83.6	88.7	91.0	89.7
White	-	87.5	89.7	95.0	92.9	94.6	-	79.8	78.6	86.3	91.5	88.6	82.0	88.5	83.9	90.9	91.5	93.4
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	77.8	73.5	70.6	84.6	83.8	-	89.5	72.5	65.9	68.6	71.4	64.7	81.0	88.0	76.1	85.1	62.0
Asian/Pacific Islander	-	-	-	81.9	90.0	90.0	-	-	-	-	80.0	100.0	-	-	-	90.0	-	90.9
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	47.7	65.6	68.3	72.4	-	-	36.8	29.2	57.5	57.6	20.0	-	36.4	61.1	42.9	56.4
Low Income	-	64.0	77.8	68.4	86.9	78.4	-	65.2	57.1	76.2	69.7	76.5	60.9	76.0	73.7	61.9	93.4	71.7

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

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	87.0	94.3	95.6	92.8	94.5	-	83.6	83.8	91.9	91.2	92.4	62.4	86.1	86.6	84.4	91.2	89.8
White	-	87.8	94.2	97.3	94.3	95.6	-	83.4	85.5	92.4	94.7	94.5	65.2	86.5	86.2	86.7	91.8	93.4
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	80.5	94.1	91.2	80.0	83.8	-	94.7	70.7	85.7	77.2	73.0	41.1	80.0	92.0	69.6	85.1	76.7
Asian/Pacific Islander	-	-	-	81.8	100.0	100.0	-	-	-	-	70.0	100.0	-	-	-	90.0	-	75.0
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	81.0	78.1	75.6	79.3	-	-	48.7	60.8	60.0	63.6	8.0	-	36.3	50.0	61.9	56.5
Low Income	-	80.0	100.0	83.8	82.6	91.9	-	73.9	61.9	90.9	78.8	80.0	39.1	80.0	73.7	66.7	86.7	70.2

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

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?

Our students score at or above the state averages and show solid achievement in all areas of the ISAT. However, our LEP and low income scores are below that of our other students. Demographically we know that both of these groups are growing. We anticipate moving from our current ELL approach to a bilingual program next year. We need to more effectively instruct these segments of our population in the future.

Our students participating in RtI reading intervention improved their skills greatly this past year, our first with this structure.

Additionally our writing scores improved on the ISAT significantly as well.

8th grade EXPLORE data indicates areas where we need to grow. This is important because the test is a measure of our students' college and career readiness. We also know that this test is based on the state's recently adopted core standards, something that is not true for the ISAT test.

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

Our numbers of students who are LEP or low income have increased rapidly in the past two years. These are not sub-groups that we have focused on specifically in the past. Additionally, the current economic downturn has placed increasing strain on our families and the numbers of people qualifying for free or reduced lunches and school fees has increased dramatically. We are also seeing a growing number of families living with other extended family members.

RtI interventions were very effective for students in both Tier 2 and Tier 3 this past year. The interventionist did an excellent job of regularly assessing student progress and modifying instruction or approach based on the results to maximize student learning.

Several of our "block" L.A classes have been split into two separate component classes, Communication Skills (writing) and Literature. Although primarily a structural change, it may have caused a more intentional focus on the skill of writing.

In analyzing the EXPLORE results, it appears as though our students are struggling with application of knowledge in new settings and some subject specific vocabulary, especially in

math and science. They are able to read a graph but struggle to consistently interpret information on a graph and extrapolate its meaning. These are skills that we have not explicitly taught in all areas. Nearly all of our assigned reading is fictional and does not building these skills.

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

As the EXPLORE test is strongly correlated to college and career readiness, we feel that it is imperative that our students become better equipped to apply their knowledge and interpret and analyze information for significance. As the EXPLORE test is aligned to the Core Standards, it also makes sense to shift our focus to using these assessment results to modify our curriculum as necessary and adjust our instruction. This should position us for success when the state has the financial ability to re-align the ISAT test with the core standards in the future. Our two areas of greatest weakness were in math and science. Therefore our SIP goals will focus on raising our achievement in both of these areas a full quartile over the next two years.

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?

Rtl intervention data showed great growth for those enrolled students this past year. This program will continue without it becoming part of the overall School Improvement Plan for this year. Our Data team collected pre-and post-test scores for every class and student in the building last year. However, we know that our curriculum maps were modified during the year and the post-test changed accordingly. Therefore our learning gain scores were not truly an accurate measure that we could base SIP goals upon. We are ensuring consistency of test this year so that this information can be used to write goals in the future. ISAT scores are returned too late to inform instruction for that year's students. Additionally, with the adoption of the core standards, the test does not focus on the stated learning objectives. Our ISAT scores have been solid and steady for several years. All of these factors led our team to turn to the EXPLORE test for our SIP focus. The results are returned in about 6 weeks and recommend specific areas of growth for each student in 8th grade. Sample tests and study helps are available online and the manufacturers provide clear indications of weakness that we can use to inform our instructional practices.

The past two years' results indicate that our students need to learn to better read and analyze information found in non-fictional sources. They need to be able interpret graphs and apply vocabulary in real life situations. Our scores exceed the national average in college and career readiness but they are not where we would like them to be.

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

Our student have had little required non-fictional reading prior to entering middle school. Additionally, our L.A. program also focuses extensively on fictional stories and novels. Our curriculum in other areas is based more on knowledge acquisition than application. Our focus has been more directed to the types of questions posed by the ISAT than the EXPLORE format. We teach in a manner consistent with how we are assessed.

Finally, our students have not ever really had an active role to play in the SIP process before. It has always been something that the staff does and then seeks to determine effectiveness by student results. This year, we are involving our students in setting personal learning goals in math that will help them assess how prepared the students are for HS and beyond. This is an important paradigm shift that could produce significant dividends.

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

We will be specifically teaching our students using primary sources and non-fiction materials throughout the year. This will be done throughout all curricular areas.

We will be using subject specific vocabulary and training our students to use in properly. This is important because our students often have the knowledge base to answer questions but lack the vocabulary to understand the directions.

Our student will be setting specific learning goals in math to help them prepare for the college and/or career of their choice. Programs such as career cruising will allow us to help them craft goals that are personally meaningful. Monthly meetings with a mentor to assess progress will teach them the importance of setting goals and working towards achieving them.

Finally, we will be hosting Dr. Ruth Badal on three Professional Development days this year to train the staff in some new reading and vocabulary strategies to help our students. Each of her sessions will be based on our curriculum and resources.

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?

Our community has provided ample resources and facilities for our schools. The vast majority of our students has enough to eat and is safe. The new building is more centrally located in a large geographic area and the feedback has been that it is easier to come to the new building for many parents and families. However, the state of both the national and state economy is having an adverse impact on many of our families' finances. We have dozens of homes in foreclosure in the district. Also, our LEP population is growing rapidly.

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

Students whose families are struggling and transient are less focused on academic growth than those who feel more stable and secure. Many of our families have never struggled financially before and find it difficult to ask for or accept help. Their children reflect the parents' attitudes and often don't ask for help when it is needed.

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

The relatively lower test scores of these sub-groups tells us that we need to focus more effort and energy into helping these populations achieve success. This year our ESL program will be undergoing evaluation and planning to facilitate a shift to a bilingual program next year. Our social worker and counselors are working with local agencies to provide support for our families that are struggling financially.

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 and information tell you?

Our staff is high qualified professionally. However, we lack ethnic and racial diversity that mirrors that of our minority students. Our staff is a reflection of historical composition of our majority population. In the past, professional development opportunities in non-fiction reading and vocabulary have been sporadic or voluntary. We will be making a concerted effort this year and next to improve the staff's skills in this area.

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

Some students in our subgroups have expressed concerns that our faculty doesn't really understand them or their lives. Much of a student's academic success can be linked to connections they make with their teachers. If the student fails to make a positive connection, it will have a negative impact on their progress.

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

We have been working to expand the numbers of staff members who speak Spanish. We now have three teachers who speak Spanish adequately and two who speak proficiently. As we hire new staff members, we will seek to expand our pool of applicants and interviewees.

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?

Our data on parental involvement indicates that we see the vast majority of our parents personally each year. This achieved in part by offering multiple open house and curriculum nights, family fun nights, book fairs events, and volunteer opportunities. Much of the interaction is shallow. We would like to find ways to more meaningfully involve our parents in their child's education.

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

Those parents who are most involved have children who are most successful. The Konnect system has been a wonderful tool to help parents remain informed about their child's progress and homework status. Many phone calls originate after the a parent has seen the grades posted on the Konnect system.

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

The more our relationship with parents becomes a partnership in their child's learning, the more successful the child will be academically and socially. We are seeking ways to involve community members more fully in the academic life of our students.

Section I-D Data & Analysis - Key Factors

From the factor pages (I-A, I-B, and I-C), 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?

The EXPLORE Test will be the primary nationally normed -assessment tool we will use to measure our SIP progress for the next two years. The district will be giving this test to both 9th and the PLAN test to 10th graders beginning this year. As the EXPLORE test is strongly correlated college and career readiness, we feel that it is imperative that our students become better equipped to apply their knowledge and interpret and analyze information for significance. As the EXPLORE test is aligned to the Core Standards, it also makes sense to shift our focus to using these assessment results to modify our curriculum as necessary and adjust our instruction. This should position us for success when the state has the financial ability to re-align the ISAT test with the core standards in the future. Our two areas of greatest weakness were in math and science. Therefore our SIP goals will focus on raising our achievement in both of these areas a full quartile over the next two years.

We are going to modify our instruction to better align with our core red objectives and prepare our students for life beyond the middle school. We will be specifically teaching our students using primary sources and non-fiction materials throughout the year. This will be done throughout all curricular areas.

We will be preparing our students for careers and courses of student by using professional vocabulary. We will be using subject specific vocabulary and training our students to use in properly. This is important because our students often have the knowledge base to answer questions but lack the vocabulary to understand the directions.

Our student will be setting specific learning goals in math to help them prepare for the college and/or career of their choice. Programs such as career cruising will allow us to help them craft goals that are personally meaningful. Monthly meetings with a mentor to access progress will teach them the importance of setting goals and working towards achieving them.

The relatively lower test scores of these sub-groups tells us that we need to focus more effort and energy into helping these populations achieve success. This year our ESL program will be undergoing evaluation and planning to facilitate a shift to a bilingual program next year. Our social worker and counselors are working with local agencies to provide support for our families that are struggling financially. We will be gathering information to help us to better determine what is needed by individuals and families in each sub-group.

We have been working to expand the numbers of staff members who speak Spanish. We now have three teachers who speak Spanish adequately and two who speak proficiently. As we hire new staff members, we will seek to expand our pool of applicants and interviewees.

The more our relationship with parents becomes a partnership in their child's learning, the more successful the child will be academically and socially. We are seeking ways to involve community members more fully in the academic life of our students. The principal has been meeting with community members and leaders to gather input on how to expand community and parental involvement.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	85% of students will meet/exceeded EXPLORE benchmark in math	
2	50 % of students meeting/exceeding EXPLORE benchmarks in science	
3	Social-Emotional Growth in Quest (advisory)	

No deficiencies have been identified in the most recent AYP Report for your school

Section II-A Action Plan - Objectives

Objective 1

85% of students will meet/exceeded EXPLORE benchmark in math

Objective 1 Description

By 2013 85 % of the KHMS students will be meeting and/or exceeding the 8th grade EXPLORE college readiness benchmark in math.

Math goals will be established at each grade level and students will be individually monitored as they work to reach their goals. These goals will be grade level specific and targeted to equip KHMS students for math readiness in college or career education. The previous two years worth of EXPLORE data will be examined for indications of weakness and evidence of strengths in our math program. The curriculum maps will be adjusted over the next two years to better align with the core standards recently

adopted by the state of Illinois. This goal will involved our shole staff as student mentors (monitors).

No deficiencies have been identified from your most recent AYP Report.

Section II-B Action Plan - Strategies and Activities for Students

Objective 1 Title :

85% of students will meet/exceeded EXPLORE benchmark in math

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will practice the skills necessary to achieve school and/or personal math goals this year.	09/29/2010	05/20/2011	During School	Local Funds	
2	Each student will be given a folder with goal sheets and data recording instructions so that they can keep track of their own goal progress this year.	10/20/2010	04/15/2011	During School	Local Funds	
3	Students will perform practice activities at home, in Quest, or in math class and have an adult sign-off on each activity. Students will share goal progress with their mentor at each meeting.	10/20/2010	04/15/2011	During School	Local Funds	

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

Objective 1 Title :

85% of students will meet/exceeded EXPLORE benchmark in math

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)

1	Building math teachers will be developing the goals and writing the instructions for the mentors.	09/16/2010	03/15/2011	During School	Local Funds	
2	SIP team, math department and administration will monitor progress and determine goal adjustments based on data collected.	10/13/2010	05/19/2011	During School	Local Funds	
3	SIP and BLT teams will educate staff on the goal and its importance following an administrative overview at the first faculty meeting.	08/24/2010	08/24/2010	During School	Local Funds	
4	Mentor folders will contain lesson plans and other specific instructions for recording student progress data.	10/20/2010	04/15/2011	During School	Local Funds	
5	Math teachers will identify grade level specific goals based on EXPLORE data, local pre-test data, and quarterly "chunk" tests.	10/12/2010	04/15/2011	During School	Local Funds	
6	EXPLORE data will be shared with staff so that they may analyze the data to assist students in planning for their future.	11/04/2010	11/30/2010	During School	Local Funds	

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

Objective 1 Title :

85% of students will meet/exceeded EXPLORE benchmark in math

		TimeLine			Budget	
Strategies and Activities		Start Date	End Date		Fund Source	Amount(\$)
1	Administration is seeking parent and community volunteer mentors at various community forums (CAC and Senior Citizen) and PTO meetings.	09/15/2010	05/19/2011	After School	Local Funds	
2	SIP Goals have been publicized in the school newsletter, and discussed at a school board meeting.	09/13/2010	09/24/2010	After School	Local Funds	
3	Goal progress will be shared regularly through updates in newsletters and PTO meetings throughout the year.	11/08/2010	04/15/2011	After School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 1 Title :

85% of students will meet/exceeded EXPLORE benchmark in math

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

Each of the trimester goals is written in a SMART goal fashion. For example, one 6th grade goal is that students will be able to correctly answer 85 multiplication facts in a two minute timed test. The students will be monitoring their goal progress following each mentor meeting. Additionally, students may be given time in Quest(advisory) or following the completion of a normal math assignment to practice. If they successfully complete this task using A+ math for example, the teacher can authenticate the results for inclusion in the student's folder.

The goals selected for this first year have been determined to be necessary precursor skills for future post-secondary educational success. They include multiplication and division, operations with integers, and correctly manipulating fractions, decimals, and percentages.

As a building, the 2011 EXPLORE test results will provide us with be our opportunity to to assess the effectiveness of our building wide focus on math.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Rick Burchell	Principal
2	Kris Weiss	Assistant Principal
3	Jackie Self	SIP Team / Math teacher
4	Barb Landis	SIP Team/ Math teacher

Section II-A Action Plan - Objectives

Objective 2

50 % of students meeting/exceeding EXPLORE benchmarks in science

Objective 2 Description

By 2013 50 % of the KHMS students will be meeting and/or exceeding the 8th grade EXPLORE college and career readiness benchmark in science.

Upon examine of our most recent EXPLORE data results in science, it became clear that our students were struggling to read non-fiction material scientifically. We also saw weaknesses in reading, understanding, and following directions as well as difficulties analyzing graphs and identifying trends in a data set. When we examined our curriculum maps, it became clear that we haven't been providing very much direct instruction in how to read non-fiction materials. Additionally, we noted that while we do teach students to create and read graphs, we don't spend time helping them clearly examine the impact and importance of the information contained in the data.

Therefore, as a building, we made the commitment this year to increasing the amount and variety of non-fiction material being read by our students. Our language arts and social sciences departments will begin including primary sources and non-fiction background material for every unit. Our science teachers will emphasize data analysis and interpretation with each unit being taught this year.

We will use next year's EXPLORE results to assess the effectiveness of this approach. Additionally, many teachers are writing professional goals that include development of assessments and lessons to measure student growth in this area. Finally, our librarian is working with staff to provide resources and support for each unit. She will also keep track of the numbers of non-fiction materials checked-out as compared to last year.

No deficiencies have been identified from your most recent AYP Report.

Section II-B Action Plan - Strategies and Activities for Students

Objective 2 Title :

50 % of students meeting/exceeding EXPLORE benchmarks in science

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	8th grade students will use 2010 EXPLORE data to determine areas for personal growth	11/04/2010	11/11/2010	During School	Local Funds	
2	Students will participate by reading more non-fiction materials and primary source documents	08/31/2010	05/20/2011	During School	Local Funds	

3	Students will practice interpreting graphs and charts in social studies, science, and math classes	09/15/2010	04/21/2011	During School	Local Funds	
4	Students will learn to identify trends indicated in graphs and charts in science, social studies, and math classes	09/07/2010	05/19/2011	During School	Local Funds	

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

Objective 2 Title :

50 % of students meeting/exceeding EXPLORE benchmarks in science

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Staff will write SMART goals that measure student growth and learning reading non-fiction sources	09/07/2010	10/15/2010	During School	Local Funds	
2	Sharing the collected LRC data on non-fiction materials check-out with the staff quarterly	10/25/2010	05/27/2011	During School	Local Funds	
3	Dr. Badal will be teaching the staff non-fiction and reading strategies	11/23/2010	04/29/2011	During School	Local Funds	
4	Faculty will work to incorporate non-fiction and primary source material into the curriculum	09/07/2010	05/27/2011	During School	Local Funds	
5	Staff will modify language arts and social studies units to include non-fiction and primary source documents	09/15/2010	04/21/2011	During School	Local Funds	
6	Collect data on reading on reading choices of our students and compare them to the same time frame last year - LRC data	09/07/2010	05/19/2011	During School	Local Funds	
7	Staff will modify science and social studies units to engage students in more in-depth discussions and analysis of data as displayed in charts and graphs	09/07/2010	05/19/2011	During School	Local Funds	
8	Staff who have committed to this SIP goal as the focus of their individual professional SMART goal will indicate so in their plans.	09/09/2010	10/15/2010	During School	Local Funds	
9	Staff will examine and compare 2010 and 2011 EXPLORE data to ensure that our areas of concentration were correctly chosen and that the plan is effective.	11/10/2010	11/15/2011	During School	Local Funds	

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

Objective 2 Title :

50 % of students meeting/exceeding EXPLORE benchmarks in science

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Share the goals with parents in newsletters, community meetings (PTO, CAC, BOE, Senior Citizen)	09/13/2010	04/12/2011	After School	Local Funds	
2	Solicit non-fiction reading materials from the community and professional sources	09/08/2010	05/17/2012	After School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 2 Title :

50 % of students meeting/exceeding EXPLORE benchmarks in science

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work.

Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

As a school, overall progress will be measured annually by examining both the 8th and 9th grade EXPLORE data.

Quarterly LRC check-out data will be used as an indicator that students and staff are accessing more non-fiction material.

Mid-year and end of the year meetings with staff who have established this as a professional goal will provide classroom level data about student learning progress on this goal.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Rick Burchell	Principal
2	Kevin Boltz	6th Science/ SIP Team Member
3	Hope Paskus	8th Science
4	Suzanne Satterfield	7th Science

5 | SIP Team

SIP Team

Section II-A Action Plan - Objectives

Objective 3

Social-Emotional Growth in Quest (advisory)

Objective 3 Description

For the 2010-2011 school year, 95% of students who participate in advisory activities will show social and emotional growth when using a pre-post test measure.

Quest activities will be created to target grade levels. The activities were determined on grade level surveys given in the spring of 2010. Activity topics/areas include but are not limited to bullying, goal setting, organization, study skills, career interest surveys, character counts pillars, Say No to Drugs, etc.

The Quest Action Team spent time in the summer developing the activities, lessons, and the pre/post-test for the daily 20 minute Quest period. They also developed another survey to assess student interest and engagement for the spring of 2011.

No deficiencies have been identified from your most recent AYP Report.

Section II-B Action Plan - Strategies and Activities for Students

Objective 3 Title :

Social-Emotional Growth in Quest (advisory)

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will attend Quest and participate in the activities.	06/09/2010	05/20/2011	During School	Local Funds	
2	Students will participate in both the pre-/post-data surveys	09/08/2010	10/29/2010	During School	Local Funds	

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

Objective 3 Title :

Social-Emotional Growth in Quest (advisory)

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Train staff for activities if the team feels that simple written instruction will not be enough - provide materials	08/24/2010	05/18/2011	During School	Local Funds	
2	Provide staff with professional reading to support this initiative	09/08/2010	04/13/2011	During School	Local Funds	
3	Quest Action Team will create grade specific targeted activities and lessons based on feedback from the spring 2010 student survey and input from the student services team	06/09/2010	05/20/2011	Before School	Local Funds	1,100
4	Incorporate the SIP Math goal into the Quest goal setting lessons	09/08/2010	10/29/2010	During School	Local Funds	
5	Prepare materials for the staff and distribute to mail boxes	09/01/2010	05/24/2011	During School	Local Funds	
6	Trains staff to deliver the lessons as necessary	09/01/2010	05/24/2011	During School	Local Funds	
7	Analyze pre/post-test data to determine if goal has been achieved	05/25/2011	05/27/2011	During School	Local Funds	

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

Objective 3 Title :

Social-Emotional Growth in Quest (advisory)

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Inform parents in newsletters, CAC meeting, and school board meetings	09/13/2010	05/17/2011	After School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 3 Title :

Social-Emotional Growth in Quest (advisory)

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work.

Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

The Quest (Advisory) Team will be administering surveys and giving both Pre- and Post Tests to determine if students are growing socially and emotionally due to the activities and lessons taught during the year. They are also surveying the student services department to see how often students recognize and can apply strategies and concepts taught in Quest while working with a counselor.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Rick Burchell	Principal
2	Denise Michels	Counselor - Quest Team
3	Melissa Frankel	P.E. / Team Leader/ Quest Team
4	Kelsi Countryman	6th Language Arts/ Quest Team

Section III - 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.*)

EXPLORE test results are sent home with each student taking the test. They contain a detailed description of the student's progress, areas of weakness, how that can improve, and a copy of the test itself is available. A summary of our overall progress and the implications for instruction will be the topic of a building newsletter after this data has been received, analyzed, and distributed to students.

Progress on the SEL goal will be shared via the school newsletter.

Section III - 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 SIP team examined all of last year's data - learning gain scores, PBIS/SWIS data, ISAT data, and EXPLORE data looking for progress on last year's goals and for trends or areas for growth for the coming year. Most of the data indicated solid gains for our students. In fact, writing scores indicated marked improvement. However, at this time, the state of Illinois adopted the core standards and noted that the ISAT test is not aligned to the core standards. Additionally, the state could no longer afford to assess writing on the ISAT exam. Furthermore, the state will be unable to realign the ISAT test to the core standards for several years so the ISAT will no longer be a good indicator of the student learning as related to the state standards.

The EXPLORE test is already aligned with the core standards and provides a reliable indication of student college and career readiness. Additionally, our high school is going to begin giving a version of the EXPLORE to its freshman so that we would be able to obtain a two year growth measure for the same group of students. Finally, although our EXPLORE scores were all above the national average, they were unacceptable to us. We feel that a focus on increasing the numbers of our students who meet and exceed the college and career readiness benchmark will be of great benefit to our students and facilitate the re-alignment of our curriculum maps to the core standards ahead of the state changing the

ISAT assessment to align with them.

	Name	Title
1	Rick Burchell	Principal
2	Kris Weiss	Assistant Principal
3	George Gouriotis	Assistant Principal
4	Barb Landis	6th Math
5	Stephanie Rogers	6th Language Arts
6	Kevin Boltz	6th Science
7	Tom Huels	Computer Technology/ AD/ P.E.
8	Britt Mattern	RtI Building Facilitator
9	Marci Lapinkas	Counselor
10	Jackie Self	7th Math
11	Brendan McCormick	8th Civics
12	Erika Schlichter	6-12 Educational Services Director
13	Amy Pifer	8th Language Arts
14		

Section III - 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. The peer review should precede the local board approval and 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>.

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

The district is piloting a vigorous peer review process in order to provide review, progress monitoring, and accountability for goal completion for each school in the district. The peer review process will consist of three meetings per year to focus on building goals, progress-monitoring, and assessing success based on data. The peer review teams will consist of staff members from various levels within the district, and will receive training on the protocols that will be utilized for each of the peer review meetings. This process will ensure that rigorous student achievement outcomes are pursued in a systematic way through our school improvement plan.

Section III - 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.

Kaneland Community Unit School District #302 provides a FRIENDS mentoring program (Fostering Relationships Involving Educators New to District Schools). FRIENDS is a two year program with several critical components and training opportunities for both the mentor and mentee. The program includes a multi-day orientation program designed to introduce new teachers to important policies, practices, and expectations set by the Kaneland School District. The primary purpose of the orientation program is to welcome, acclimate, guide and support new and novice teachers. Mentoring is accomplished through a team approach. As a result of the individual mentoring experience, new teachers build a greater understanding of their job responsibilities and begin to understand the District's cultures, values, beliefs and traditions. Throughout the year, monthly training sessions are provided for the new and novice teachers. Topics covered in the session include parent communication, classroom instruction and assessment, effective communication, building a positive classroom environment, effective planning and preparation, and the professional responsibilities of a teacher. Sessions are held at both the District and individual building level. The final session of the year allows the participants in the program an opportunity to provide feedback to help improve the program for the following year.

Section III - 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.

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). (Check all that apply.)

- Require implementation of a new research-based curriculum of instructional program;
- Extension of the school year or school day;
- Replacement of staff members relevant to the school's low performance;
- Significant decrease in management authority at the school level;
- Replacement of the principal;
- Restructuring the internal organization of the school;
- Appointment of an outside expert to advise the school.

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. (Please check all that apply.)

- Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- Entering into a contract with a private entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- Implementing any other major restructuring of the school's governance that makes fundamental reform in:
 - governance and management, and/or
 - financing and material resources, and/or
 - staffing.

Section III - 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.

	Name	Title
1		

Section IV-A Local Board Action

DATE APPROVED by Local Board: 11/23/2009

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

Yes No

Have the areas of low achievement been clearly identified? [C]

Yes No

Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness? [C]

Yes No

Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students? [C]

Yes No

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

LOCAL ASSESSMENT DATA (OPTIONAL)

Yes No N/A

If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?

Yes No N/A

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

Yes No N/A

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

OTHER DATA (OPTIONAL)

Yes No N/A

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

Yes No N/A

Do the other data add clarity to the state assessment data?

Yes No N/A

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

IDENTIFICATION OF KEY FACTORS

Yes No Have data or research been used to determine the key factors believed to cause low performance? [C]

Yes No Are the key factors within the district's capacity to change or control? [C]

CLARITY OF OBJECTIVES

Yes No Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan? [C]

Yes No N/A Do the objectives address all areas of AYP deficiency? [C]

ALIGNMENT OF STRATEGIES AND ACTIVITIES

Yes No Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

Yes No Will the selected strategies and activities likely improve student learning and achievement? [C]

Yes No Are the strategies and activities measurable? [C]

Yes No Are the measures of progress for the strategies and activities clearly identified? [C]

Yes No Are expectations for classroom behavior and practice related to the objectives clear? [C]

Yes No N/A Is professional development aligned with the strategies and activities for students? [C]

Yes No N/A 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?

Yes No N/A Do the parent involvement strategies clearly align with the strategies and activities for students? [C]

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are timelines reasonable and resources coordinated to achieve the objectives? [C]
MONITORING	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	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? (Title I Schools Only) [C]
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STAKEHOLDER INVOLVEMENT

<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the plan describe how stakeholders have been consulted? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	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? [C]

PEER REVIEW

Yes No

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? [C]

TEACHER MENTORING PROCESS

Yes No

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? [C]

DISTRICT RESPONSIBILITIES

Yes No

Is it clear what support the district will provide to ensure the success of the plan? [C]

Yes No N/A

If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]

STATE RESPONSIBILITIES

Yes No

Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation? [C]

SCHOOL SUPPORT TEAM

Yes No N/A

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? [C]

APPROVAL DATE OF LOCAL BOARD

Yes No

The plan indicates the approval date of this plan. [C]

PART II - COMMENTS