

Plan Submission and ISBE Monitoring	
Local Board Approved	12/18/2008
Submitted	12/24/2008
Plan Resubmitted	
ISBE Monitoring Completed	



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

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

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	71.9		Yes	70.2		Yes	94.9	Yes		
White	100.0	Yes	100.0	Yes	82.4		Yes	84.3		Yes				
Black	100.0	Yes	100.0	Yes										
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic													
LEP													
Students with Disabilities													
Low Income	100.0	Yes	100.0	Yes	67.6	Yes	61.8	Yes					

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

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

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

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

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

**DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION**

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 - 2008 AMAO Report

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

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

School Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	95.0	95.9	95.7	96.5	95.8	95.8	95.1	94.9
Truancy Rate (%)	-	-	-	-	-	-	-	-
Mobility Rate (%)	16.1	11.1	12.8	14.7	13.7	10.1	19.4	18.7
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	448	293	279	262	264	162	150	146
Low Income (%)	51.3	45.7	55.9	60.7	54.5	52.5	58.7	50.0
Limited English Proficient (LEP) (%)	-	-	-	1.1	1.5	1.9	4.0	4.1
Students with Disabilities (%)								
White, non-Hispanic (%)	54.9	63.8	61.6	55.0	54.5	53.7	48.7	39.0
Black, non-Hispanic (%)	37.9	29.0	28.7	34.0	36.7	35.8	38.0	39.0
Hispanic (%)	7.1	7.2	9.7	10.7	8.3	9.9	11.3	17.1
Asian/Pacific Islander (%)	-	-	-	0.4	0.4	0.6	2.0	1.4
Native American or Alaskan Native(%)	-	-	-	-	-	-	-	-
Multiracial/Ethnic (%)	-	-	-	-	-	-	-	3.4

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	57.3	38.5	4.2	-	-	-
	2001	54.9	37.9	7.1	-	-	-
	2002	63.8	29.0	7.2	-	-	-
	2003	61.6	28.7	9.7	-	-	-
	2004	55.0	34.0	10.7	0.4	-	-
	2005	54.5	36.7	8.3	0.4	-	-
	2006	53.7	35.8	9.9	0.6	-	-
	2007	48.7	38.0	11.3	2.0	-	-
	2008	39.0	39.0	17.1	1.4	-	3.4
	2009	41.6	41.6	12.0	0.6	-	4.2
D I S T R I C T	2000	36.0	26.1	37.6	0.2	0.1	-
	2001	33.0	25.7	40.7	0.5	-	-
	2002	29.8	26.7	43.3	0.3	-	-
	2003	28.3	25.6	45.7	0.4	-	-
	2004	25.8	25.0	48.7	0.4	-	-
	2005	24.5	24.4	50.1	0.4	0.1	0.5
	2006	22.4	25.3	50.8	0.5	-	1.1
	2007	20.0	25.0	53.3	0.5	0.1	1.2
	2008	17.3	25.9	53.7	0.5	0.1	2.5
	2009	15.5	27.4	53.4	0.5	0.1	3.0
	2000	61.1	20.9	14.6	3.3	0.2	-



<b>S T A T E</b>	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	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	-	46.6	94.0	95.3	25.4	-	-	-	-
	2001	-	51.3	100.0	95.0	16.1	-	-	-	-
	2002	-	45.7	100.0	95.9	11.1	-	-	-	-
	2003	-	55.9	100.0	95.7	12.8	-	-	-	-
	2004	1.1	60.7	100.0	96.5	14.7	-	-	-	-
	2005	1.5	54.5	100.0	95.8	13.7	-	-	-	-
	2006	1.9	52.5	100.0	95.8	10.1	-	-	-	-
	2007	4.0	58.7	100.0	95.1	19.4	-	-	-	-
	2008	4.1	50.0	100.0	94.9	18.7	-	-	-	-
	2009	4.8	65.7	100.0	95.2	9.3	-	-	-	-
D I S T R I C T	2000	15.5	59.2	92.7	95.0	20.2	28	0.8	-	-
	2001	14.4	62.9	97.5	94.6	17.5	72	2.1	-	-
	2002	16.9	70.6	98.0	95.4	17.8	114	3.4	-	-
	2003	15.9	64.9	99.7	95.3	19.0	66	2.0	-	-
	2004	19.7	74.2	99.7	95.6	16.4	29	0.8	-	-
	2005	18.7	73.0	99.9	95.3	18.6	54	1.5	-	-
	2006	22.0	76.2	99.9	95.2	21.9	56	1.6	-	-
	2007	21.7	77.6	99.8	94.7	18.9	29	0.8	-	-
	2008	22.1	76.5	97.5	95.2	15.2	47	1.3	-	-
	2009	24.3	82.5	98.2	94.9	16.5	26	0.7	-	-
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6

<b>S T A T E</b>	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)
<b>S C H O O L</b>	2000	431	-	-	-	-	-	-
	2001	448	-	-	-	-	-	-
	2002	293	97	94	102	-	-	-
	2003	279	82	96	101	-	-	-
	2004	262	91	81	90	-	-	-
	2005	264	82	91	91	-	-	-
	2006	162	-	68	94	-	-	-
	2007	150	-	77	73	-	-	-
	2008	146	-	66	80	-	-	-
	2009	166	8	82	76	-	-	-
<b>D I S T R I C T</b>	2000	3,509	-	-	-	-	-	-
	2001	3,507	399	389	412	381	380	-
	2002	3,613	429	397	387	398	369	-
	2003	3,544	382	416	393	403	385	-
	2004	3,569	425	389	396	375	409	-
	2005	3,645	420	409	386	380	381	-
	2006	3,707	397	396	430	427	401	-
	2007	3,649	372	383	385	408	403	-
	2008	3,649	400	374	369	438	426	-
	2009	3,743	410	404	386	377	446	-
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816

<b>S T A T E</b>	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 (%)
<b>D I S T R I C T</b>	2000	228	14	40,155	60	40	19	-	-	-
	2001	242	13	40,513	63	38	19	-	-	-
	2002	250	13	40,793	65	35	20	-	1	-
	2003	260	14	41,987	65	35	18	-	1	-
	2004	253	15	46,844	58	42	18	-	2	-
	2005	245	13	44,363	56	44	18	-	3	-
	2006	240	13	45,928	57	43	19	-	3	-
	2007	249	13	43,169	54	46	18	-	1	1
	2008	258	13	49,538	52	48	18	-	1	2
2009	280	13	51,655	48	52	16	-	1	2	
<b>S T A T E</b>	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

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	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)**

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>40.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>40.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>
All	42.6	59.5	54.8	-	-	-	-	-	-	69.4	67.6	75.0	63.2	50.6	57.3	65.1	57.4	64.3
White	58.7	86.0	70.7	-	-	-	-	-	-	77.8	81.8	86.4	76.9	59.3	72.9	82.9	62.1	80.7
Black	20.0	25.9	29.6	-	-	-	-	-	-	56.5	50.0	57.6	29.1	33.3	29.6	42.4	47.6	46.4
Hispanic	-	50.0	-	-	-	-	-	-	-	-	63.7	-	-	-	-	-	-	58.4
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	29.4	38.9	30.8	-	-	-	-	-	-	30.0	-	36.4	30.8	33.3	33.3	6.7	9.1	16.7
Low Income	22.0	40.9	32.4	-	-	-	-	-	-	44.4	66.0	70.3	43.2	40.4	36.4	48.9	35.8	58.3



	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
<b>AYP Benchmark % Meets + Exceeds</b>	40.0	40.0	47.5	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>40.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>40.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>
All	54.9	61.2	69.9	-	-	-	-	-	-	82.0	75.7	68.3	63.3	64.4	71.9	63.8	72.1	68.5
White	69.6	81.9	82.9	-	-	-	-	-	-	86.1	84.9	86.3	73.8	74.1	79.1	90.3	75.7	83.8
Black	30.0	38.7	51.8	-	-	-	-	-	-	77.2	64.3	53.8	33.3	45.8	59.3	33.3	66.7	50.0
Hispanic	-	40.0	-	-	-	-	-	-	-	-	72.7	-	-	-	-	-	-	66.7
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	27.8	57.9	46.2	-	-	-	-	-	-	30.0	-	45.5	42.3	33.3	38.9	13.3	36.4	27.8
Low Income	35.0	47.7	54.0	-	-	-	-	-	-	69.2	72.3	59.5	48.6	55.3	61.3	46.6	53.6	60.4

	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
<b>AYP Benchmark % Meets + Exceeds</b>	40.0	40.0	47.5	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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?*

It is clear from the data that we continue to make solid progress for the school overall, and for the individual sub-groups. However, our achievement for our students from low income families is not acceptable to us and we must accelerate the progress to assure that we remain on the correct improvement trajectory.

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

- The families in the low income sub-group are typically the most difficult to contact to discuss academic concerns.
- Low income families often struggle with transportation which makes after school assistance difficult.
- Students from low income families represent a high percentage of our special education students. These students typically have learning disabilities which lead to slower than desired progress.
- We have a high mobility rate and often receive students that are below grade level and we have difficulty receiving essential background history to ease the transition.
- We have extremely high numbers of single parent families and large numbers of children being raised by grandparents and foster parents. This instability has a negative impact on steady progress. The deficits the children have when they arrive and Nathan Hale Intermediate are hard to overcome before their score count in 5<sup>th</sup> grade.
- Poverty leads to problems with attendance which hinders academic growth.

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

Our efforts must be put into specific targeted areas to remedy the achievement gap that springs from poverty.

- We must increase our teaching capacity during the school day to maximize the results that we get per day of school.
- We must insure that our strategies are the most suitable for students from low income families.
- We must insure that our school environment is safe, and conducive to learning.
- We must extend our scope with technology and resources such as library cards and computers at home.
- We must insure collaboration time during the school day to maximize the effectiveness of instructional time.

### 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?

Nathan Hale Intermediate School provides support and services for our gifted student population through the implementation of our gifted program. This program includes hiring staff with gifted certifications and providing staff development for teachers and workshops for parents. Our ESL/TPI program provides support services for English Language Learners through a pullout program. Staff development and parent workshops are key components of this program.

Our school boundaries are vast and require that well over 50% of our students come to school on a bus. This creates two specific challenges. The lack of supervision on the bus creates over 80% of our discipline problems school wide. The discipline issues lead to children coming to school tense and anxious in some cases, and angry in others. Sorting out the bus issues takes a significant amount of time for the school administration on a daily basis. The second issue related to transportation is the difficulty it presents in terms of after school programming. If we want to keep children after school for additional help it requires parents or guardians to pick them up. Many of our families do not have this ability and thus we are limited in our after school programming options. Typically, the families with transportation issues are the very families we need to target for extra support.

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

These challenges related to transportation have had a negative impact on performance. The bus supervision issue impacts learning in two ways. When children have a stressful trip to school they are not in the correct frame of mind for learning. Furthermore, if a child is removed from the bus due to behavioral problems, it often leads to the child being absent from school as no other transport options are available to the family. The lack of after school transport limits our ability to extend the school day and thus limits our ability to make up for significant learning gaps prior to testing.

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

We need to enlist the entire community to ensure that all the children are acting appropriately on the bus. We have already taken measures such as adding an additional bus route to insure that there is appropriate space for all the children. This has already had a positive impact. We must increase the time spent in school modeling the behavior that we seek and rewarding such behavior when we see it. We will be using our grade level SEL sessions that will occur every sixth day for each grade level to address this issue in great detail. Other transport options must also be considered such as daily activity busses to allow for greater flexibility in programming.

### 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?*

**Nathan Hale Intermediate is in complete compliance with the requirements of both the No Child Left Behind Legislation and Title I funding as we have made sure that one hundred percent of our teachers are highly qualified or are working towards the certification within allowable time frames. All teacher aides are highly qualified. One hundred percent of our teachers participated in staff development activities.**

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

**Our staff has sought workshop opportunities this year that are directly tied to student performance. We have sent participants to the DuFour Workshops related to Professional Learning Communities for two consecutive years and are in the process of integrating collaborative teams into our schedule to increase student performance. Our staff has accumulated more than the necessary continuing education credits to insure that they are fully prepared to meet the needs of today's students.**

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

Our focus continues to be on teaching practices that will increase learning. The collaborative model we are putting in place will insure that the teachers are sharing and comparing effective strategies so that solid practices are disseminated and weaker practices are eliminated in a helpful and non-pejorative way. We must also continue to build on our community outreach activities such as reading and fitness nights to make sure the entire community is involved. The learning community must encompass everyone to reach our goal of one hundred percent of our students meeting or exceeding on state tests.

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

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

- Parent communication is ongoing and includes both voluntary and requested conferences, mid quarter progress reports, and written notification of any concerns. We also send home a monthly school newsletter, and a quarterly PBIS/SEL newsletter.
- We have a great number of volunteers for special events, and have received generous donations from parents to support our PBIS program and overall school climate.
- We have daily volunteers that help to support our LEXIA reading intervention software.
- Parents are informative and supportive when asked for involvement in the SIP process.



- We are looking at developing an open forum to keep parents updated on events around the school.

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

- Our parentsupport has been integral in implementing targeted reading interventions both in the classroom and the media center. We believe these interventions were a contributing factor in the success of our students.
- This support has also given us greater feedback on a regular basis as to the effectiveness of our interventions.

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

**We have had enormous generosity on the part of our parents and guardians in terms of volunteering in our school. Our belief is that we must expand this support outside of the building and into the community if we are going to meet the needs of our low income students. It is the learning dynamic within family structures that needs to be altered to stop the cycle of academic ineffectiveness that is evident in some of our school families. The challenge of keeping volunteers coming on a regular basis as the economic climate gets more difficult is becoming a problem we are now addressing.**

### 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?*

1. Interventions targeted to low-income students.
2. Pro-active interventions at the lower grades.
3. Greater community outreach to end the cycle of academic ineffectiveness.
4. Extend reach of our parent volunteer program.
5. Improve transportation related behavior.

6. Expand after school transportation options.
7. Increase teacher collaboration and common plan time minutes.

## Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	<a href="#">For 2008/09 at least 70% of our students in all identified groups shall meet or exceed the state standards for reading. For the 2009/2010 school year at least 77.5% of our students in all identified groups shall meet or exceed the state standards for reading.</a>	
2	<a href="#">Objective # 2: For 2008/09 at least 70% of our students in all identified groups shall meet or exceed the state standards for math. For the 2009/2010 school year at least 77.5% of our students in all identified groups shall meet or exceed the state standards for math.</a>	
3	<a href="#">Objective # 3: We will reduce the percentage of children who receive discipline referrals by 10% during the 2008/09 school year, and will reduce this percentage by an additional 10% in the 2009/10 school year</a>	

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

## Section II-A Action Plan - Objectives

## Objective 1

For 2008/09 at least 70% of our students in all identified groups shall meet or exceed the state standards for reading. For the 2009/2010 school year at least 77.5% of our students in all identified groups shall meet or exceed the state standards for reading.

## Objective 1 Description

For 2007/08 only 67.6% of our low income group met or exceeded on the State Reading Test. We need to strike at the barriers to success for low income students in order to improve on these results. Communication, early intervention, collaboration, and community outreach are going to be the keys to our success.

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

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

For 2008/09 at least 70% of our students in all identified groups shall meet or exceed the state standards for reading. For the 2009/2010 school year at least 77.5% of our students in all identified groups shall meet or exceed the state standards for reading.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	All students in this sub group are actively recruited to attend after school Reading and Math Program	01/12/2009	03/05/2009	After School	Title I	4,000
2	Continue to implement balanced literacy, and Guided Reading and Writing in all classrooms	08/20/2008	06/01/2009	During School	State Funds	0
3	Continue to develop and implement integrated curriculum, particularly teaching reading in the content areas via leveled reading material.	08/20/2008	06/01/2009	During School	Local Funds	0
4	A word of the day is announced each morning and used for discussion throughout the day. Words are chosen from master list in the book by Robert Marzano, "Building Background Knowledge for Academic Achievement."	08/20/2008	06/01/2009	During School	Local Funds	0
5	LEXIA Web Based reading software is fully implemented and now available for students at home via the internet.	08/20/2008	06/01/2009	During School	Local Funds	1,000
6	Reading Assessment Wall implemented to monitor student progress and interventions.	01/07/2007	06/01/2009	During School	Local Funds	100
7	Develop staff development room to house teacher resources and display assessment data in reading and math.	01/01/2009	06/01/2009	During School	Local Funds	500

8	Reading A-Z account renewed to provide support material for leveled reading instruction.	08/20/2008	06/01/2009	During School	Local Funds	90
9	RTI Team meets for targeted students to problem solve and monitor progress with data.	08/20/2008	06/01/2009	After School	Local Funds	4,000
10	Study Island web based educational support program was purchased for every student.	08/20/2008	06/01/2008	During School	Local Funds	800
11	Reading A-Z kids subscription purchased for struggling readers to provide individualized and leveled support for targeted students.	08/20/2008	06/01/2009	During School	Local Funds	100
12	Accelerated Reader reading program purchased for every student to support and encourage independent reading.	08/20/2008	06/01/2009	After School	Local Funds	750

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

For 2008/09 at least 70% of our students in all identified groups shall meet or exceed the state standards for reading. For the 2009/2010 school year at least 77.5% of our students in all identified groups shall meet or exceed the state standards for reading.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	All staff are invited to participate in Guided Reading workshops offered monthly in the district.	08/20/2008	06/01/2008	After School	Title I	
2	Staff members attended a workshop on creating professional learning communities.	01/20/2008	01/22/2008	During School	Title I	600
3	Targeted monthly programs are offered within the district to address the special needs of students with Autism. This is available to selected staff members in every school.	10/17/2008	06/01/2009	During School	Local Funds	
4	Staff development funds are available for staff to attend workshops throughout the region to relate to stated goals.	08/20/2008	06/01/2009	During School	Local Funds	
5	Staff development on SIP days and during staff meetings is targeted towards best practices in instruction and collaboration.	08/20/2008	06/01/2009	After School	Local Funds	
6	Running Record binders are provided to support guided reading and solid diagnostic evaluations in the classroom.	08/20/2008	06/01/2009	During School	Local Funds	

7	Grade level team meetings built into the schedule at the start of the day on a 6 day rotation for grades K-5.	01/07/2009	06/01/2009	During School	Local Funds	
8	We have purchased two additional Fountas and Pinnell Assessment Kits to add to the array of resources for identifying the instructional needs of the students.	08/20/2008	06/01/2009	During School	Title I	520

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

For 2008/09 at least 70% of our students in all identified groups shall meet or exceed the state standards for reading. For the 2009/2010 school year at least 77.5% of our students in all identified groups shall meet or exceed the state standards for reading.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	A list of key vocabulary words are listed each month in the school newsletter that is sent home to parents.	08/20/2008	06/01/2009	After School	Other	0
2	School website includes a link listing all available Accelerated Reader selections so that parents and students can use public libraries to acquire appropriate materials.	08/20/2008	06/01/2009	After School	Local Funds	0
3	Parents are welcomed at our Open House at the beginning of the year including PBIS reward programs. Our sessions now include an informational meeting with the parents in English and Spanish to review all school procedures and programs.	08/20/2008	06/01/2009	After School	Other	0
4	Parents are invited to Title I information meetings presented by School District # 130	08/20/2008	06/01/2009	After School	Title I	0
5	Parents are invited to informational meetings and a family activity night for the gifted program.	08/20/2008	06/01/2009	After School	Title I	0
6	Parents are invited to English and a Second Language (ESL) informational meetings offered by School District # 130.	08/20/2008	06/01/2009	After School	Title I	0
7	Parents are active members and participate in workshops as part of our Social Emotional Learning (SEL) Team.	08/20/2008	06/01/2009	During School	Other	1,000
	All meetings are posted prominently in all School District #130 buildings,					

8	and building level meetings are noted on our school newsletter in English and Spanish.	08/20/2008	06/01/2009	During School	Other	0
9	Parent volunteers assist with Lexia Reading Program in the media center	08/20/2008	06/01/2009	During School	Other	0
10	Two Family Reading Nights and Two Family Fitness Nights are scheduled to increase family involvement.	08/20/2008	06/01/2009	Before School	Title I	0
11	The school and families will be involved in the planning of the district wide Cinco De Mayo celebration.	08/20/2008	06/01/2009	During School	Title I	0
12				Before School	Title I	

### Section II-E Action Plan - Monitoring

For 2008/09 at least 70% of our students in all identified groups shall meet or exceed the state standards for reading. For the 2009/2010 school year at least 77.5% of our students in all identified groups shall meet or exceed the state standards for reading.

- Initial screening is used as a benchmark for each student. Screening looks at all relevant data including grades and standardized test scores. It also includes local assessment data, attendance data, Accelerated Reader Data, as well as free and reduced lunch data.
- Student work samples, running records, teacher feedback and updated achievement test and AR data are used to monitor student progress.
- Meetings are held for each teacher individually to discuss the needs and concerns of every student in their class.
- Parent/Teacher conferences are held school wide twice a year and more often on an individual basis if needed.
- The Response to Intervention Team (RtI) meets with parents and guardians to discuss strategies for improvement for all targeted students.
- PBIS/SEI Team reviews data of targeted students to address behaviors that may hinder academic progress of the students.
- LEXIA Quick Reading Test (QRT) used to screen and monitor all students using the LEXIA Reading Software.
- MyLEXIA website can be accessed by all teachers to get comprehensive reports on student progress and areas of concern.
- Running Records are posted on assessment wall and on the google.com interactive website to insure that all students are getting the necessary interventions.
- Weekly Study Island progress reports are e-mailed to both administrators and classroom teachers.
- Test-Wiz web program used to store, track, and present student test data in a user friendly manner.

	Name	Title
1	James Duggan	Principal

2	Christine Kosek	Assistant Principal
3		

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

**Objective 2**

Objective # 2: For 2008/09 at least 70% of our students in all identified groups shall meet or exceed the state standards for math. For the 2009/2010 school year at least 77.5% of our students in all identified groups shall meet or exceed the state standards for math.

**Objective 2 Description**

We must continue to improve our level of success in Math, particularly for our low income families. This will entail involving the entire community and the use of computer technology to extend our reach.

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

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

Objective # 2: For 2008/09 at least 70% of our students in all identified groups shall meet or exceed the state standards for math. For the 2009/2010 school year at least 77.5% of our students in all identified groups shall meet or exceed the state standards for math.

		TimeLine			Budget	
Strategies and Activities		Start Date	End Date		Fund Source	Amount(\$)
1	School District #130 is purchasing a comprehensive screening tool that will give us solid baseline data and appropriate instructional level for	01/01/2009	06/01/2009	During School	Local Funds	0



	every student.					
2	ALEKS computer software has been purchased for students in grades 3-5. This is web based and will be used with students based on screening data.	08/20/2008	06/01/2009	During School	Local Funds	400
3	Teachers have been inserviced on how to assign targeted lessons using Study Island.	08/20/2008	06/01/2009	After School	Local Funds	0
4	A new textbook series was adopted and work is being done to align the book with local assessments and state standards	08/20/2008	06/01/2009	During School	State Funds	

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

Objective # 2: For 2008/09 at least 70% of our students in all identified groups shall meet or exceed the state standards for math. For the 2009/2010 school year at least 77.5% of our students in all identified groups shall meet or exceed the state standards for math.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Staff has been in-serviced in creating targeted assignments using Study Island.	08/20/2008	06/01/2009	After School	Other	0
2	Teachers district wide were in-serviced regarding maximizing the value of the new textbook series.	08/20/2008	06/01/2009	After School	State Funds	
3	Grade level teams will be provided an additional 45 minutes every 6th day to identify critical outcomes in math, compare formative assessment data, and share instructional strategies.	01/01/2009	06/01/2009	During School	Other	0
4	Using a train the trainer model, all staff will be trained in how to make the best use of new district wide universal screening tool.	01/01/2009	06/01/2009	After School	State Funds	

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

Objective # 2: For 2008/09 at least 70% of our students in all identified groups shall meet or exceed the state standards for math. For the 2009/2010 school year at least 77.5% of our students in all identified groups shall meet or exceed the state standards for math.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	All parents and guardians are given instructions for accessing Study Island activities and viewing progress data with their children.	08/20/2008	06/01/2009	After School	Local Funds	

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

Objective # 2: For 2008/09 at least 70% of our students in all identified groups shall meet or exceed the state standards for math. For the 2009/2010 school year at least 77.5% of our students in all identified groups shall meet or exceed the state standards for math.

- The universal screening tool adopted by the district will be critical in monitoring student progress.
- Professionnal Learning Community model will be fully implemented in January 09 and will drive the sharing and evaluation of formative assessment data for math.
- ALEKS and Study Island data will be viewed weekly by the Principal and classroom teachers.
- SMART goals will be used

	Name	Title
1		
2		
3		

Section II-A Action Plan - Objectives

Objective 3

Objective # 3: We will reduce the percentage of children who receive discipline referrals by 10% during the 2008/09 school year, and will reduce this percentage by an additional 10% in the 2009/10 school year

Objective 3 Description

Maintaining a safe, positive environment free of excessive disruptions is critical to attaining academic excellence. This goal and the related strategies will keep us focused on this vital aspect of our school program. The involvement of students and parents in this process will insure it's success and enrich the process. For 2007/08 school year we had 334 discipline referrals which is almost exactly two per school day. This is our highest average since we started recording this data four years ago. We will be taking steps to bring this down. We have also seen a shift in where the referrals are written. Two years ago over 80% of our referrals were on the bus. Last year, 35% of the referrals were in the classroom. Only 25% of total referrals were on the bus. This is a big shift and our entire building will be discussing this as we monitor our plan.

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

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

Objective # 3: We will reduce the percentage of children who receive discipline referrals by 10% during the 2008/09 school year, and will reduce this percentage by an additional 10% in the 2009/10 school year

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	We are developing and will implement a peace patrol made up of students identified for their reliability and trustworthiness. These students will help to instruct other students through the use of PBIS	01/01/2009	06/01/2009	During School	Local Funds	100

	cool tools.					
2	The first thirty minutes of eah school day will be used to teach SEL standards to a grade level on a rotating basis. Every six days we will have a new activity as we rotate grades k-5 through the program.	01/01/2009	06/01/2009	During School	Other	500
3	We will have quarterly PBIS rallies with all the students to review areas of concern, teach key expectations, and celebrate successes. Classrooms will be asked to role play cool tools on a rotating basis.	08/20/2008	06/01/2009	During School	Local Funds	0
4	School Store Cart is available for all classes for students to spend token economy high fives.	08/20/2008	06/01/2009	During School	Local Funds	0
5	Soaring Eagle awards are given to two students each week for outstanding behavior and effort. The students do not know what staff member has the award to give out.	08/20/2008	06/01/2009	During School	Local Funds	300

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

Objective # 3: We will reduce the percentage of children who receive discipline referrals by 10% during the 2008/09 school year, and will reduce this percentage by an additional 10% in the 2009/10 school year

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	SEI / PBIS Team meets monthly to review student progress, organize monthly rewards, and help to plan quarterly rallies.	08/20/2008	06/01/2009	After School	Local Funds	750
2	All new staff are required to take full day Second Step Violence Prevention training.	08/20/2008	06/01/2009	After School	Local Funds	1,200
3	Our social worker has developed a new program called Peac Patrol. School Ambassadors will act as Peace Patrol members to help teach cool tools and serve as monitors in halls and recess.	01/01/2009	01/01/2009	During School	Other	0
4	All staff are provided with referral data on a monthly basis to update them as it relates to behavior goals.	08/20/2009	06/01/2009	During School	Other	0
5	All staff are given a PBIS handbook with our school philosophy and updated cool tools for all locations in the building.	08/20/2009	06/01/2009	During School	Other	200

6	We were awarded a 10,000.00 SEL grant to help with training and staff development for three schools in the district including NHI.	08/20/2008	06/01/2009	During School	Other	0
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**Section II-D Action Plan - Parent Involvement Strategies and Activities**

Objective # 3: We will reduce the percentage of children who receive discipline referrals by 10% during the 2008/09 school year, and will reduce this percentage by an additional 10% in the 2009/10 school year

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Two parents were recruited to go to SEL 2 day training session.	08/20/2008	06/01/2009	After School	Other	400
2	All parents are required to read and sign the anti-bully pledge at registration.	08/20/2008	06/01/2009	Before School	Other	0
3	Parents are sent a quarterly PBIS newsletter to inform them about strategies they can use at home and to keep them up to date about school programs.	08/20/2008	06/01/2009	During School	Other	0
4	Parents receive a PBIS letter from the principal at registration outlining the program and also receive a copy of the behavior matrix.	08/20/2008	06/01/2009	Before School	Other	0

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

Objective # 3: We will reduce the percentage of children who receive discipline referrals by 10% during the 2008/09 school year, and will reduce this percentage by an additional 10% in the 2009/10 school year

- The progress will be monitored using SWIS data on a monthly basis.
- Parent advisory meetings will be held twice this year to discuss the goal and monitor progress.
- Students will be updated on the goal on a monthly basis.

	Name	Title
1	James Duggan	Principal

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2	Christine Kosek	Assistant Principal
3		

### 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.*)

The development of this plan began with input from staff and parents during the summer of 2008. This included a complete review of the previous plan as well as early ISAT tests results (These results were later changed). The SIP Team then wrote the goals using NCLB targets and current progress as the guide. Strategies were then outlined or a determination was made to research new programs for the areas targeted. Drafts of the plan were then given to selected parents and staff for a final review. Notice of the completed plan as well as school report are then sent home to all parents. Copies of the plan are made available in the office. A request for parent input will be made in January 2009 as we begin to review and revise plan as part of ongoing school improvement effort.

### 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.

CHuTwo parents were involved from the beginning of the process in the summer of 2008. They were given copies of the 2006-08 plan and asked to give written input to be used on new plan. This along with other staff input was taken to the School SIP Team in July of 2008 to begin the process of creating the new plan. Progress towards plan completion as well as specific goals was passed along to parent participants.

	Name	Title
1	Mavis Montoya	Parent
2	Pamela Churin	Parent
3	Nicolette Harrison	Teacher
4	Helena Humpf	Teacher
5	Karen Dltchman	Teacher
6	Marguerite Falloon	Teacher
7	Christine Kosek	Assistant Principal
8	James Duggan	Principal

### 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.*

Our plan will be reviewed by a representative from SCISC-4 who will discuss this plan with us and make recommendations for improvement.



### 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 school district funds and directs a Teacher Mentor/Buddy Program through Governors State University for all 1st and 2nd year teachers. Mentors receive stipends from School District #130 to participate in the program.
- All first year teachers are assigned a teacher mentor in their building. The mentor and the mentee attend periodic seminars at Governors State University and the mentor is responsible for filing reports with the district office related to progress and accomplishments during the year.
- All second year teachers or teachers new to the district are assigned a buddy. The buddy receives no stipend, but is responsible for providing support throughout the year and answering questions.
- All participants in the program are invited to a banquet at the end of the year as a culminating event to help support the bonds created through the program.

### 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.

- School District #130 has provided additional Title I funds (4,000.00) to operate our after school program. In addition, monthly Guided Reading training sessions are provided by the district to support curricular goals.

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- School District # 130 provides parent workshops to inform parents about Title I opportunities, the Gifted Program, and the English as a Second Language (ESL) and Transitional Program of Instruction (TPI) procedures.
- School District # 130 provides teacher workshops in both math and reading throughout the district.
- School District # 130 provides resources to teachers to attend workshops at South Cook ISC4 and other locations.
- School District # 130 has provided funds to send to separate staff teams to PLC workshops with Rick and Becky DuFour.

**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).

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

- é Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- é Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- é 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.

An ISC4 representative will offer assistance in reviewing this plan and making recommendations for improvement.

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

	Name	Title
1	Dr. Michael Korsak	Superintendent
2	Dr, Susan Woodrow	Asst, Superintendent for Curriculum

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**Section IV-A Local Board Action**

**DATE APPROVED** by Local Board:                   **12/18/2008**

**A. ASSURANCES**

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

**B. SUPERINTENDENT'S CERTIFICATION**

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

Yes  No

Have the areas of low achievement been clearly identified?

Yes  No

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

Yes  No

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

Yes  No

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

LOCAL ASSESSMENT DATA (OPTIONAL)

Yes  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?

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

**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?

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

**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?

Yes  No Are the strategies and activities measurable?

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

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

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

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?

<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?
<b>MONITORING</b>	
<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?
<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?

**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? <span style="color: red;">(Title I Schools Only)</span>
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**STAKEHOLDER INVOLVEMENT**

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

**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?

**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?

**DISTRICT RESPONSIBILITIES**

Yes  No

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

Yes  No  N/A

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

**STATE RESPONSIBILITIES**

Yes  No

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

**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?

**APPROVAL DATE OF LOCAL BOARD**

Yes  No

The plan indicates the approval date of this plan.

**PART II - COMMENTS**