

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

**NATHAN HALE PRIMARY SCHOOL  
School Improvement Plan 2008**

**PRELIMINARY INFORMATION**

RCDT Number:	140161300022012		
District Name:	COOK COUNTY SD 130	School Name:	NATHAN HALE PRIMARY SCHOOL
Superintendent:	DR MICHAEL T KORSAK	Principal:	James B. Duggan
District Address:	12300 S GREENWOOD AV	School Address:	5324 135TH ST
City/State/Zip:	BLUE ISLAND,IL,60406 1558	City/State/Zip:	CRESTWOOD,IL,60445 1504
District Telephone#:	Label 7083856800    Extn: 102	School Telephone#:	7083854690    Extn: 0
District Email:	woodrows@district130.org	School Email:	jduggan@sd130.s-cook.k12.il.us
<b>Is this plan for a Title I School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

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	89.7		Yes	89.7		Yes	95.1	Yes		
White														
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic													
LEP													
Students with Disabilities													
Low Income													

**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 (%)	93.8	95.2	95.7	95.7	95.1	95.4	94.4	95.1
Truancy Rate (%)	-	0.5	-	-	-	-	-	-
Mobility Rate (%)	30.3	24.3	20.7	17.3	19.8	18.0	21.5	31.7
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	442	275	261	247	248	329	295	341
Low Income (%)	60.9	64.0	57.9	61.9	51.6	51.4	52.5	52.8
Limited English Proficient (LEP) (%)	1.4	2.2	2.3	5.3	4.8	5.2	5.4	4.7
Students with Disabilities (%)								
White, non-Hispanic (%)	52.9	57.1	59.8	56.3	59.7	56.5	54.6	45.7
Black, non-Hispanic (%)	41.0	36.4	32.2	32.8	27.8	27.1	30.2	30.5
Hispanic (%)	6.1	6.5	8.0	8.9	10.5	13.4	13.6	11.7
Asian/Pacific Islander (%)	-	-	-	2.0	2.0	3.0	1.7	1.8
Native American or Alaskan Native(%)	-	-	-	-	-	-	-	-
Multiracial/Ethnic (%)	-	-	-	-	-	-	-	10.3

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 (%)
<b>S C H O O L</b>	2000	56.8	37.4	5.8	-	-	-
	2001	52.9	41.0	6.1	-	-	-
	2002	57.1	36.4	6.5	-	-	-
	2003	59.8	32.2	8.0	-	-	-
	2004	56.3	32.8	8.9	2.0	-	-
	2005	59.7	27.8	10.5	2.0	-	-
	2006	56.5	27.1	13.4	3.0	-	-
	2007	54.6	30.2	13.6	1.7	-	-
	2008	45.7	30.5	11.7	1.8	-	10.3
	2009	33.0	23.5	36.3	1.1	-	6.1
<b>D I S T R I C T</b>	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	2.2	57.8	94.2	94.6	25.5	-	-	-	-
	2001	1.4	60.9	99.0	93.8	30.3	-	-	-	-
	2002	2.2	64.0	100.0	95.2	24.3	1	0.5	-	-
	2003	2.3	57.9	100.0	95.7	20.7	-	-	-	-
	2004	5.3	61.9	100.0	95.7	17.3	-	-	-	-
	2005	4.8	51.6	100.0	95.1	19.8	-	-	-	-
	2006	5.2	51.4	100.0	95.4	18.0	-	-	-	-
	2007	5.4	52.5	100.0	94.4	21.5	-	-	-	-
	2008	4.7	52.8	100.0	95.1	31.7	-	-	-	-
	2009	18.7	67.8	100.0	94.1	24.7	-	-	-	-
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

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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	465	-	-	-	-	-	-
	2001	442	-	-	-	-	-	-
	2002	275	1	-	-	-	-	-
	2003	261	-	-	-	-	-	-
	2004	247	-	-	-	-	-	-
	2005	248	-	-	-	-	-	-
	2006	329	80	-	-	-	-	-
	2007	295	60	-	-	-	-	-
	2008	341	68	-	-	-	-	-
	2009	460	63	-	-	-	-	-
D I S T R I C T	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	-	-	-	70.0	72.2	87.5	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	72.7	83.3	94.7	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	60.0	52.4	84.6	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	80.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	60.0	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	73.8	60.7	82.7	-	-	-	-	-	-	-	-	-	-	-	-



	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	-	-	-	77.2	81.5	87.5	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	78.8	87.5	97.4	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	76.0	66.6	76.9	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	70.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	90.0	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	78.5	71.4	82.8	-	-	-	-	-	-	-	-	-	-	-	-

	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?*

The data indicates that our students scored well in both mathematics and reading. Furthermore, despite the fact that our overall scores were positive, 76.9 % of our African American Group met or exceeded the state standards for math. In addition to this, our children move to Nathan Hale Intermediate school for 4th and 5th grades. The spring 2008 ISAT data indicates that roughly 60 % of the low income students at Nathan Hale Intermediate met or exceeded state standards. This indicates we need to continue to work on these groups to improve those percentages 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.*

- \* 52.8 % of our students come from families considered low income. Poverty and its impact on family stability and educational continuity are continuing concerns and there is data to support the impact of poverty on achievement.
- \* We have a high mobility rate in our district (31.7%). We get many children who come to us that are several years below grade level. We can document that they are progressing by one year or more in most cases once they are in our building. However, in some cases this growth is not enough to meet standards despite the growth evident in student NCE scores.
- \* We have a small group of students who accumulate large numbers of referrals. This leads to a loss of instructional time for all students and diminishes the learning environment.

*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 create a network of support for our low income families. We must draw on the resources and expertise of everyone in the school community to insure that all of our children are successful. This support can be in the way of mentoring, or through the procurement of additional technology at home. In addition, we must maximize our instructional time at school to make up for the lack of support elsewhere.
- \* As a staff, we must insure that we make the transition for new families is as smooth and informative as possible. We need to assess the current academic proficiency of every new student in a timely manner and insure that all necessary academic supports are put in place. We all must assess the needs of the entire family and insure that the family is clear on all the resources we have to offer.
- \* We must be proactive with students that have a history of discipline problems. The data for 4th and 5th grade indicates that students with six or more referrals are far less likely

to meet or exceed on the state Interventions must be put in place quickly and families need to be part of the solution.

### 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 Primary School provides support 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 and push-in program. Staff development and parent workshops are key components of this program. We also started a bilingual education program in 2008 to meet the needs of our growing ELL population. We now have bilingual classes in grades k-2 and are working on interventions and supports to meet their needs.

We have identified two specific challenges that we must confront in order to go from a good school to a great one. Due to our unusual and vast boundaries, we have more than 50% of

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our students coming to school on the bus. The lack of supervision on the bus creates over 25% of our discipline problems school wide. This issue leads 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 transportation issue also connects to academic programming after school. If we want to keep children after school for additional help it requires the 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 help.

Our second major challenge is related to the first as it deals with discipline. The major portion of discipline referrals are earned by a small number of the same students. This issue is disruptive in several ways. It means these students are out of class a significant amount of time, and also that the staff is losing instructional time for all the children when these problems are occurring. Remedying this will have a significant positive impact on our school. 34% of all referrals last year came from the classroom environment. This validates our need for emphasis on Social Emotional Learning in that setting.

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

The challenges noted above have had a negative impact on the learning environment and have taken time away from instruction for all children. It impacts not just the students that receive the referrals, but all the students as well as the entire system including staff and administration. The data is very clear that high levels of referrals decrease the likelihood of success on the state tests.

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

It is clear that our positive behavior system (PBIS) is working for most children. However, a small group of children need more intensive services and support to be successful. We have some initiatives in place such as the STAR Student Program, and we will be increasing our staff development in the area of social and emotional standards via a recently awarded grant. However, we need more and it has to be a community wide effort. The success of the majority of our families must be used as an example to our families that are struggling, and a network of support for the entire family must be put in place. Our greatest success will be gained by pulling the entire community together for a common goal; that being success for every student.

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 Primary is in complete compliance with the requirements of the No Child Left behind Legislation and Title I funding. Well over 50% of our classroom teachers have or are working on their masters degrees. All of our teachers are highly qualified in their area of instruction, and our teachers average over 13 years of experience.

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

The high level of education and the willingness to attend optional staff development after school hours has payed dividends for our children.

Our performance has been strong and that is the result of the staff spending time analyzing data and determining the specific needs of every child in our building. In 2007/08, 87.5% of students met or exceeded on the ISAT in math and reading. All of this work is done with a sense of pride and cooperation that pushes every staff member to be their best.

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

We cannot rest on our laurels. Our success has been the result of hard work and we must stay committed to that. The learning landscape is always changing as are the academic and cultural needs of our children. We must stay in touch with the community and make sure the needs of every child are met. Initiatives this year will include significant changes to the schedule to accommodate regular imbedded collaboration time during the school day. A parent-teacher mentor program is also being researched.

**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 have a great number of parent volunteers for special events, and have received generous donations from parents to support our PBIS program and overall school climate.
- \* Parents are supportive and informative when asked for feedback on the SIP. A parent serves as a representative on our Social Emotional Learning Standards Implementation Team.

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

Our parent support 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.



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

As noted previously, our successful families must be used as mentors and role models to help families and students that are struggling. A plan is being researched to formulate a parent/teacher advisory group to identify strategies to support families who are indicating a need for support as demonstrated by referral or test score data.

### 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. Improve implementation of SEI standards and work towards embedding them in the regular curriculum.
2. Expand transportation options for after school interventions.
3. Provide interventions and support for families based on referral data or test score data.



**Action Plan Objectives and Deficiencies**

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	<a href="#">Our goal is that we make adequate yearly progress for all groups in reading for 2008/09 and 2009/10.</a>	
2	<a href="#">Our goal is to make adequate yearly progress for all groups in math.</a>	
3	<a href="#">Our goal is to reduce the number of Office Discipline Referrals each year.</a>	

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

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

**Objective 1**

Our goal is that we make adequate yearly progress for all groups in reading for 2008/09 and 2009/10.

**Objective 1 Description**

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.

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

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

Our goal is that we make adequate yearly progress for all groups in reading for 2008/09 and 2009/10.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	All students in grades 1-3 that have indicated deficiencies are provided after school help with Title I Reading Coach.	10/14/2008	05/15/2009	After School	Title I	
2	Continue to implement balanced literacy, and Guided Reading and Writing in all classrooms.	08/20/2008	06/02/2009	During School	State Funds	
3	Reading Recovery is provided to at risk first grade students	08/20/2008	06/02/2009	During School	Title I	
4	Primary Literacy is provided to at risk first, second and third graders.	08/20/2008	06/02/2009	During School	Title I	
5	A word of the day is announced each morning and used for discussion throughout the day. Words are chosen from a master list in the book by Robert Marzano, "Building Background Knowledge for Academic Achievement."	08/20/2008	06/02/2009	During School	Other	
6	LEXIA reading software "Primary Reading" and "Early Reading" were purchased and implemented as a targeted intervention for identified students.	08/20/2008	06/02/2009	During School	Local Funds	1,500
7	Reading A-Z website license purchased to obtain leveled reading material to support guided reading and seamless grade K-5 APANISH AND ENGLISH instruction and assessment process.	08/20/2008	06/02/2009	During School	Local Funds	90
8	Teacher Child Assistance Team (TCAT) meets for targeted students to identify strategies and monitor progress with data	08/20/2008	06/02/2009	After School	Other	
9	Study Island licenses were purchased for all grade 2-3 students for reading and math.	08/20/2008	06/02/2009	After School	Local Funds	850

10	Lab classrooms were created at grades 1-3 to model and demonstrate best practices in reading instruction.	08/20/2008	06/02/2009	During School	Other	
11	Licenses for Headsprout online reading intervention were purchased to provide intensive support for struggling readers.	08/20/2008	06/02/2009	During School	Local Funds	
12	Subscriptions to READING A-Z KIDS were purchased for struggling readers.	08/20/2008	06/02/2009	During School	Local Funds	
13				Before School	Title I	

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

Our goal is that we make adequate yearly progress for all groups in reading for 2008/09 and 2009/10.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	All staff is invited to literacy meetings offered monthly by building level reading coach.	08/20/2008	06/02/2009	After School	Title I	
2	Staff attends workshops related to improved instruction, intensive level PBIS implementation, Professional Learning Communities and ISAT preparation strategies and report back to the remainder of the staff.	08/20/2008	06/02/2009	During School	State Funds	
3	Staff development activities on SIP Days and faculty meetings are focused on ISAT strategies.	08/20/2008	06/02/2009	During School	State Funds	
4	Staff participates in ongoing review and alignment of the curriculum to state goals through Professional Learning Communities.	08/20/2008	06/02/2009	Before School	Local Funds	
5	Running Record Binders created for each teacher to assist in ongoing staff development.	08/20/2008	06/02/2009	During School	Other	
6	Quarterly grade level collaboration meetings to analyze Assessment Wall Data.	10/22/2008	03/20/2009	During School	Other	
7		10/22/2008	03/20/2009	During School	Other	
8	District level team to examine current writing assessment practices and develop concept of Writers' Workshop.	08/20/2008	06/02/2009	After School	Local Funds	

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

Our goal is that we make adequate yearly progress for all groups in reading for 2008/09 and 2009/10.

Strategies and Activities		TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	A list of key vocabulary words are listed on monthly newsletters sent home to parents.	09/30/2008	05/29/2010	During School	Other	
2	School website includes a link listing all available Accelerated Reader selections so that parents and students can use public libraries to aquire appropriate materials 12 months a year	08/20/2008	06/02/2010	After School	Other	
3	Parents are welcomed at our Open House at the beginning of the year, and are involved in all events throughout the year including PBIS reward programs. Beginning 2007/08 school year Open House will include a session for all parents to review procedures and expectations and learn about SEL standards and tips.	08/20/2008	06/02/2010	After School	Other	
4	Parents are invited to Title I information meetings presented by School District #130.	08/20/2008	06/02/2010	After School	Title I	
5	Parents are invited to informational meetings for the gifted and talented program offered by School District #130.	08/20/2008	06/02/2010	After School	Title I	
6	Parents are invited to English as a Second Language (ESL)/ Transitional Program of Instruction (TPI) informational meetings offered by School District #130.	08/20/2008	06/02/2010	After School	Title I	
7	All meetings and programs are posted prominently in all School District #130 buildings, and building level meetings are noted on school newsletter and website.	08/20/2008	06/02/2010	After School	Other	
8	Parent volunteers are recruited to assist with implementing LEXIA reading intervention.	08/20/2008	06/02/2010	During School	Other	
9	Two family reading nights per year are scheduled to increase family involvement.	08/20/2008	06/02/2010	After School	Other	

10	Hosting 2 Family Fitness Nights per year as a way to connect the importance of health and wellness to academic achievement.	08/20/2008	06/02/2010	After School	Other	
11	Increased involvement in and planning of Cinco de Mayo celebration.	05/05/2009	05/05/2010	After School	Other	
12	New and used Book Fairs to increase book availability to all students.	08/20/2008	06/02/2010	After School	Other	

### Section II-E Action Plan - Monitoring

Our goal is that we make adequate yearly progress for all groups in reading for 2008/09 and 2009/10.

The following data will be used to monitor the ongoing effectiveness of the strategies and activities in our action plan and documented on an interactive spreadsheet on GoogleDocs and within Professional Learning Community Binders.

1. AYP Data
2. Local Assessment Data
3. Accelerated Reader Data
4. Reading Assessment Wall
5. DIBELS
6. ISEL
7. RTI data (Lexia, Reading Recovery, Star Student)

	Name	Title
1	James Duggan	Principal

2	Christine	Assistant Principal
3		

## Section II-A Action Plan - Objectives

### Objective 2

Our goal is to make adequate yearly progress for all groups in math.

### Objective 2 Description

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.

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



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

Our goal is to make adequate yearly progress for all groups in math.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	New Math Texts were purchased for all grades.	08/20/2008	06/02/2010	During School	State Funds	
2	Symphony Math licenses purchased for students struggling in math.	08/20/2008	06/02/2010	During School	Local Funds	
3	Professional Learning Communities align local assessments with new texts.	08/20/2008	06/02/2010	During School	Other	
4	Study Island state test preparation website subscription purchased.	08/20/2008	06/02/2010	After School	Local Funds	
5	ALEKS web-based math intervention in English and Spanish.	08/20/2008	06/02/2010	After School	Local Funds	
6				Before School	Title I	

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

Our goal is to make adequate yearly progress for all groups in math.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Staff will work in Professional Learning Communities to align current local assessments with new Math text books.	08/20/2008	06/02/2010	During School	Other	
2	District level training was held to support implementation of new text boosk.	08/12/2008	08/12/2008	Before School	Local Funds	
3	Support for teachers to use web-based interventions and monitor student prograss is held during staff meetings.	08/20/2008	06/02/2010	After School	Other	
4	Professional Learning Communities will develop lessons for acceleration and enrichment intervention groups.	01/05/2009	06/02/2010	After School	Other	

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

Our goal is to make adequate yearly progress for all groups in math.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parent volunteers are recruited to support students with web-based interventions.	08/20/2008	06/02/2010	During School	Other	
2	Informational letters are sent home to all students' families with directions for Study Island and usernames and passwords.	08/20/2008	06/02/2010	After School	Other	

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

Our goal is to make adequate yearly progress for all groups in math.

The following data will be used to monitor the ongoing effectiveness of the strategies and activities in our action plan and documented on an interactive spreadsheet on GoogleDocs and within Professional Learning Community Binders.

1. AYP Data
2. Local Assessment Data
3. Accelerated Reader Data
4. Reading Assessment Wall
5. DIBELS
6. ISEL

7. RTI data (Lexia, Reading Recovery, Star Student)

	Name	Title
1	James Duggan	Principial
2	Christine	Assistant Principal
3		

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

**Objective 3**

Our goal is to reduce the number of Office Discipline Referrals each year.

**Objective 3 Description**

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. Our SWIS data indicates that 34% of all referrals take place in the classroom. We must address the need for increased instruction in SEL.

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

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

Our goal is to reduce the number of Office Discipline Referrals each year.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The PBIS Universal Team coordinates a building wide rotation for the first week of school. The rotation will address the expected behavior at all nine locations identified on our PBIS behavior matrix. The appropriate behavior will be modeled and discussed as part of this rotation.	08/22/2008	08/23/2010	During School	Other	0
2	We will continue with our PBIS program to model and reward all positive behavior. Weekly and monthly rewards are a part of this program as well as end of the year recognition.	08/20/2008	06/02/2010	During School	Other	0
3	PBIS/SEL Binders created for staff members contain SEL standards and performance descriptors to aid in implementaion of standards.	08/20/2008	06/02/2010	During School	Local Funds	100
4	Student Ambassadors are appointed to provide an orientation to all students who enroll after school starts. This will insure that all behavior expectations are addressed with all students as well as provide role models for others. These students will also function as members of the "Peace Patrol".	08/20/2008	06/02/2010	During School	Local Funds	700
5	3 students will be chosen weekly by anonymous staff members as "Soaring Eagles" and spin a prize wheel and get a photo taken and posted on a bulletin board.	08/20/2008	06/02/2010	During School	Local Funds	0
6	Referral data is entered in web-based system and reviewed by staff monthly. Cool Tools are used in classrooms to teach to problem areas.	08/20/2008	06/02/2010	During School	Other	0
7	Expected behaviors are modeled and reinforced at rallies.	08/20/2008	06/02/2010	During School	Other	0
8	STAR student program is secondary level intervention for students with multiple referrals.	08/20/2008	06/02/2010	During School	Other	0

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

Our goal is to reduce the number of Office Discipline Referrals each year.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Our building level PBIS Team Leader attends monthly meetings at the district office to share data and successful strategies.	08/20/2008	06/02/2010	After School	Other	
2	A grant was applied for and received for \$10,000.00 to support specific social and emotional goals. "Making Meaning" SEL/Comprehension book collection was purchased and teachers will be trained to use these resources.	08/20/2008	06/02/2010	During School	Other	
3	New teachers are trained in Second Step.	08/20/2008	06/02/2010	After School	Title I	
4	Mentors, Buddy teachers and partners attend in-district and out-of district professional development.	08/20/2008	06/02/2010	After School	Other	
5	PBIS Universal and Secondary teams meet monthly to review referral data and evaluate system.	08/20/2008	06/02/2010	During School	Other	
6	In-disrict Universal and secondary training is available for new staff and as a refresher.	08/20/2008	06/02/2010	After School	Title I	

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

Our goal is to reduce the number of Office Discipline Referrals each year.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Open House is held for all parents to review procedures and expectations and receive SEL implementation tips.	08/20/2008	06/02/2010	After School	Local Funds	
2	Parents are invited to Title I information meetings presented by School District #130.	08/20/2008	06/02/2010	After School	Title I	

3	Two family reading nights are scheduled to increase family involvement.	08/20/2008	06/02/2010	After School	Other	
4	Two Family Fitness Nights are scheduled to increase family involvement.	08/20/2008	06/02/2010	After School	Other	
5	A parent is a member of the SEL team.	08/20/2008	06/02/2010	After School	Other	
6	Teacher Child Assistance Team (TCAT) meets for targeted students to identify strategies and monitor progress with data. This can be for either academic or behavioral concerns and involves parent participation at all meetings	08/20/2008	06/02/2010	After School	Other	

### Section II-E Action Plan - Monitoring

Our goal is to reduce the number of Office Discipline Referrals each year.

The following data will be used to monitor the ongoing effectiveness of the strategies and activities in our action plan and documented on an interactive spreadsheet on GoogleDocs and within Professional Learning Community Binders.

1. AYP Data
2. Local Assessment Data
3. Study Island Data
7. RTI data

	Name	Title
1	James Duggan	Principal
2	Christine	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.*)

\*All staff members were surveyed in August of 2008 to get input on the development of the plan as well as feedback on 2007/08 plan. Parents were also recruited to supply feedback and input to help with the creation of the current plan. All feedback was supplied to the SIP

Team prior to meeting to develop current plan.

\*Our school report and SIP are available in the office and parents are notified of this through our school newsletter.

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

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

Every staff member in the building and selected parents were given a copy of the 2008/09 plan to evaluate and make suggestions that would be considered for the new plan. The school improvement team met on August 5th, 2008 for a half day to review all suggestions and insert all agreed upon changes to the plan to be certain that it reflected the best practices and strategies to meet our objectives. All this input was then compiled and given back to the team for final editing and review. This document is the result of this final editing and review.

Staff Members:

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James Duggan, Principal

Christine Kosek, Learning Facilitator

Marguerite Falloon, Literacy Coach

Donna Golumbeck, First Grade Teacher

Betty Nagel, Kindergarten Teacher

Nancy Miller, Second Grade Teacher

Paula Tagler, Third Grade Teacher

Parent Members:

Dawn Leyden, Community Member and Parent

On January 25th, 2007 the SIP team met to begin updating our school mission and vision statements to make sure they reflect the direction we desire and to make sure that all future decisions and expenditures are done with our true mission in mind. Several parents were solicited for input on our school vision statements and their input was given to building level teams to create a vision for seven different areas including technology and staff development. These teams met on our May 17, 2007 School Improvement Day. These vision statements will be finalized in August 2007. Banners with mission statement were purchased to display in the building starting with registration in August of 2007.



	Name	Title
1		

**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.

We will have a representative from ISC4 review our plan 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.

Mentors receive stipends from School District #130 to participate in the program.

\*All first year teachers are assigned a mentor in their building. The mentor and the mentee attend periodic seminars at Governors State and

the mentor is responsible for filing reports with the district 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.

School

### 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.

Monthly training sessions are provided to the Literacy Coaches by the district to help support curricular goals.

School District # 130 provides funds to operate after school reading program provided by building Literacy Coach.

School District #130 provides parent workshops to inform parents about Title I opportunities, the Gifted and Talented Program, Bilingual Education (TBE) 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.

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School District #130 provides resources for teachers to attend workshops at South Cook ISC4 and other locations.

**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).

- Ⓔ 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.

- Ⓔ 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

e 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.

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

	Name	Title
1		

## 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?

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?

**MONITORING**

Yes  No

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

Yes  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**

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)

**STAKEHOLDER INVOLVEMENT**

Yes  No

Does the plan describe how stakeholders have been consulted?

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?

**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**