

Plan Submission and ISBE Monitoring	
Local Board Approved	11/11/2009
Submitted	12/23/2009
Plan Resubmitted	
ISBE Monitoring Completed	

PRELIMINARY INFORMATION

RCDT Number:	170640870250001		
District Name:	Bloomington SD 87	School Name:	Bloomington High School
Superintendent:	Dr Robert S Nielsen	Principal:	Timothy Moore
District Address:	300 E Monroe St	School Address:	1202 E Locust St
City/State/Zip:	Bloomington,IL 61701 4028	City/State/Zip:	Bloomington,IL 61701 3363
District Telephone#:	Label 3098276031 Extn: 221	School Telephone#:	3098285201 Extn: 0
District Email:	nielsenr@district87.org	School Email:	
Is this plan for a Title I School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

Section I-A Data & Analysis - Report Card Data
Item 1 - 2009 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	No	2009-10 Federal Improvement Status	
Is this School making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Watch Status Year 4

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		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	63.6		No	59.0		No			90.0	Yes
White	100.0	Yes	100.0	Yes	70.8		Yes	66.5		Yes				
Black	100.0	Yes	100.0	Yes										
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic													
LEP													
Students with Disabilities	100.0	Yes	100.0	Yes									
Low Income	100.0	Yes	100.0	Yes	41.1	35.0	Yes	35.6	38.7	Yes		80.2	

Four Conditions Are Required For Making Adequate Yearly Progress

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% 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 70% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2008.

** Safe Harbor Targets of 70% 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.

DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION	
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The Differentiated Accountability classification for the school is:	-
Is this school making AYP in the ALL subgroup in reading?	-
Is this school making AYP in the ALL subgroup in math?	-

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 on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to schools in federal improvement status.

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 will assist in distinguishing between schools that need focused supports versus more comprehensive interventions.

Focused-School does not make AYP overall, but does make AYP in the "ALL" students subgroup in both reading and math.

Comprehensive-School does not make AYP overall and does not make AYP in the "ALL" students subgroup in either reading or math.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2009 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								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	92.0	91.9	92.1	92.5	92.3	91.4	90.9	91.4
Truancy Rate (%)	2.7	2.2	2.1	2.8	3.8	3.3	3.2	3.2
Mobility Rate (%)	19.4	18.6	15.9	13.9	14.1	18.9	20.0	15.3
HS Graduation Rate, if applicable (%)	88.6	89.2	89.1	92.0	89.5	90.0	89.2	90.0
HS Dropout Rate, if applicable (%)	5.0	3.8	4.9	2.2	2.5	2.2	2.1	1.8
School Population (#)	1,518	1,599	1,544	1,523	1,533	1,529	1,550	1,482
Low Income (%)	30.8	24.1	33.5	37.8	40.4	41.4	40.1	41.3
Limited English Proficient (LEP) (%)	-	1.0	1.2	1.4	1.2	1.4	1.1	1.4
Students with Disabilities (%)								
White, non-Hispanic (%)	74.0	72.5	71.2	68.4	68.0	66.4	64.8	64.6
Black, non-Hispanic (%)	20.0	20.9	21.2	24.4	23.7	24.7	23.0	20.9
Hispanic (%)	4.7	5.2	5.8	5.0	4.9	5.4	6.2	6.8
Asian/Pacific Islander (%)	1.3	1.3	1.7	2.1	2.1	2.0	2.3	2.0
Native American or Alaskan Native(%)	0.1	0.1	0.1	0.2	0.2	0.1	-	0.1
Multiracial/Ethnic (%)	-	-	-	-	1.2	1.4	3.6	5.7

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	77.5	18.8	3.0	0.6	0.1	-
	2001	77.4	17.8	3.7	1.0	0.1	-
	2002	74.0	20.0	4.7	1.3	0.1	-
	2003	72.5	20.9	5.2	1.3	0.1	-
	2004	71.2	21.2	5.8	1.7	0.1	-
	2005	68.4	24.4	5.0	2.1	0.2	-
	2006	68.0	23.7	4.9	2.1	0.2	1.2
	2007	66.4	24.7	5.4	2.0	0.1	1.4
	2008	64.8	23.0	6.2	2.3	-	3.6
	2009	64.6	20.9	6.8	2.0	0.1	5.7
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
	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

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	0.3	24.9	100.0	89.8	23.0	116	8.1	4.1	88.4
	2001	0.9	26.0	100.0	91.4	19.1	28	2.0	3.9	88.5
	2002	-	30.8	100.0	92.0	19.4	40	2.7	5.0	88.6
	2003	1.0	24.1	100.0	91.9	18.6	33	2.2	3.8	89.2
	2004	1.2	33.5	100.0	92.1	15.9	31	2.1	4.9	89.1
	2005	1.4	37.8	100.0	92.5	13.9	46	2.8	2.2	92.0
	2006	1.2	40.4	100.0	92.3	14.1	63	3.8	2.5	89.5
	2007	1.4	41.4	100.0	91.4	18.9	48	3.3	2.2	90.0
	2008	1.1	40.1	100.0	90.9	20.0	46	3.2	2.1	89.2
	2009	1.4	41.3	100.0	91.4	15.3	46	3.2	1.8	90.0
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
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6

S T A T E	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

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	1,519	-	-	-	-	-	-
	2001	1,487	-	-	-	-	-	-
	2002	1,518	-	-	-	-	-	336
	2003	1,599	-	-	-	-	-	330
	2004	1,544	-	-	-	-	-	334
	2005	1,523	-	-	-	-	-	319
	2006	1,533	-	-	-	-	-	316
	2007	1,529	-	-	-	-	-	309
	2008	1,550	-	-	-	-	-	338
	2009	1,482	-	-	-	-	-	283
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
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816

S T A T E	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

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	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	-	-	
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
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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)

PSAE - % Meets + Exceeds for Reading for Grade 11						
Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	59.4	56.1	62.9	62.7	58.3	62.7
White	68.3	65.9	70.7	70.2	67.7	70.9
Black	28.3	23.5	34.0	32.7	29.1	28.6
Hispanic	40.0	36.8	36.4	-	20.0	58.8
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	47.4	-	-	-	61.5
LEP	-	-	-	-	-	-
Students with Disabilities	8.6	9.4	22.7	7.4	16.0	9.1
Low Income	28.9	30.6	41.1	39.0	26.2	39.4

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)

PSAE - % Meets + Exceeds for Mathematics for Grade 11						
Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	55.2	50.3	54.5	61.3	58.5	57.6
White	66.8	62.1	62.5	71.7	67.3	65.8
Black	17.0	13.7	22.0	20.7	30.9	23.8
Hispanic	20.0	26.3	27.3	-	20.0	47.1
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	31.6	-	-	-	46.2
LEP	-	-	-	-	-	-
Students with Disabilities	8.6	12.5	11.4	11.1	10.0	13.6
Low Income	21.0	22.4	31.6	29.9	32.2	31.9

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?*

Bloomington High School performance is near the top of schools with a similarly diverse student population. However, improvement is needed in both reading and mathematics. 62.7 percent of Bloomington High School students met or exceeded the state standards for reading in 2009. This is an increase from the previous year. There continues to be a significant achievement gap between white students and African American students, between low income and non low income students, and between students with disabilities and students without disabilities. This is evident in both reading and math. 57.6% of Bloomington High School students met or exceeded the state standards in math. This is a decrease from the previous year.

Areas of weakness include meeting the needs of African American students and low income students. Students in these subgroups experience low achievement in both reading and mathematics. In addition, students with disabilities struggle in both reading and math.

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

- Factors contributing to these results include the following:
- High school curriculum is not fully aligned or articulated
- Students who do not participate in the core courses are not prepared for the tests
- There is a lack of safety nets and academic assistance for students who struggle with foundational skills in reading and math
- Teachers have limited opportunities to build positive relationships with students
- Teachers have limited strategies and methods for providing instruction to highly diverse student population
- Many parents and students have aspirations to attend college, but they do not understand how to pursue that goal

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

Bloomington High School needs to:

- Fully align the curriculum to the standards and articulate the curriculum to ensure that each students receives a coherent, cohesive, comprehensive high school curriculum
- Ensure that students enroll in the core courses to maximum extent appropriate
- Provide academic support for students enrolled in rigorous course and provide credit recovery and other supports for students who fail
- Provide extensive professional development for teachers focused on highly effective instructional strategies and building relationships with students
- Provide students and parents with information about college readiness, college application and financial procedures.

Section I-B Data & Analysis - Local Assessment Data

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?

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

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

Section I-C Data & Analysis - Other Data
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?*

Bloomington High School serves approximately 1530 students from diverse backgrounds with an average class size of 19.4 students. All high school students in the Bloomington Public Schools, District 87 are assigned to BHS. As a result, our statistics reflect all students, ranging from at-risk and alternative programs through advanced placement offerings. The school has engaged in a systematic improvement program the past six years including the initiation of an advanced placement program and increased standards in all of our courses.

Bloomington High School serves an increasingly diverse student population. The percentage of students from low income families has increased from 24% to 50% over the past five years. The ethnic breakdown is as follows: 68% white, 25% African American, 5% Hispanic, 2% Asian. Approximately 20% of the students at Bloomington High School have Individualized Education Plans (IEPs).

Bloomington High School offers a large number of Honors and AP courses to advance student learning. Advanced Placement courses are offered in English, French, Spanish, Calculus, Biology, Chemistry, Environmental Science, Physics, American History, American Government, Psychology, Music Theory, Studio Art, Statistics and Probability, and Computer Science. In addition to AP classes, members of the class of 2007 have had access to a semester honors course in Sophomore English, and full year honors classes in Freshman and Junior English, College Literature, Geometry, Algebra II-Trig, Pre-Calculus, CADD, Biology, Chemistry, and Physics.

To serve the full range of our student body, we offer a full range of academic, vocational, fine arts, and special education courses. Advanced Placement and Honors programs offer targeted curricula and learning strategies which promote creativity, research, and analysis skills.

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

Bloomington High School students have been honored for their outstanding performance in many areas. Because BHS offers a wide variety of honors and AP courses as well as cocurricular and extracurricular activities, many students have demonstrated exceptional achievement in academics, sports, leadership and the arts.

BHS serves students with a wide range of needs. Students entering high school with gaps in their learning, learning disabilities, deficiencies in their reading, writing and/or math skills struggle to be successful at BHS. The traditional high school structure, although very effective for some students, is not conducive to meeting the needs of struggling adolescent learners. As a result, these students have been placed in low level classes where they continue to struggle. They demonstrate low performance in class and on standardized tests.

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

Bloomington High School should focus efforts on identifying and providing services for students who enter high school with deficiencies in reading, writing and/or mathematics.

Section I-C Data & Analysis - Other Data

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?*

All BHS teachers are highly qualified as defined by the No Child Left Behind Act.

BHS teachers participate in learning teams focused on the school's areas of need. In addition, BHS teachers have the opportunity to attend conferences and workshops focused on improving instruction and meeting the needs of a diverse student population.

The district offers a variety of professional development courses and workshops both in house and through a partnership with the Regional Office of Education. However, BHS teachers are underrepresented at these professional development opportunities.

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

Participation in learning teams has raised level of conversation about teaching techniques and meeting student needs. However, since this program began only a year ago, the results of the learning teams on student performance remains to be seen.

The lack of coherent, cohesive and ongoing professional development focused on high quality instruction has caused improvement in student performance to stall.

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

BHS should provide ongoing, intensive, mandatory professional development for all teachers focused on improving instruction and relationships.

Section I-C Data & Analysis - Other Data Item 3 - Parent Involvement

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

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

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

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?

Bloomington High School will fully align the curriculum to the standards and articulate the curriculum to ensure that each student receives a coherent, cohesive, comprehensive high school curriculum.

We will ensure that students enroll in the core courses to maximum extent appropriate by modifying our requirements and course recommendation practices.

BHS will provide academic support for students enrolled in rigorous courses and provide credit recovery and other supports for students who fail.

BHS will provide extensive professional development for teachers focused on highly effective instructional strategies and building relationships with students.

BHS will provide students and parents with information about college readiness, college application and financial procedures.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	Improve reading achievement for all students.	1,
2	Increase student achievement in mathematics.	2,

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

- 1. School is deficient in Reading Meets and Exceeds
- 2. School is deficient in Mathematics Meets and Exceeds

Section II-A Action Plan - Objectives

Objective 1

Improve reading achievement for all students.

Objective 1 Description

Bloomington High School will make Safe Harbor for all students by achieving 67% meets or exceeds in reading and 62% meets or exceeds in mathematics. Bloomington High School will make Safe Harbor for African American students (35.7%), Hispanic students (62.9%), multiracial students (65.4%), students with disabilities (18.2%), white students (73.8) and low income students (45.5%).

This objective addresses the following areas of AYP deficiency:

- b 1. School is deficient in Reading Meets and Exceeds
- e 2. School is deficient in Mathematics Meets and Exceeds

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

Objective 1 Title :

Improve reading achievement for all students.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Enroll students in regular level core classes to the greatest extent possible.	08/20/2009	06/30/2011	During School	Local Funds	0
2	Provide Extreme Math after school support for students who struggle in math classes.	08/20/2009	06/01/2011	After School	Local Funds	6,000
3	Provide Extreme English after school support for students who struggle in English classes.	08/20/2009	06/01/2011	After School	Local Funds	3,000
4	Identify incoming students who struggle with reading and enroll them in Techniques in Reading course.	08/20/2009	06/01/2011	During School	Local Funds	25,000
5				Before School	Title I	

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

Objective 1 Title :

Improve reading achievement for all students.

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

1	Provide professional development on incorporating reading in the content areas strategies into daily instruction.	08/20/2009	06/01/2011	During School	Title II	8,000
2	Teachers will participate in learning teams focused on brain friendly instructional strategies, meeting the needs of students in poverty and using assessment for learning.	08/20/2009	06/01/2011	During School	Local Funds	5,000
3	Teachers and administrators will complete a comprehensive curriculum review of English and Social Studies curricula to align and articulate the curriculum. Curriculum review will begin with freshman level course and proceed through sophomore, junior and senior level courses.	08/20/2009	06/01/2011	During School	Local Funds	3,000
4	Teachers and administrators will participate in ongoing intensive training on using research based instructional strategies. Training will be provided by a national consultant who will also visit classes and make recommendations.	08/20/2009	06/01/2011	During School	Title II	20,000

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

Objective 1 Title :

Improve reading achievement for all students.

		TimeLine			Budget	
Strategies and Activities		Start Date	End Date		Fund Source	Amount(\$)
1	Teachers, counselors and administrators will make personal contact with parents of students who are struggling to discuss plans to help students succeed academically. Contact will be made every 9 weeks through phone calls, letters and/or home visits.	08/20/2009	06/08/2011	During School	Local Funds	2,000
2	Parents will be made aware of student progress in all courses every 4.5 weeks through progress reports.	08/20/2009	06/01/2011	During School	Local Funds	8,000

Section II-E Action Plan - Monitoring

Objective 1 Title :

Improve reading achievement for all students.

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?)

This objective will be monitored by the high school administrative team, the Assistant Superintendent for Curriculum & Instruction and the lead teachers with assistance from the District Data Analysis Coordinator. Progress will be monitored by reviewing student performance on the Explore, Plan and PSAE, maintaining a record of student performance in core coursework in English and Social Studies, and observing the use of research based instructional strategies in classrooms. Progress in these areas will be reported to the Superintendent at least annually.

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	Tim Moore	Principal
2	Teresa Hill	Assistant Superintendent
3	Tom Waterson	Lead Teacher - English
4	Amanda Holoway	Teacher

Section II-A Action Plan - Objectives

Objective 2

Increase student achievement in mathematics.

Objective 2 Description

Bloomington High School will make Safe Harbor for all students by achieving 62% meets or exceeds in math. Bloomington High School will make Safe Harbor for all subgroups including African American students (31.4), Hispanic students (52.4), multiracial students (51.6), students with disabilities (22.2), white students (69.2), and low income students (38.7).

This objective addresses the following areas of AYP deficiency:

- Ⓔ 1. School is deficient in Reading Meets and Exceeds
- Ⓕ 2. School is deficient in Mathematics Meets and Exceeds

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

Objective 2 Title :

Increase student achievement in mathematics.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students who struggle in math courses will participate in Extreme Math afterschool math support.	08/20/2009	06/01/2011	After School	Local Funds	6,000
2	Use Gatekeeper assessments to identify skills areas in which students in Algebra have gaps or deficiencies.	08/20/2009	06/01/2011	During School	Local Funds	1,000
3	Provide additional period of math support for students in need of assistance in Algebra I. Enroll these students in a Techniques in Algebra course in addition to their Algebra course.	08/18/2010	06/01/2011	During School	Local Funds	25,000
4	Ensure that all students entering Bloomington High School from Bloomington Junior High School have participated in a curriculum that prepares them to take Algebra I or a high math course as freshmen.	08/20/2010	06/01/2011	During School	Local Funds	5,000
5	Provide an extended (double period) experiential Algebra course for students who are ready for Algebra content but need nontraditional instructional methods.	08/20/2010	06/01/2011	During School	Local Funds	25,000
6				Before School	Title I	

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

Objective 2 Title :

Increase student achievement in mathematics.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers and administrators will conduct a comprehensive review of the math and science curricula beginning with Algebra I. Courses will be aligned with the standards and articulated.			During School	Local Funds	3,000
2	Special education teachers will receive intensive ongoing training in math content and teaching strategies.			During School	Title II	10,000
3	Math teachers will align math assessments to the standards and align instruction to the assessments.			During School	Local Funds	4,500

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

Objective 2 Title :

Increase student achievement in mathematics.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1				Before School	Title I	

Section II-E Action Plan - Monitoring

Objective 2 Title :

Increase student achievement in mathematics.

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?)

This objective will be monitored by the high school administrative team, the Assistant Superintendent for Curriculum & Instruction and the lead teachers with assistance from the District Data Analysis Coordinator. Progress will be monitored by reviewing student performance on the Explore, Plan and PSAE, maintaining a record of student performance in core coursework in Math (particularly Algebra) and Science, and observing the use of research based instructional strategies in classrooms. Progress in these areas will be reported to the Superintendent at least annually.

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	Tim Moore	Principal
2	Teresa Hill	Assistant Superintendent
3	Matt Kauffman	Teacher
4	Kathryn Gillespie	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.*)

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.

BHS administrators and the Assistant Superintendent have met with all of the lead teachers to discuss student achievement data and to develop strategies that will be used with students and staff members. Participants in learning teams contributed ideas for improving student achievement. National consultant, Harvey Silver provided input regarding professional development.

	Name	Title
1	Tim Moore	Principal
2	Teresa Hill	Asst. Superintendent for Curriculum & Instruction
3	Lisa Martinez	Associate Principal
4	Lawrence Washington	Department Chair - Special Education
5	Tom Waterson	Department Chair - English
6	Kathryn Gillespie	Math Teacher

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 school improvement plan was reviewed by a consultant, Dr. Harvey Silver. The plan was also reviewed by the Superintendent of Schools.

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.

The district provides a new teacher orientation program for all new teachers at the start of the school year. In addition, each new teacher is paired with a "helping teacher" who provides guidance and assistance.

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 provides professional development for school administrators and staff members. The district provides assistance with curriculum alignment and articulation. The district also provides funds for student support programs, supplemental materials and other school needs. The district Data Analysis Coordinator provides data analysis services for the monitoring of the plan. The district is implementing an approved restructuring plan.

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.

The local ROE provides extensive professional development through a partnership with the district.

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

	Name	Title
1	Robert Nielsen	Superintendent
2	Teresa Hill	Assistant Superintendent
3	Becky Francois	Director of Special Education
4		

Section IV-A Local Board Action

DATE APPROVED by Local Board: **11/11/2009**

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

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

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]

Yes No 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?

Yes No

Are timelines reasonable and resources coordinated to achieve the objectives? [C]

MONITORING

Yes No

Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]

Yes No

Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

PART I - COMMENTS

November 24, 2009

The plan was checked again for completion. Since the only addition from the previous review was local board approval, you are now encouraged to contact the local RESPRO consultant, Diane Stempinski ,for immediate follow-up in order to bring the plan into completion and compliance prior to December 15, 2009. The plan will also need local board approval after it is completed, since the current approval does not qualify for compliance.

Ardella Perry-Osler, Area IV RESPRO Coordinator aperry@i-kan.org

October 26, 2009

No plan available for monitoring. Currently out of compliance.

Area IV Review Team

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

Yes No 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]

STAKEHOLDER INVOLVEMENT

Yes No

Does the plan describe how stakeholders have been consulted? [C]

Yes 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 RESPONSIBILITES

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 RESPONSIBILITES

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**November 24, 2009**

The plan was checked again for completion. Since the only addition from the previous review was local board approval, you are now encouraged to contact the local RESPRO consultant, Diane Stempinski, for immediate follow-up in order to bring the plan into completion and compliance prior to December 15, 2009. The plan will also need local board approval after it is completed, since the current approval does not qualify for compliance.

Ardella Perry-Osler, Area IV RESPRO Coordinator aperry@i-kan.org

October 26, 2009

No plan available for monitoring. Currently out of compliance.

Area IV Review Team