

Local Board Approved	
Initial Submission	
Plan Resubmitted	
ISBE Monitoring Completed	

Section I-A Data & Analysis - Report Card Data
Item 1 - 2011 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?	Yes
Is this School making AYP in Reading?	No	2011-12 Federal Improvement Status	Choice
Is this School making AYP in Mathematics?	Yes	2011-12 State Improvement Status	Academic Early Warning Year 1

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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	75.0		No	91.9		Yes	94.7	Yes		
White	100.0	Yes	100.0	Yes	88.1		Yes	96.6		Yes				
Black	100.0	Yes	100.0	Yes										
Hispanic														
Asian														

American Indian														
Two or More Races														
Native Hawaiian/Pacific Islander														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	68.0	68.0	Yes	90.3		Yes	94.4			

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% 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 85% 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 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% 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.

2011 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the School is:	Comprehensive
Is this School making AYP in the "ALL" subgroup in reading?	No
Is this School making AYP in the "ALL" subgroup in math?	Yes

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate in the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP**.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused support versus more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2011 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	2004	2005	2006	2007	2008	2009	2010	2011
Attendance Rate (%)	95.2	95.2	95.5	94.5	94.7	95.0	94.7	94.7
Truancy Rate (%)	1.0	0.2	0.5	0.0	0.0	0.3	0.0	0.8
Mobility Rate (%)	41.1	26.6	26.4	31.1	26.0	26.8	24.3	26.9
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	391	393	391	354	356	390	376	382
Low Income (%)	68.3	71.2	70.8	71.8	72.5	77.4	79.8	81.4
Limited English Proficient (LEP) (%)	0.0	0.0	0.0	0.0	0.0	0.3	0.3	1.3
Students with Disabilities (%)	-	-	-	-	-	-	14.1	14.1
White, non-Hispanic (%)	48.3	44.3	44.0	44.1	45.2	41.3	42.6	43.2
Black, non-Hispanic (%)	44.2	47.3	47.1	39.8	36.8	36.2	35.9	31.4
Hispanic (%)	6.9	7.9	7.9	8.5	9.8	10.0	8.5	11.0
Asian (%)	0.5	0.3	1.0	0.8	0.8	1.0	0.8	0.8
American Indian(%)	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.3
Two or More Races (%)	-	0.0	0.0	6.8	7.3	11.5	12.2	13.4
Native Hawaiian/Pacific Islander (%)	-	-	-	-	-	-	-	0.0

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 (%)	American Indian (%)	Two Or More Races (%)	Native Hawaiian/ Pacific Islander (%)
S C H O O L	2000	56.0	38.4	5.2	0.5	-	-	-
	2001	52.1	42.7	5.0	0.2	-	-	-
	2002	50.2	42.6	6.2	1.0	-	-	-
	2003	49.6	42.8	6.9	0.7	-	-	-
	2004	48.3	44.2	6.9	0.5	-	-	-
	2005	44.3	47.3	7.9	0.3	0.3	-	-
	2006	44.0	47.1	7.9	1.0	-	-	-
	2007	44.1	39.8	8.5	0.8	-	6.8	-
	2008	45.2	36.8	9.8	0.8	-	7.3	-
	2009	41.3	36.2	10.0	1.0	-	11.5	-
	2010	42.6	35.9	8.5	0.8	-	12.2	-
2011	43.2	31.4	11.0	0.8	0.3	13.4	-	
D I S T R I C T	2000	72.4	21.6	4.3	1.6	0.1	-	-
	2001	70.6	22.1	5.1	2.1	0.2	-	-
	2002	68.7	22.7	5.7	2.8	0.1	-	-
	2003	67.5	23.1	6.1	3.3	0.1	-	-
	2004	65.2	24.0	6.7	4.1	-	-	-
	2005	63.2	25.9	6.9	4.0	0.1	-	-
	2006	61.7	25.2	6.5	4.2	0.1	2.3	-
	2007	60.6	24.3	7.4	3.8	0.1	3.9	-
	2008	58.8	22.9	8.2	3.9	0.1	6.1	-
	2009	57.6	22.9	8.4	3.9	0.1	7.2	-
	2010	55.8	23.4	9.0	3.7	0.1	8.1	-

	2011	54.8	22.4	10.5	4.0	0.3	7.9	0.1
S T A T E	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	-
	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	-
	2011	51.4	18.3	23.0	4.1	0.3	2.8	0.1

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 (%)
S C H O O L	2000	-	68.1	100.0	95.4	35.6	-	-	-	-
	2001	-	67.7	100.0	94.6	25.3	3	0.7	-	-
	2002	-	79.4	100.0	94.8	26.7	9	2.2	-	-
	2003	0.2	62.5	100.0	95.1	33.5	3	0.7	-	-
	2004	-	68.3	100.0	95.2	41.1	4	1.0	-	-
	2005	-	71.2	100.0	95.2	26.6	1	0.2	-	-
	2006	-	70.8	100.0	95.5	26.4	2	0.5	-	-
	2007	-	71.8	100.0	94.5	31.1	-	-	-	-
	2008	-	72.5	100.0	94.7	26.0	-	-	-	-
	2009	0.3	77.4	100.0	95.0	26.8	1	0.3	-	-
	2010	0.3	79.8	100.0	94.7	24.3	-	-	-	-
2011	1.3	81.4	100.0	94.7	26.9	3	0.8	-	-	
D I S T R I C T	2000	1.5	34.5	100.0	93.6	20.1	171	3.1	4.1	88.4
	2001	2.0	36.0	99.3	93.6	18.2	68	1.3	3.9	88.5
	2002	-	41.4	99.8	93.8	16.2	126	2.3	5.0	88.6
	2003	2.0	35.0	99.8	93.8	21.7	89	1.6	3.8	89.2
	2004	3.2	41.4	99.5	94.1	19.3	100	1.8	4.9	89.1
	2005	2.4	44.1	99.8	93.9	18.1	135	2.4	2.2	92.0
	2006	2.5	45.5	99.8	94.0	18.4	135	2.5	2.5	89.5
	2007	3.6	47.3	99.8	93.5	19.0	116	2.3	2.2	90.0
	2008	3.9	47.3	99.8	93.6	18.8	109	2.1	2.1	89.2
	2009	4.4	49.4	99.8	93.6	17.0	101	1.9	1.8	90.0
	2010	5.0	52.5	99.8	93.7	16.3	118	2.3	2.1	91.4
2011	4.7	53.4	99.8	94.1	16.4	127	2.4	1.6	76.4	

S T A T E	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
	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
	2011	8.8	48.1	96.0	94.0	12.8	63,067	3.2	2.7	83.8

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	427	-	-	-	-	-	-
	2001	436	-	-	-	-	-	-
	2002	418	79	75	61	-	-	-
	2003	421	66	80	78	-	-	-
	2004	391	71	53	82	-	-	-
	2005	393	58	77	65	-	-	-
	2006	391	56	57	81	-	-	-
	2007	354	54	55	67	-	-	-
	2008	356	55	55	60	-	-	-
	2009	390	57	58	62	-	-	-
	2010	376	57	54	58	-	-	-
	2011	382	66	60	47	-	-	-
D I S T R I C T	2000	5,611	-	-	-	-	-	-
	2001	5,580	474	497	455	456	426	254
	2002	5,594	484	449	475	433	447	336
	2003	5,701	442	474	445	469	429	330
	2004	5,547	436	421	476	469	449	334
	2005	5,384	408	411	417	410	453	319
	2006	5,288	411	407	421	448	389	316
	2007	5,220	394	389	398	413	423	309
	2008	5,201	386	378	386	404	399	338
	2009	5,304	419	409	377	397	412	283
	2010	5,250	403	407	384	399	370	324
	2011	5,414	441	428	384	380	397	306
	2000	1,983,991	-	-	-	-	-	-

S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	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
	2011	2,074,806	153,516	153,301	154,241	153,981	153,986	151,059

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)	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 (%)
D I S T R I C T	2000	358	16	47,672	59	41	19	20	-	-
	2001	362	17	49,099	60	41	18	20	-	-
	2002	367	17	51,757	60	40	18	20	1	-
	2003	379	16	52,473	56	44	18	20	-	-
	2004	356	16	52,932	53	47	19	19	1	-
	2005	351	15	53,460	52	48	19	19	1	-
	2006	352	15	54,373	55	46	19	19	1	-
	2007	355	15	55,946	54	46	18	19	1	-
	2008	360	15	57,758	52	48	18	18	-	-
	2009	362	15	58,651	52	48	18	18	-	-
	2010	370	15	60,364	49	49	18	18	1	-
2011	355	15	61,612	49	51	19	19	1	-	
	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

S T A T E	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
	2011	128,262	13	64,978	40	60	19	19	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)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2006-2011																		
	Grade 3						Grade 4						Grade 5					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	59.2	78.9	71.7	57.7	69.5	83.6	62.5	75.9	74.1	65.6	64.8	68.8	57.0	46.4	84.4	72.7	75.0	76.6
White	76.2	83.3	87.5	81.0	85.0	90.0	84.0	79.3	81.4	79.3	86.4	78.2	70.2	70.3	94.1	78.6	83.4	90.9
Black	46.2	77.8	47.1	36.8	57.1	82.4	41.4	64.7	61.9	42.9	43.4	57.7	43.2	28.2	68.4	66.6	61.9	60.0
Hispanic	-	-	-	-	-	60.0	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	14.3	36.4	-	9.1	-	-	35.0	38.5	27.3	26.7	41.7	-	19.1	16.0	43.8	26.7	50.0	-
Low Income	51.4	74.3	61.1	54.8	64.0	80.0	56.4	75.7	70.6	56.5	56.1	66.0	52.7	32.6	81.3	65.1	71.7	72.2
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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, 2006-2011																		
	Grade 3						Grade 4						Grade 5					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	81.5	89.5	86.8	92.2	81.3	94.0	82.1	92.6	88.2	82.0	85.2	83.6	71.8	66.6	89.0	83.4	75.0	89.3
White	90.5	93.3	95.8	95.2	95.0	100.0	96.0	96.6	92.9	82.8	95.5	91.3	81.1	88.9	97.1	82.1	83.3	86.3
Black	76.9	88.8	76.4	88.9	75.0	88.2	69.0	88.2	85.7	76.2	78.3	76.9	61.1	51.3	78.9	85.2	66.7	86.7
Hispanic	-	-	-	-	-	90.0	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	57.1	72.7	-	63.6	-	-	80.0	76.9	66.7	60.0	66.6	-	45.0	40.0	75.0	46.7	50.0	-
Low Income	80.0	87.2	80.6	90.2	78.0	94.0	76.9	89.2	85.7	78.2	82.9	82.0	70.4	58.7	87.5	79.1	69.6	86.2
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

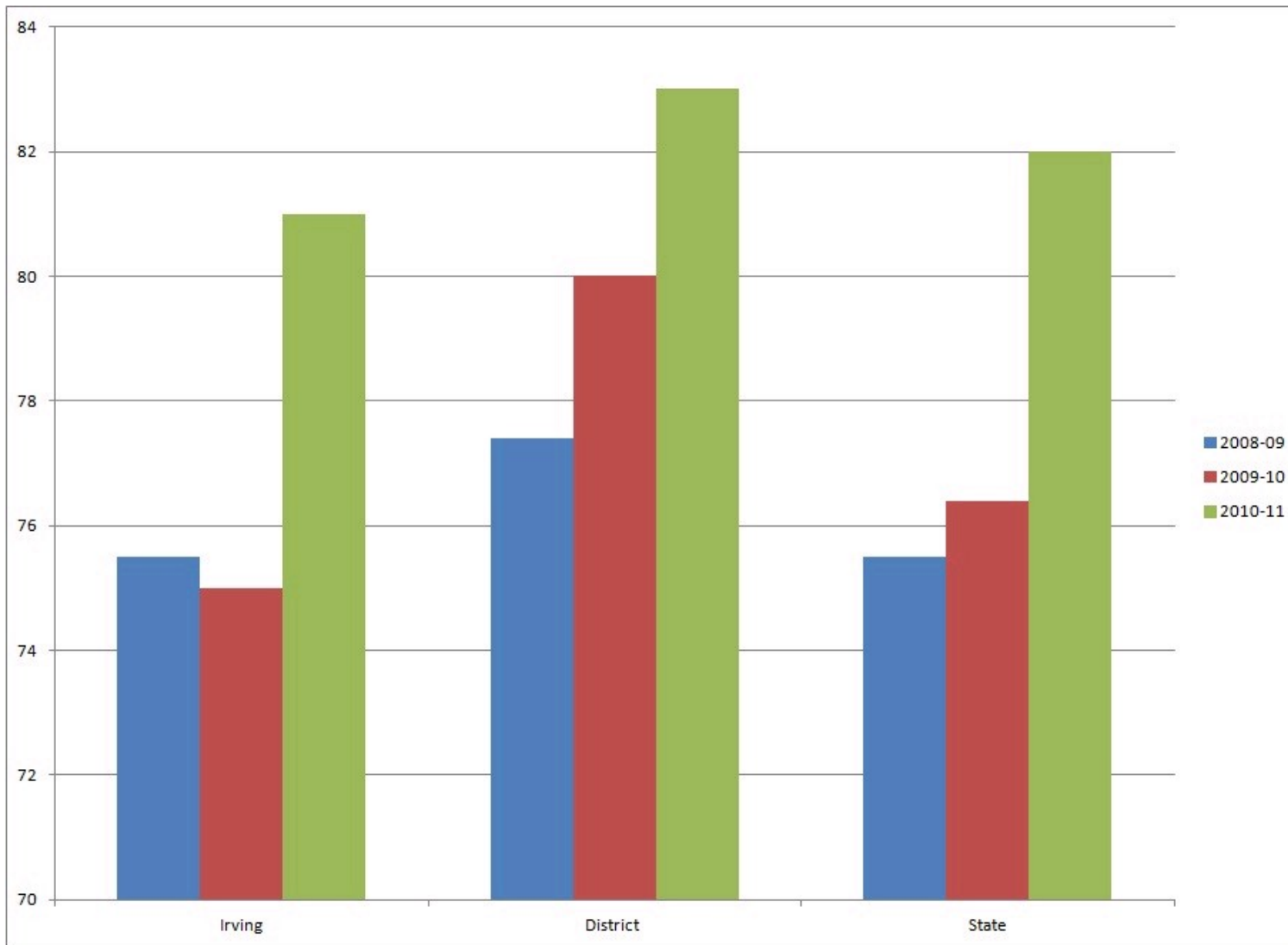
	Grade 6						Grade 7						Grade 8					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

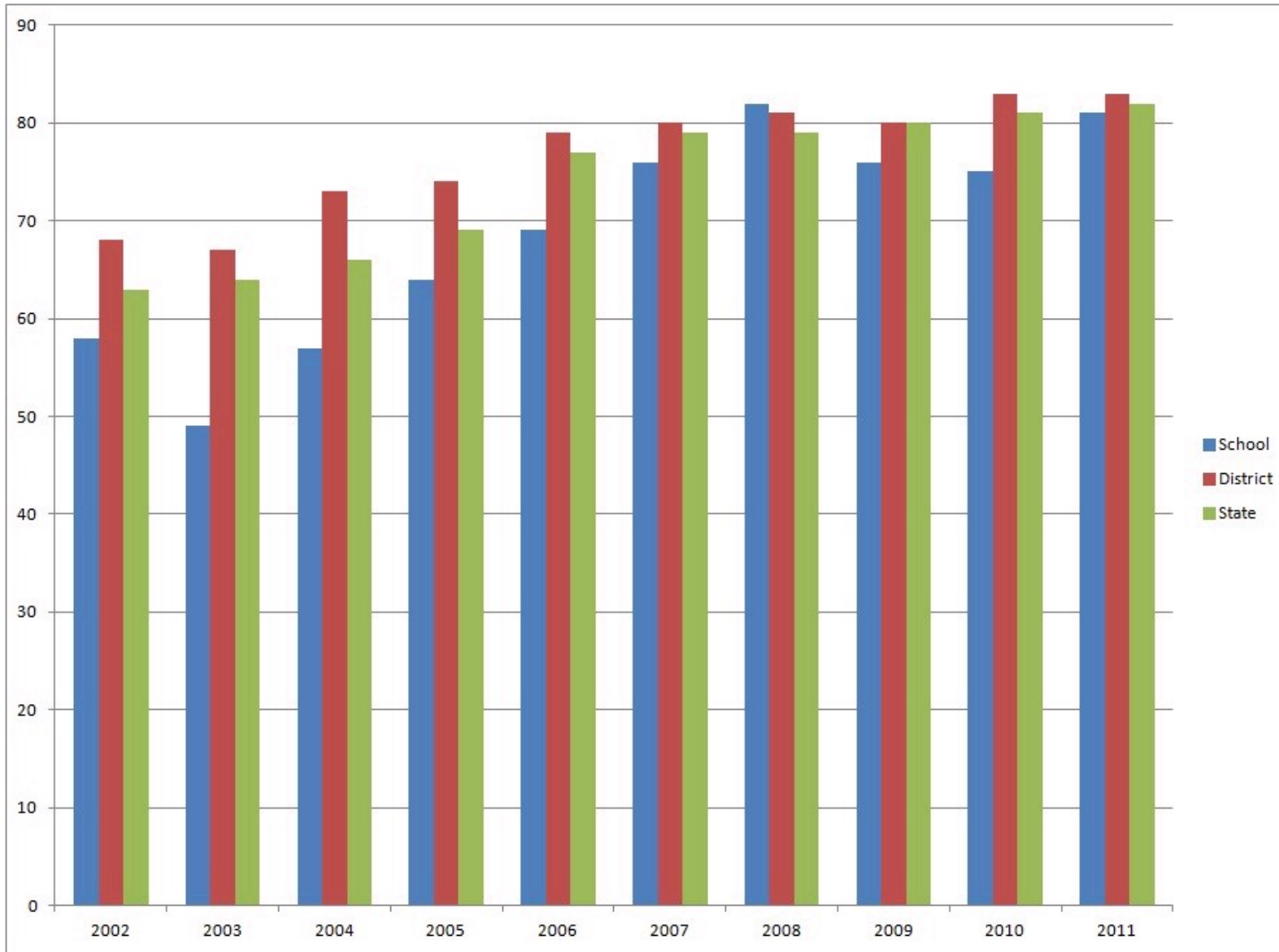
Section I-A Data & Analysis - Report Card Data

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?

The School Report Card Data shows the following in overall performance. (See graph below.)

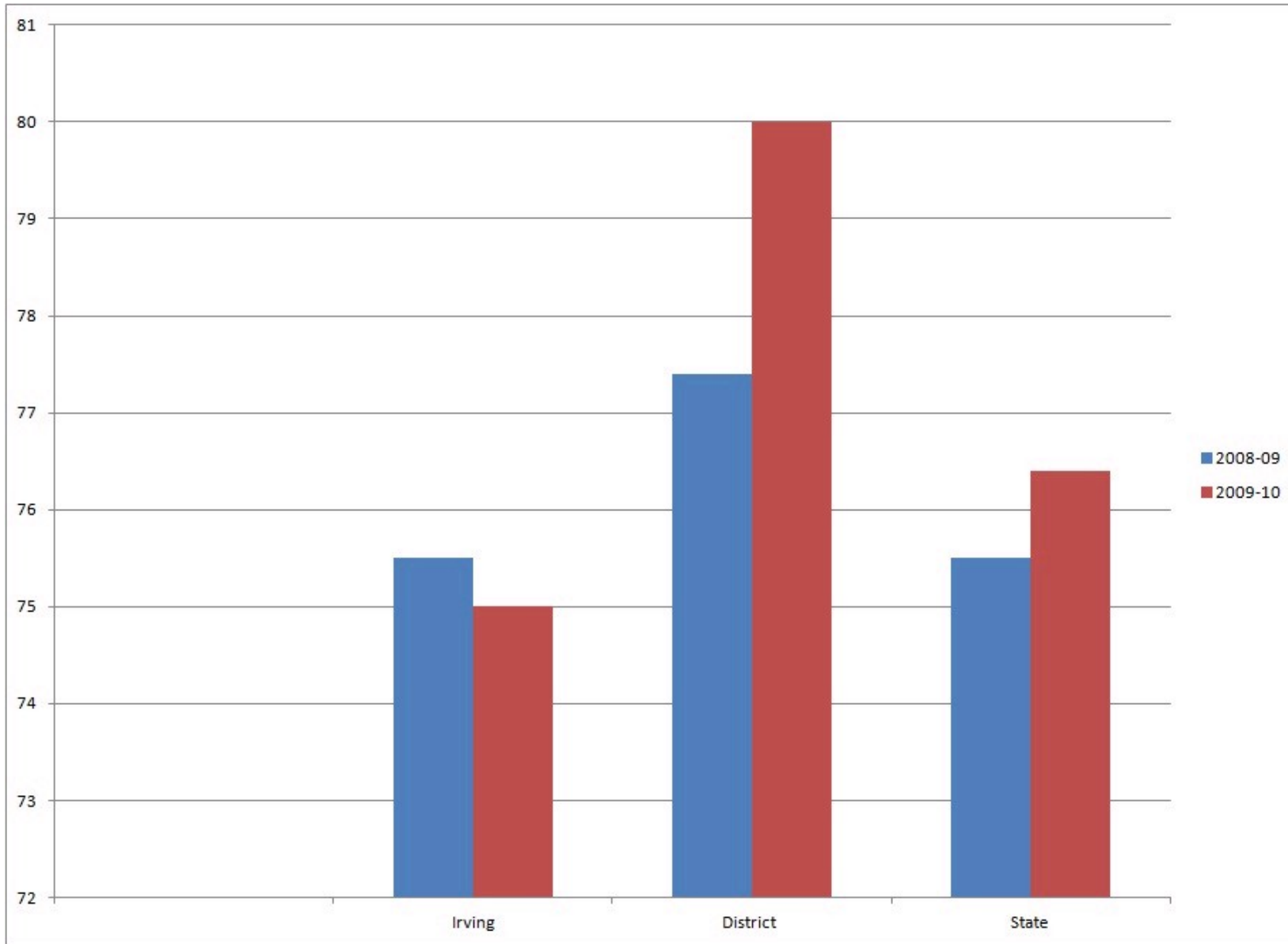


It is obvious gains have been made between 2003 and 2011 in overall performance in the composite percent meeting Illinois Learning Standards and exceeding on the ISAT assessments. (See graph below.)



It is obvious gains have been made between 2003 and 2011 in overall performance in the composite percent meeting Illinois Learning Standards and exceeding on the ISAT

assessments. (See graph below.)



Third Grade

In grade 3, 59% of all students were at a meets/exceeds level in the area of reading in the year 2006. Substantial growth has been in this subject area as evidenced in the 84% of all 3rd grade students meeting or exceeding in 2011. This is an improvement of 24% in a 5-year period. Another substantial area of growth has been in the subgroup of low income students. In 2006 51% of Irving's low-income students scored in the meets/exceeds category. In 2011 there were 80% of the low-income students in meets/exceeds category. This is an improvement of 29% moving into the higher categories of meets/exceeds.

Fourth Grade

There has been slow growth at the 4th grade level in the area of reading. In 2006 63% of all Irving School students scored in the meets/exceeds category. In 2011 there were 69% in this category. This is positive growth, however, it fell far below the AYP target of 85%. The African American population has increased performance from 2006 to 2011 by 16% but also fell short of the AYP target. The area of success in reading is the improvement through the years with our low-income students. In 2006 our 4th grade low-income scored a 56% meets/exceeds and met the AYP target of 47.5%. In 2011 the low income percentage had improved to 66% meets/exceeds, a 19% improvement, but still fell below the AYP target.

Fifth Grade

Each year Irving's 5th grade scores met the AYP target until 2010 and 2011. These scores, over time, show an improvement of 19.6% for all students between 2006 and 2011. However, the AYP target of 77.5% in 2010 and 85% in 2011 was not met. Good growth was obtained, however, the target was not met. Outstanding growth between 2006 and 2011 was achieved in the White sub-group with an increase of 20.7% scoring in the meets/exceeds category. An increase of 16.8% was achieved in the Black sub-group. The sub-group of low-income improved 19.5% between 2006 and 2011. This growth is substantial and a true reflection of the hard work done by the Irving School Staff.

Conclusion

There is insufficient data from the School Report Card in the area of achievement in the sub-group of students with disabilities. There is evidence of growth but the growth is sporadic and inconsistent. In reviewing other data, it is clear the gap between students with disabilities and non-disabled students clearly exists and needs to be addressed.

When reviewing longitudinal data from 2006 to 2011 there is also evidence of success. For example, the 3rd graders in 2006 scored 59% meets/exceeds; then in 2007 in 4th grade scored 76% meets/exceeds and in 2008 84% scored meets/exceeds.

Simply put, areas of weakness based on data are growth in the students with disabilities and the inability to meet the unrealistic AYP target.

Areas of strength are in the achievements throughout the years 2006 to 2011 in reading, which include all students and the sub-groups of White, Black, and Low-Income.

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

The factors contributing to the successes at Irving School are numerous. The school receives outstanding support at the district level beginning with the high expectations set by district administrators for Irving School. Unwavering financial support from the district office has helped Irving School be successful. This district has the luxury of hiring only the best teacher candidates and offering excellent staff development to the personnel of the district. As a Title 1 school, Irving School is able to offer numerous resources outside of the regular school day such as the Early Start Program beginning each July and after school reading programs beginning each October. Irving School uses research based interventions throughout the grade levels. Struggling learners are identified early and a wide variety of interventions are implemented immediately. A strong reading curriculum (Houghton Mifflin) and math series (enVision) are implemented with integrity across the building.

A factor contributing to this area of weakness is the large number of children who enter kindergarten with no knowledge of letters or sounds. For example, in the fall of 2011 Irving School enrolled 32 kindergarteners. In assessing the DIBELS First Sound Fluency 23 of 32 students scored below the benchmark. This equates to 72% of kindergarteners with no knowledge of the first sound in words. Eleven of the 32 children scored a zero with no knowledge of beginning sounds. In assessing the DIBELS Letter Naming Fluency 28 children scored in the "intensive" category. This equates to 88% of incoming kindergarteners with limited knowledge of alphabet letters.

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

To address the area of weakness in working with children of poverty there are several strategies to be put in place. The steps necessary for improvement planning include increasing and expanding strategies for working with children of poverty. This can be accomplished by maintaining the instructional practices that have caused the huge achievement growth. The adoption and implementation of the common core standards across the district and state will allow Irving School to work within the challenge of a 24% mobility rate.

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?

The local assessments are very relevant to this plan as they serve as one of numerous data points in making instructional decisions. Irving School uses Discovery Assessment as a local assessment. This assessment is given three times throughout the academic year. This is a "live" assessment so teachers may directly observe their students during the assessment which then allows them to target areas of concern. At this point instructional adjustments can be made immediately. Long term, due to the fact Discovery Assessment closely aligns with ISAT, the data results from Discovery are used to make necessary long term instructional decisions.

The data of this local assessment clearly evidences a need in grades one and two in the area of reading strategies (43.6% academic warning); reading for the main idea (47.7% academic warning) and elements of reading (32.7% academic warning). In grade three the need is centered on comprehension (50% below standards). In fourth grade the focus is centered on vocabulary (28.5% below standards) and comprehension (23.8% below standards). In fifth grade the focus needs to be on vocabulary and comprehension (42.1% below standards).

The relative strengths in first grade and second grade are in the area of phonics (65.5% level 4-highest level) and in vocabulary (69.9% level 4). The relative areas of strength in grade three are vocabulary (50% level 4) and literary elements (55.8% level 4). In grades four and five, literary elements are a strength with fourth grade scoring a 60.3% exceeding standards and fifth grade 51% exceeding standards.

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

The factors that contribute to the successes in first and second grade include the consistent work in the Michael Heggerty approach to phonics. Heggerty is taught every single day in grades kindergarten, one and two. Irving also has implemented numerous phonics strategies used inside and outside the classroom. The Houghton Mifflin reading series has an excellent phonics intervention kit which has been very successful with the Irving students. Our Title 1 teachers use *KPALS* and *1st Grade PALS* in the small group setting. "*Road to the Code*" is implemented in the Tier 1 and Tier 2 classrooms in kindergarten and Title 1.

An external factor that also helped the success was connecting with the parents and teaching the parents how phonics is taught in the classroom so these practices could be implemented at home as well. After school reading programs have been instituted to have at-risk children spend time outside of the regular school day working with phonics interventions. The Early Start program begins each July, three weeks prior to the beginning of the regular school year. For our incoming kindergarteners the Early Start program gives the youngest students a jump start to learning their letters and sounds and school routines. In the upper grades of 4 and 5, Title services were instituted focusing on reading

strategies, vocabulary and comprehension.

A factor contributing to this area of weakness is the large number of children who enter kindergarten with no knowledge of letters or sounds. For example, in the fall of 2011 Irving School enrolled 32 kindergarteners. In assessing the DIBELS First Sound Fluency 23 of 32 students scored below the benchmark. This equates to 72% of kindergarteners with no knowledge of the first sound in words. Eleven of the 32 children scored a zero with no knowledge of beginning sounds. In assessing the DIBELS Letter Naming Fluency 28 children scored in the "intensive" category. This equates to 88% of incoming kindergarteners with limited knowledge of alphabet letters.

In first grade 37% of the 44 children scored in the "intensive" category when looking at the composite score. The composite score represents Letter Naming Fluency, Phoneme Segmentation and Nonsense Word Fluency. In the "strategic" category 36% of first graders were in need of intervention according to the DIBELS composite score. This equates to 73% of all first graders in need of some type of reading intervention. This data evidences the lack of foundation in pre-reading skills and contributes to this area of reading weakness.

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

The next steps of planning include continued training with the Title 1 staff and paraprofessionals in interventions such as 6-Minute Solutions, Lexia, GoMath and FastMath. Integrity walkthroughs need to be completed by administration to insure the HM series and Heggerty program are being delivered with integrity. Another step in the planning process is to continue the professional development in *Differentiated Instruction* and building background knowledge for the information poor students.

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?

Research indicates children of poverty come to school with a lack of background knowledge. Working within this low income population of 81%, many of our students have limited real world experiences that can be transferred to the learning environment. This same population is limited in an environment rich in vocabulary. This becomes a challenge in learning to decode words and learning to read. Irving School also has a mobility rate of 24%. Irving School works diligently in building relationships with the families in our attendance area. Irving School services the homeless mission and the low income housing projects. The children who reside in these areas often have attended numerous schools resulting in a lack of consistency in their education and learning experiences.

Irving School relies heavily on data analysis. Quarterly "data days" are held by a team of eleven staff members, the Problem Solving Team. This group reviews individual student

scores and instructional goals. Data is used to monitor growth and evaluate the success of interventions.

Data shows an increase in success in low income sub-groups. For example, 3rd grade low income subgroups had a 80% meets/exceeds score in reading and 94% meets/exceeds in math. Low income children in 4th grade scored 66% meets/exceeds in reading and 82% of our low income children scored meets/exceeds in math. Our 5th grade students from low income families scored 72% meets/exceeds in reading and 86% meets/exceeds in math. These scores are above the state average in some cases but still demonstrate a gap between non-low-income children.

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

The attributes of our learning community with such a high poverty rate contributes to children who do not come to school on a level playing field as their non-low income students. The high mobility rate is not advantageous to children who need educational consistency in their learning process.

The positive growth achieved by Irving School comes from building a strong relationship with our parents who understand the learning expectations and participate in the process. The number of interventions offered before school, after school, and outside of the school years are several factors of success. Offering a quality Title 1 program beginning the first week of school is another factor that contributes to our success.

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

Professional development will focus on continued strategies for working with children of poverty. More professional development in working with children who lack background knowledge is necessary as well. These activities will take place on August 16, 2011, October 21, 2011 and April 30, 2012. Familiarity with language based interventions is also a need for continual improvement. These factors will allow the Irving School students to broaden their experience base, thus building background knowledge. Strategies for vocabulary development will be used by the students to build a more powerful vocabulary to help with reading comprehension and self-expression.

Irving School will increase the number of home visits and parental contacts to build a much stronger home/school connection.

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?

Obvious data is the number of faculty members who have obtained a status of National Board Certification. There are 5 teachers at Irving School who have gained this certification. **This rigorous training has molded them into master teachers. Other qualifications include the six teachers who have received their Smart Board certification which qualifies them as a master teacher and trainer with a smart board. This is important to Irving School as technology is key to executing lessons of high interest to our students. All teachers and paraprofessionals are highly qualified in their positions. Major professional development endeavors include adoption of "Language for Learners" for our struggling language learners; increased instruction in vocabulary; building focus on Reading Counts; "Love and Logic" training; adopting and implementing PBIS; and on-going professional development in Differentiated Instruction.**

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

In reviewing the data, **key factors affecting the achievement and inability to reach the AYP target includes time spent on reading, teaching reading strategies, vocabulary, and comprehension. Our children at Irving continue to work with a highly qualified staff. Irving School teachers and paraprofessionals participate in district professional development classes such as Lexia training, Soliloquy training, and Houghton Mifflin training.**

Irving School offers increased time in reading interventions during the school day. For example, each child in grades 1, 2, and 3 participates in "Reading Rounds" which is a part of **the Tier 1 program. Seven teachers work at each grade level with small groups of children at their ability level. Reading Rounds are held for a minimum for 30 minutes per day, five days a week. These groups are fluid and each quarterly data day groups are re-defined based on student need and intervention need.**

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

Professional development will focus on continued strategies for working with children of poverty. More professional development is needed in working with children who lack background knowledge. This professional development will transpire on August 17, 2011, October 21, 2011 and April 30, 2012. Familiarity with language based interventions is also need for continual improvement. Consistent vocabulary instruction especially in the content areas is needed. Instruction and opportunity (time) to read is vital to improving reading comprehension.

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?

Currently, Irving School boasts 100% parental contact. The teachers are very diligent in contacting parents by email, letter, phone, conferences and home visits. The data however does not reflect the percentage of parents who are involved in the learning process and present themselves as a true team with the teacher. Home visits have increased by an average of 10% in the 2011 school year.

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

Teachers communicate on a daily basis about academic expectations, homework, assignments to be completed with their child and projects to be completed on an individual basis. The parents who are active and understand school expectations enjoy the successes in school such as higher SRI Reading Counts scores for their child, understanding how to use Lexile scores in making proper literature selection and participating in classroom projects on a monthly basis. Increased home visits are resulting in positive home/school connections. Parents can access individual teacher websights. Weekly student reports go home to parents. A monthly newsletter is also sent home to parents. All of these activities contribute to student achievement as the children view their parents as being included in their learning community.

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

Our goal at Irving School is to increase the number of home visits for each teacher by 10% in 2011-2012 school year. To date, home visits by the teaching staff have been rare with most of the 19 general education teachers never completing a home visit. The goal for the 2011 school year is for classroom teachers to increase home visits by 10% in the 2011-2012 school year; 20% in the 2012-2013 school year and a 30% increase in the 2013-2014 school year.

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?

Data has shown Irving School has a gap in race and gender. (see IIRC Achievement Gap Reports)

Data has shown Irving School has a wide variety of learners in our learning community. (see IIRC Achievement Gap Reports).

Next steps are to differentiate our instruction to meet individual learner needs.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	Reading: Students in 3rd grade will demonstrate an increase of 5% to 89% meets/exceeds on ISAT. Students in 4th grade will demonstrate an increase of 10% to 78% meets/exceeds on ISAT. Students in 5th grade will demonstrate an increase of 5% to 82% meets/exceeds on ISAT.	1,
2	Students in grade 3 will improve ISAT reading comprehension scores from 39% M/E to 44% M/E in 2012. Students in grade 4 will improve ISAT comprehension scores from 37% to 42% M/E in 2012. Students in grade 5 will improve ISAT reading comprehension scores from 49% M/E to 54% M/E in 2012	1,
3	Vocabulary scores will improve on the ISAT in 3rd grade from 76% M/E to 80% M/E in 2012. Vocabulary scores will improve on the ISAT in 4th grade from 49% M/E to 54% M/E in 2012. Vocabulary scores will improve on the ISAT in 5th grade from 53% M/E to 58% M/E in 2012.	1,
4	In an effort to understand the deficits in the special education sub-groups a Needs Assessment will be conducted with the Irving School staff. Ultimately, the special education sub-groups will close the gap by 5% each year. Third grade will increase the current 50% meets/exceeds scores to 55% meets/exceeds; fourth grade will increase from the current 67% meets/exceeds to 72% meets/exceeds; fifth grade will increase from the current 50% meets/exceeds to 55% meets exceeds.	1,

The following deficiencies have been identified from the most recent AYP Report for your school.

- 1. School is deficient in Reading Meets and Exceeds

Section II-A Action Plan - Objectives

Objective 1

Reading: Students in 3rd grade will demonstrate an increase of 5% to 89% meets/exceeds on ISAT. Students in 4th grade will demonstrate an increase of 10% to 78% meets/exceeds on ISAT. Students in 5th grade will demonstrate an increase of 5% to 82% meets/exceeds on ISAT.

Objective 1 Description

The objective for this deficit is to increase and stabilize the scores in reading strategies.

Sub-scores in this area were:

3rd grade had 37% meets and exceeds in 2010 and 51% meets/exceeds in 2011.

4th grade was 63% meets/exceeds in 2010 and a 46% meets/exceeds in 2011.

5th grade was 63% meets/exceeds in 2010 and 83% meets/exceeds in 2011.

This evidences good growth in most areas but focus needs to be on sustaining the growth and hitting the AYP target.

This objective addresses the following areas of AYP deficiency:

- 1. School is deficient in Reading Meets and Exceeds

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

Objective 1 Title :

Reading: Students in 3rd grade will demonstrate an increase of 5% to 89% meets/exceeds on ISAT. Students in 4th grade will demonstrate an increase of 10% to 78% meets/exceeds on ISAT. Students in 5th grade will demonstrate an increase of 5% to 82% meets/exceeds on ISAT.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Third grade and fifth grade students will receive intensive instruction in inferring, synthesizing, applying "fix it" strategies, creating mental images and the other reading strategies as outlined in the "7 Keys of Comprehension" (Hedger, McCready, Knuth, Mucci)	09/01/2011	06/01/2012	During School	Local Funds	
2	Students will participate in student led learning as the "Daily 5" framework is implemented. Students will benefit from the one on one instruction that occurs in a "Daily 5" framework. (Fraher, Plato, Welke, Hedger, McGowan, Barke, Hubble, Knuth, Fudacz)	11/15/2011	06/04/2014	During School	Local Funds	366
3	Students will participate in "Scaffolding Independent Reading" in grades 3, 4, and 5 and will use the SRI framework. (Knuth, McCready, Mucci, Johnson, Plato, Fudacz, Hubble, Hedger, Fraher)	09/01/2011	06/04/2012	During School	Local Funds	
4	Teachers will participate in a book study group on the books "Daily Cafe" and "Daily 5" by Gail Bouchey in an effort to differentiate reading instruction. (Fraher, Plato, Welke, Hedger, Knuth, Mucci, Lammers)	12/21/2011	06/05/2012	After School	Title I	
5	Students will use reading response journals in 5th grade to record thoughts, applied strategies and observations as part of their independent reading. (Knuth, McCready, Mucci)	09/01/2011	06/04/2012	During School	Local Funds	
6	Students will use graphic organizers in grades 3, 4 and 5 to increase the vocabulary usage with a variety of meanings in vocabulary instruction such as "Word Maps". (all)	10/21/2011	06/04/2012	During School	Local Funds	
7	Students will be given assessment variety to differentiate instruction such as portfolio assessments, dioramas, book talks, work samples, observations, and performance based assessments. (all)	10/21/2011	06/04/2012	During School	Title I	

8	Building administrator will conduct walk throughs to observe the best practices in differentiating instruction in reading. Use the work of Dr. Richard Cash to guide this DI process. (Lammers)	10/21/2011	06/04/2012	During School	Title I	300
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Section II-C Action Plan - Professional Development Strategies and Activities

Objective 1 Title :

Reading: Students in 3rd grade will demonstrate an increase of 5% to 89% meets/exceeds on ISAT. Students in 4th grade will demonstrate an increase of 10% to 78% meets/exceeds on ISAT. Students in 5th grade will demonstrate an increase of 5% to 82% meets/exceeds on ISAT.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Professional Development on October 21, 2011 SIP day focusing on teaching reading strategies to children who are lacking in background knowledge.	10/21/2011	06/04/2012	During School	Local Funds	
2	Professional Development focusing on Differentiating Instruction will be held in August 2011, October 2011, January 2012 and April 2012.	08/16/2011	06/04/2012	During School	Local Funds	
3	The Irving School staff will participate in on going technology training to utilize technology in everyday instruction.	08/16/2011	08/15/2012	After School	Local Funds	
4	The Irving School faculty will participate throughout the school year, training in supplemental tools and interventions such as phonics interventions, HM interventions and enVision Math.	08/16/2011	08/15/2012	Before School	Local Funds	
5	Teachers will participate in the DIBELS Next training to learn how to benchmark and understand data in making instructional decisions.	08/16/2011	08/15/2012	Before School	Local Funds	
6	Irving School teachers will participate in training of the usage and application of the Common Core Standards.	08/17/2011	08/15/2012	Before School	Local Funds	
7	Teachers will attend the "Differentiating Instruction" conference in July 2012 to learn first hand the scientifically based instructional strategies to be implemented in the classroom and to be shared with peers.	07/15/2012	08/14/2013	After School	Title I	4,000
	A core group of teachers will participate in the study and application					

8	of the "Daily 5" in an attempt to differentiate instruction. This is the work of Gail Bouchey. This activity will include two book studies and training at the district level. (Welke, Hedger, Hubble, Fraher, Plato, Fudacz, Barke, McGowan)	11/09/2011	05/28/2013	Before School	Local Funds	
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Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 1 Title :

Reading: Students in 3rd grade will demonstrate an increase of 5% to 89% meets/exceeds on ISAT. Students in 4th grade will demonstrate an increase of 10% to 78% meets/exceeds on ISAT. Students in 5th grade will demonstrate an increase of 5% to 82% meets/exceeds on ISAT.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will communicate reading strategies that can be used at home during Parent/Teacher Conference week October 24-28, 2011; at Parent Orientation and again on September 6, 2012.	10/24/2011	09/07/2012	After School	Local Funds	0
2	Irving School will host two Title 1 Family Reading Nights. Workshops will be held for parents. These workshop will focus on reading strategies, instilling the love of reading with your child and reading/technolgy component such as Brain Pop and use of Lexia at home.	11/17/2011	03/16/2012	After School	Title I	500

Section II-E Action Plan - Monitoring

Objective 1 Title :

Reading: Students in 3rd grade will demonstrate an increase of 5% to 89% meets/exceeds on ISAT. Students in 4th grade will demonstrate an increase of 10% to 78% meets/exceeds on ISAT. Students in 5th grade will demonstrate an increase of 5% to 82% meets/exceeds on ISAT.

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?)

Progress monitoring will be the assessment on reading strategies on Discovery Assessment throughout the school year in 2011-2012; ISAT in March 2012 and progress monitoring with DIBELS Next during the 2011-2012 school year.

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	Christina Lammers	Principal
2	Pam Hedger	Classroom Teacher-3rd grade
3	Sharon Hartrich-Jackson	Interventionist
4	Karri Fudacz	Classroom Teacher-4th grade
5	Nancy Miller	Special Education Teacher
6	Joy Mucci	Classroom Teacher-5th grade
7	Erin Knuth	Classroom Teacher-5th grade
8	JoLyn Plato	Classroom Teacher-4th grade
9	Randy Johnson	Classroom Teacher-4th grade
10	Maureen Svob	Special Education Teacher
11	Lyn Taylor	Special Education Teacher
12	Nancy Miller	Special Education Teacher
13	Katie Fraher	Classroom Teacher-3rd grade
14	Pam Hedger	Classroom Teacher-3rd grade
15	Amy Hubble	Classroom Teacher-3rd grade
16	Lori Fischer	Interventionist
17	Leslie Welke	Interventionist
18	Gigi Ehrlich	1/2 Looping Teacher
19	Krista Sedder	Classroom teacher-2nd grade
20	Shirley Jacobs	Media Specialist
21	Ginnell Barke	Classroom Teacher-1st grade
22	Jen McGowan	Classroom Teacher-1st grade
23	Cindy Moore	Classroom Teacher-K
24	Ashley Floit	Classroom Teacher-K
25	Joy Searby	Paraprofessional
26	Stephanie Willette	Classroom Teacher-K
27	Nessa McGill	Parent
28	Julie Olsen	Parent

29 Chris Kinzie

Parent

Section II-A Action Plan - Objectives

Objective 2

Students in grade 3 will improve ISAT reading comprehension scores from 39% M/E to 44% M/E in 2012. Students in grade 4 will improve ISAT comprehension scores from 37% to 42% M/E in 2012. Students in grade 5 will improve ISAT reading comprehension scores from 49% M/E to 54% M/E in 2012

Objective 2 Description

Comprehension is of concern at all three grade levels.

In 3rd grade 37% of students scored at the meets/exceeds in 2010 and 39% scored meets/exceeds in 2011.

In 4th grade 41% scored meets/exceeds and 38% in 2011 scored meets/exceeds.

In 5th grade 61% of the students scored at the meets/exceeds in 2010 and 49% scored meets/exceeds in 2011.

Understanding this data is the first step in the process of improving comprehension. As the vocabulary is consistently addressed comprehension will improve as well. In teaching reading strategies as stated in Objective 1 children will focus on decoding and increase struggling readers. Title 1 staff will use small group instruction focusing on comprehension as a Tier 2 intervention. As Tier 1 the classroom teacher utilizes Elements of Comprehension and Comprehension Connections.

This objective addresses the following areas of AYP deficiency:

- 1. School is deficient in Reading Meets and Exceeds

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

Objective 2 Title :

Students in grade 3 will improve ISAT reading comprehension scores from 39% M/E to 44% M/E in 2012. Students in grade 4 will improve ISAT comprehension scores from 37% to 42% M/E in 2012. Students in grade 5 will improve ISAT reading comprehension scores from 49% M/E to 54% M/E in 2012

Strategies and Activities		TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	Third grade and fifth grade students will receive intensive instruction comprehension strategies such as inferring, synthesizing, applying "fix it" strategies, creating mental images and other reading strategies as outlined in the "7 Keys of Comprehension" (Hedger, McCready, Knuth, Mucci)	09/01/2011	06/04/2012	During School	Local Funds	
2	Students will participate in "Scaffolding Independent Reading" in grades 3, 4, and 5 to improve comprehension and will use the SRI framework. (Knuth, McCready, Mucci, Johnson, Plato, Fudacz, Hubble, Hedger, Fraher)	09/01/2011	06/04/2012	During School	Title I	
3	Students will participate in the "Elements of Reading-Comprehension" in grades 1 and 2 to improve comprehension. (Barke, McGowan, Sedder, Ehrlich)	09/01/2011	06/04/2012	During School	Local Funds	
4	Building administrator will conduct walk throughs focusing on comprehension to observe the best practices in differentiating instruction in reading. Use the work of Dr. Richard Cash to guide this DI process. (Lammers)	01/18/2012	06/04/2012	During School	Local Funds	

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

Objective 2 Title :

Students in grade 3 will improve ISAT reading comprehension scores from 39% M/E to 44% M/E in 2012. Students in grade 4 will improve ISAT comprehension scores from 37% to 42% M/E in 2012. Students in grade 5 will improve ISAT reading comprehension scores from 49% M/E to 54% M/E in 2012

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers work together at grade level teams in grades 3, 4, 5 to implement the "7 Keys of Comprehension".	09/01/2011	06/01/2012	Before School	Local Funds	
2	Teachers will participate in "Scaffolding Independent Reading" training in grades 3, 4, and 5 to improve comprehension and will use the SRI framework. (Knuth, McCready, Mucci, Johnosn, Plato, Fudacz, Hubble, Hedger, Fraher))	09/01/2011	06/04/2012	During School	Local Funds	
3	Teachers will participate in training on the usage of "Elements of Reading-Comprehension"	08/17/2011	08/15/2012	Before School	Local Funds	

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

Objective 2 Title :

Students in grade 3 will improve ISAT reading comprehension scores from 39% M/E to 44% M/E in 2012. Students in grade 4 will improve ISAT comprehension scores from 37% to 42% M/E in 2012. Students in grade 5 will improve ISAT reading comprehension scores from 49% M/E to 54% M/E in 2012

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will communicate reading strategies that can be used at home during Parent/Teacher Conference week October 24-28, 2011; at Parent Orientation and again on September 6, 2012.	09/01/2011	06/04/2012	After School	Local Funds	
	Irving School will host two Title 1 Family Reading Nights. Workshops will					

2	be held for parents. These workshop will focus on reading strategies, instilling the love of reading with your child and reading/technolog component such as Brain Pop and use of Lexia at home.	11/17/2011	06/04/2012	After School	Title I
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Section II-E Action Plan - Monitoring

Objective 2 Title :

Students in grade 3 will improve ISAT reading comprehension scores from 39% M/E to 44% M/E in 2012. Students in grade 4 will improve ISAT comprehension scores from 37% to 42% M/E in 2012. Students in grade 5 will improve ISAT reading comprehension scores from 49% M/E to 54% M/E in 2012

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?)

Monitoring will be completed by DIBELS Next and the DAZE. This progress monitoring will be completed by Title 1 staff members and special education teachers every 15 days for children in intervention and three times throughout the school year during DIBELS benchmarking.

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	Christina Brock-Lammers	Principal
2	Lori Fischer	Title 1 Interventionist
3	Joy Mucci	Teacher-5
4	Leslie Welke	Title 4/5
5	Erin Knuth	Teacher-5
6	Emily McCready	Teacher-5
7	Pam Hedger	Teacher-3
8	Karri Fudacz	Teacher-4
9	Sharon Hartrich-Jackson	Title 2/3
10	Maureen Svob	Special Education Teacher
11	Lyn Taylor	Special Education Teacher K/1
12	Nancy Miller	Special Education Teacher 2/3
13	Amy Hubble	Teacher-3
14	Katie Fraher	Teacher-3
15	Krista Sedder	Teacher-2

16	Gigi Ehrlich	1/2 Looping Teacher
17	JoLyn Plato	Teacher-4
18	Randy Johnson	Teacher-4
19	Jen McGowan	Teacher-1
20	Ginnell Barke	Teacher-1

Section II-A Action Plan - Objectives

Objective 3

Vocabulary scores will improve on the ISAT in 3rd grade from 76% M/E to 80% M/E in 2012. Vocabulary scores will improve on the ISAT in 4th grade from 49% M/E to 54% M/E in 2012. Vocabulary scores will improve on the ISAT in 5th grade from 53% M/E to 58% M/E in 2012.

Objective 3 Description

Vocabulary has been a concern at Irving School. ISAT sub-scores are as follows:

Third grade scored 64% in 2010 meets/exceeds and 76% meets/exceeds in 2011.

Fourth grade scored 29% meets/exceeds in 2010 and 49% meets/exceeds in 2011.

Fifth grade scored a 41% meets/exceeds in 2010 and 53% meets/exceeds in 2011.

This has shown great growth but scores fall well below the AYP target.

This objective addresses the following areas of AYP deficiency:

- 1. School is deficient in Reading Meets and Exceeds

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

Objective 3 Title :

Vocabulary scores will improve on the ISAT in 3rd grade from 76% M/E to 80% M/E in 2012. Vocabulary scores will improve on the ISAT in 4th grade from 49% M/E to 54% M/E in 2012. Vocabulary scores will improve on the ISAT in 5th grade from 53% M/E to 58% M/E in 2012.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	A focused effort in vocabulary instruction has been implemented. (all staff)	09/01/2010	06/01/2012	During School	Local Funds	
2	Students in special education and general education will participate in "Elements of Reading-Vocabulary" in grades K, 1, 2, 3. (Taylor, Searby, Ehrlich, Barke, McGowan, Miller, Welke)	09/01/2011	06/04/2012	During School	Local Funds	
3	Students will participate in differentiation in vocabulary instruction by utilizing graphic organizers and word maps. (2,3,4,5 staff)	09/01/2011	06/04/2012	During School	Local Funds	

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

Objective 3 Title :

Vocabulary scores will improve on the ISAT in 3rd grade from 76% M/E to 80% M/E in 2012. Vocabulary scores will improve on the ISAT in 4th grade from 49% M/E to 54% M/E in 2012. Vocabulary scores will improve on the ISAT in 5th grade from 53% M/E to 58% M/E in 2012.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Professional development in vocabulary instruction based on the work of Rick Wormeli.	07/18/2011	06/01/2012	After School	Title I	3,000

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

Objective 3 Title :

Vocabulary scores will improve on the ISAT in 3rd grade from 76% M/E to 80% M/E in 2012. Vocabulary scores will improve on the ISAT in 4th grade from 49% M/E to 54% M/E in 2012. Vocabulary scores will improve on the ISAT in 5th grade from 53% M/E to 58% M/E in 2012.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parent's review the daily journal for spelling words and vocabulary words.	09/01/2011		After School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 3 Title :

Vocabulary scores will improve on the ISAT in 3rd grade from 76% M/E to 80% M/E in 2012. Vocabulary scores will improve on the ISAT in 4th grade from 49% M/E to 54% M/E in 2012. Vocabulary scores will improve on the ISAT in 5th grade from 53% M/E to 58% M/E in 2012.

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?)

Progress monitoring will be done as classroom evaluations such as quick checks, weekly quizzes, tests and in the Title 1 classroom. Fluency is progress monitored in the Title program, general education and special education classrooms. Classroom teachers also conduct running records in grade 1 and 2 and in the Title classroom.

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	Lelsie Welke	Interventionist
2	Sharon Hartich-Jackson	Interventionist
3	Christina Brock-Lammers	Principal

Section II-A Action Plan - Objectives

Objective 4

In an effort to understand the deficits in the special education sub-groups a Needs Assessment will be conducted with the Irving School staff. Ultimately, the special education sub-groups will close the gap by 5% each year. Third grade will increase the current 50% meets/exceeds scores to 55% meets/exceeds; fourth grade will increase from the current 67% meets/exceeds to 72% meets/exceeds; fifth grade will increase from the current 50% meets/exceeds to 55% meets exceeds.

Objective 4 Description

In an effort to promote continous understanding of the deficits in the special education sub-groups, the staff will participate in a Needs Assessment to allow administration to identify areas of disconnect, curricular needs and professional development. This assessment will focus on reading in an effort to then use this information to make instructional improvements.

This objective addresses the following areas of AYP deficiency:

- ↳ 1. School is deficient in Reading Meets and Exceeds

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

Objective 4 Title :

In an effort to understand the deficits in the special education sub-groups a Needs Assessment will be conducted with the Irving School staff. Ultimately, the special education sub-groups will close the gap by 5% each year. Third grade will increase the current 50% meets/exceeds scores to 55% meets/exceeds; fourth grade will increase from the current 67% meets/exceeds to 72% meets/exceeds; fifth grade will increase from the current 50% meets/exceeds to 55% meets exceeds.

Strategies and Activities	TimeLine			Budget	
	Start Date	End Date		Fund Source	Amount(\$)
These questions for staff will be delivered electronically via a Google					

<p>Docs or Survey Monkey electronic survey. This Irving School Needs Assessment will be used as part of the Irving School Improvement Plan in an effort to identify areas of disconnect, perception, and area of curricular need in working with special education children. What is your job assignment? ___ Classroom Teacher Grades K-2 ___ Classroom Teacher Grades 3-5 ___ Interventionist ___ LBS1/Interventionist ___ Paraprofessional ___ Specialist (art, music, PE, media) For how many years have you been involved in education? _____ Do you have daily contact with students with IEPs as part of your current position? _____ Please rate the following comments according to the scale provided. Answer as honestly as you can, not spending too much time on any one question. 1. Students with Individualized Education Plans (IEPs) mostly meet/exceed on the Illinois Standards Achievement Test (ISAT) in Reading. ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree Optional comment: 2. Students with IEPs need supports to successfully complete ISAT Reading. ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree Optional comment: 3. A gap exists between students with IEPs and students without IEPs who take ISAT Reading. ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree Optional comment: 4. Students with IEPs have high mobility. ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree Optional comment: 5. Students with IEPs enjoy reading as part of their daily classwork. ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree Optional comment: 6. The reading achievement of students with IEPs is improved by participating in the Reading Counts! program. ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree Optional comment: 7. The reading achievement of students with IEPs is improved by participating in the Houghton Mifflin Reading Program. ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree Optional comment: 8. The needs of students with IEP goal areas in reading are considered as part of my lesson planning. ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree Optional comment: 9. I am directly</p>	<p>01/05/2012</p>	<p>06/04/2012</p>	<p>Before School</p>	<p>Local Funds</p>
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<p>responsible for advancing the achievement of students with IEP goal areas in reading. ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree Optional comment: 10. I have had sufficient training in implementing accommodations/modifications for students with IEP goal areas in reading. ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree Optional comment: 11. I need more training in assisting students with IEP goal areas in reading. ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree Optional comment: Please answer the following short answer questions. 12. What do you feel is expected of you in the area of assisting a students with IEP goal areas in reading? 13. Do you have any ideas for improvements in the area of reading instruction for struggling readers? 14. Do you have any suggestions for professional development opportunities in the area of reading instruction for struggling readers? 15. What questions, if any, do you have regarding the reading instruction of students with IEP goal areas in reading? 16. What questions, if any, do you have regarding the assessment of reading achievement of students with IEP goal areas in reading?</p>					
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Section II-C Action Plan - Professional Development Strategies and Activities

Objective 4 Title :

In an effort to understand the deficits in the special education sub-groups a Needs Assessment will be conducted with the Irving School staff. Ultimately, the special education sub-groups will close the gap by 5% each year. Third grade will increase the current 50% meets/exceeds scores to 55% meets/exceeds; fourth grade will increase from the current 67% meets/exceeds to 72% meets/exceeds; fifth grade will increase from the current 50% meets/exceeds to 55% meets exceeds.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Professional development activities will focus on the information from the Needs Assessment for Special Education Subgroups for the 2012 school year in the area of reading.	08/13/2012	06/04/2013	Before School	Local Funds	700

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

Objective 4 Title :

In an effort to understand the deficits in the special education sub-groups a Needs Assessment will be conducted with the Irving School staff. Ultimately, the special education sub-groups will close the gap by 5% each year. Third grade will increase the current 50% meets/exceeds scores to 55% meets/exceeds; fourth grade will increase from the current 67% meets/exceeds to 72% meets/exceeds; fifth grade will increase from the current 50% meets/exceeds to 55% meets exceeds.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents will be involved in the process during annual reviews and IEP meetings. Involvement will include giving parents computer access to Lexia from home, teaching parental skills and strategies to use with their children outside of the school day. These skills and strategies will focus on reading.	08/13/2012	06/04/2012	Before School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 4 Title :

In an effort to understand the deficits in the special education sub-groups a Needs Assessment will be conducted with the Irving School staff. Ultimately, the special education sub-groups will close the gap by 5% each year. Third grade will increase the current 50% meets/exceeds scores to 55% meets/exceeds; fourth grade will increase from the current 67% meets/exceeds to 72% meets/exceeds; fifth grade will increase from the current 50% meets/exceeds to 55% meets exceeds.

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?)

Progress monitoring will be conducted three time a year with DIBELS benchmarking and Discovery Assessment. The SRI Reading Counts assessment will be used as a monitoring activity as well.

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	Lyn Taylor	K-1 Special Education Teacher
2	Nancy Miller	2/3 Special Education Teacher

3	Maureen Svob	4/5 Special Education Teacher
4	Joy Searby	Special Education Paraprofessional
5	Christina Lammers	Principal
6	Stephanie Willette	Kindergarten Inclusion Teacher
7	Jen McGowan	First Grade Inclusion Teacher
8	Gigi Ehrlich	Second Grade Inclusion Teacher
9	Katie Fraher	Third Grade Inclusion Teacher
10	JoLyn Plato	Fourth Grade Inclusion Teacher
11	Joy Mucci	Fifth Grade Inclusion Teacher

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.*)

Parents are communicated ISAT, SAT 10 scores and Discovery Assessment test scores in their home language. The School Report Card is made available to parents in their home language. School Choice information was made available to parents in their home language. Parents are able to access on-line information about Irving School in their home language. The number of home visits will increase by 10% in the 2011-2012 school year as teachers strive to make home connections. Parents are included in Family Reading Nights which are held once in the fall semester and once in the spring semester. These Family Reading Nights are in-service events which teach the parents about our reading program and include a technology component such as internet safety, Lexia and Brain Pop.

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 entire teaching faculty at Irving School had input on this School Improvement Plan.

The people involved in the reviewing the plan is the Problem Solving Team. This team assists teachers in identifying deficits and setting forth recommendations. This team is comprised of general education teacher, special education teachers, Title 1 staff and support staff members.

	Name	Title
1	Christina Lammers	Principal
2	Pam Hedger	ClassroomTeacher
3	Sharon Hartrich-Jackson	Interventionist-Title
4	Nancy Miller	Special Education Teacher
5	Lori Fischer	Interventionist-Title
6	Stephanie Willette	Teacher-K
7	Leslie Welke	Interventionist-Title
8	Ashly Floit	Teacher-K
9	Cindy Moore	Teacher-K
10	Ginnell Barke	Teacher-1
11	Jen McGowan	Teacher-1
12	Gigi Ehrlich	1/2 Looping Teacher
13	Krista Sedder	Teacher-2
14	Lyn Taylor	Special Education Teacher
15	Maureen Svob	Special Education Teacher
16	Pam Hedger	Teacher-3
17	Amy Hubble	Teacher-3
18	Katie Fraher	Teacher-3
19	JoLyn Plato	Teacher-4
20	Karri Fudacz	Teacher-4
21	Randy Johnson	Teacher-4
22	Joy Mucci	Teacher-5
23	Joy Searby	Paraprofessional
24	Erin Knuth	Teacher-5
25	Emily McCready	Teacher-5

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.

District participants may include Cindy Helmers, Assistant Superintendent of Curriculum; Ashley Schnitker, District Teacher Coach; Suzy Dees Rtl Coach; David Wood, District CFO; Dr. Barry Reilly, Superintendent, Christina Lammers, Building Principal.

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.

New teachers meet with the building principal once a month.

New teachers are assigned a "helping teacher" in the building. This person serves as a mentor for the new teacher in an informal manner.

The district offers an induction workshop for new teachers.

The Regional Office of Education offers workshops to new teachers.

Numerous district trainings are held for new teachers. They are trained in areas such as the correct usage of the Houghton Mifflin series and building wide interventions such as "Road to the Code", 6-Minute Solutions, Go Solve and FASTMATH.

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.

The district supplies a plethora of services and resources for professional development purposes!

Each semester teachers are trained in interventions that can be used at the Tier 1 and Tier 2 levels.

Several times throughout the year teachers conduct data analysis using IlliniData and Discovery Assessment.

At the beginning and end of each year, teachers complete a thorough data review called "*Cold Case*" and "*Flash Forward*".

These activities allow teachers to see how far their class from the previous year progressed and then they can "*Flash Forward*" to the upcoming year.

In July of 2011 a team of six staff members attended the "*Differentiation Conference*" and planned this years professional development. On August 17, 2011, October 21, 2011 and April 30, 2012 professional development will focus on those vocabulary instruction, reading strategies, building background knowledge for information poor children, working with children of poverty and constructing a DI framework through Curriculum Compacting. District support also includes the District RtI Coach, District Teacher Coach, Special Services and Title 1 services.

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:

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

<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the peer review process described <u>and</u> 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	
<input type="checkbox"/> Yes <input type="checkbox"/> 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 RESPONSIBILITES	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is it clear what support the district will provide to ensure the success of the plan? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]
STATE RESPONSIBILITES	
<input type="checkbox"/> Yes <input type="checkbox"/> 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	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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	
<input type="checkbox"/> Yes <input type="checkbox"/> No	The plan indicates the approval date of this plan. [C]

PART II - COMMENTS