Summit Hill School District # 161

ACTION PLAN

Grades 5-8

2011- 2012

Jan Zevkovich and Jeff Libowitz, Walker School

Beth Lind and Chris Hudziak, SHJH

Accomplishments

- Overall +90% of students are meeting/exceeding – ISAT (AYP)
- An increased number of students in the upper grades demonstrated individual growth on NWEA during 10-11
- NWEA group median scores have increased
- NWEA more students are meeting/exceeding academic growth targets
- Implementation of research-based interventions are used more often in classrooms
- Progress monitoring of student growth continues to be a valid tool to support student learning

5-8 Focus for 2011-2012

READING FOCUS:

- Extended Response
- Reading Across the Content Areas with a focus on vocabulary and comprehension of non-fiction text

Subgroup Focus (IEP, FRL, ELL)

- Increase targeted interventions: fluency, comprehension, vocabulary

5-8 Focus 2011-2012

MATH FOCUS:
- Extended Written Response
- Math Vocabulary
- Math Facts program
- Number Sense
- Measurement
- Algebra
- Geometry

Subgroup Focus (IEP, FRL, ELL)

- Increase use of centers to support DI and interventions
- Math activities across content areas

5-8 Focus 2011 - 2012

SCIENCE FOCUS:

- Reading comprehension strategies
- Vocabulary development
- Math connections
- PBL
- Scientific Method

5-8 Focus 2011 - 2012

WRITING FOCUS:

- Writing Across Content Areas
- Continued development of narrative, persuasive and expository writing
- Expository prompts in both extended and short answer in all content areas
- Continue 6+1 Trait writing across content areas

5- 8 Focus 2011-2012

Student Behavior Expectations:
- Full PBIS implementation
- Continue professional development and training for universal teams
- Utilization of SWIS data program
- Continue development and implementation of Cool Tools
- Incorporate Bully Prevention Initiatives
- Pilot of ISS room

5-8 Focus 2011-2012

- RtI and Differentiation
- Data Driven Decisions
- Vertical Articulation
- Study and implement CCS
- Refine and administer Common Assessments
- On-going assessment of PBIS Matrix

Walker Intermediate School School Improvement Plan
(**Updates/revisions** for 2011-2012 from 2010-2011 SIP plan)

DataUpdate:
Overall, Walker students met/exceeded Adequate Yearly Progress in reading and math on the 2011 ISAT. 90.2% of Walker students met/exceeded AYP in reading and 90.8% met or exceeded in math. Subgroups meeting/exceeding AYP: 90% of White students met in reading and 91% met in math; 92.1% of Hispanic students met in reading and 88.2% met in math; 82.3 of the Economically Disadvantaged students met in reading and 90.3% met in math. Safe harbor in reading for students with disabilities was determined to be 70% with 59.4% meeting target. Safe harbor in math for students with disabilities was set at 72.7 with 61.6% meeting the target.

Overall 88% of current sixth graders met or exceeded state standards in reading. 90% met or exceeded state standards in math.

Overall 91% of current fifth graders met or exceeded state standards in reading and 95% met or exceeded state standards in math on the 2011 ISAT.

The IEP subgroup is a targeted group for continued interventions. Additionally, ELL students and Economically Disadvantaged students are targeted for intervention and monitoring of academic progress in reading and math.

Conclusions (added):
- **increase/target interventions for IEP students and struggling readers**
- **continue progress monitoring (RTI) and adjust instructional strategies for IEP students and struggling readers**

Data Analysis:
In Spring 2011, our district average RIT score was 217.7 for fifth graders in reading; the norm group average was 211. In math, our district average RIT score was 223.3 for fifth graders; the norm group average was 219. The district average RIT score for sixth graders in reading was 221; the norm group average was 215. The district average RIT score for sixth graders in math was 228.2; the norm group average was 224. Overall, we are above the mean performance of the norm group.

Factors:
Structured NWEA testing environment
- Standardized proctoring procedures
% Students meeting or exceeding NWEA academic growth targets (Fall 2010 to Spring 2011)
- **Fifth graders: Reading=66.3%(91.6% Proficient) Math=66.3%(93.9% Proficient)**
- **Sixth graders: Reading=59.4%(95.6% Proficient) Math=61.8%(95.6%Proficient)**
% Walker students performing in below their calculated growth index (Fall 2010 to Spring 2011)
- **Reading: 23.9% of students had above level projected proficiency, but below level growth index**
- **Math: 32.7% of students had above level projected proficiency, but below level growth index**

Attributes/Challenges Conclusions:
- **target/monitor and increase pull-out (direct instruction) time as appropriate/needed for students identified as IEP, LEP and FRL**

Conclusions – SIP planning steps:
- specific language and writing instructional sessions scheduled for every classroom/**every subject area**
- **continue** implementation of researched based math intervention programs
- **PBIS (RTI) by (Walker) universal team will lead full implementation of PBIS**

Key Factors within capacity of district:
- **Continue using reading improvement time to provide pull-out (direct instruction) for IEP students and struggling readers per identified/monitored needs.**
- **Continue using homeroom intervention time for DARE at fifth grade level, school-wide character education-bullying prevention/PBIS Cool Tool teaching and re-teaching and math facts practice.**
- **Continue PBIS staff training and fully implement "The Walker Way" PBIS.**
- **Pilot an In-School Suspension Room (ISS Room)**

Strategies section of goals/objectives from various sections of SIP:
- Incorporate Illinois Learning Standards into weekly lesson plans/**align with Common Core Standards**
- Inclusive reading classes that service students with **IEPs, ELL, FRL** students (mainstream/inclusion/pull-out for specific intervention and instruction as appropriate)
- Push-in and pull-out services for regular education students identified as at-risk from reading specialists for classrooms that include reading improvement students
- Current research in best practices in writing instruction provided to teaching staff **(6-Traits)**
- **The Walker Universal PBIS team will lead full implementation "The Walker Way" PBIS and Bullying Prevention Programs.**
- **Implement and revise (as needed) the school-wide behavior expectation matrix.**
- **School-wide use of PBIS (Cool Tools (lessons) and PBIS Bullying Prevention Program**
- **Pilot In-School Suspension Room (ISS)**
- Continuation of:
  - Universal Team Training
  - PBIS Staff Survey Student School Climate Survey
  - **Student School Climate Survey**
  - Parent Surveys
  - Components of PBIS
  - **Components of PBIS Bullying Prevention Program**

Data - What do your 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?

For the 2010 -2011 school year Summit Hill Junior High had 94.3% of all students met or exceeded state standards in the area mathematics and 91.8% of all students met or exceeded state standards for reading. Sub scores for Special Education continue to be an area that SHJH must focus on for improvement.
Math: 67.1% and Reading: 54.9% met or exceeded state standards. Subgroups for Hispanic met at 92.5% for Math and 86.6% for Reading and for Economically Disadvantaged for Math at 90.0% and for Reading at 81.7%
For the 2010-2011 school year all subgroups made AYP.

Totals for subgroups SHJH student body:
Hispanic (70)
Reading: 61 meets/exceeds   9 below
Math: 65 meets/exceeds   5 below

IEP (79)
Reading: 40 meets/exceeds   37 below
Math: 51 meets/exceeds   27 below

FRL (62)
Reading: 50 meets/exceeds   12 below
Math: 55 meets/exceeds   7 below

Seventh Grade Reading: 440 students
- 396 students or 90% of our students met or exceeded state standards
- 43 students or 9.8% of our students fell below state standards

Special Education Population 42 students:
- 22 students met or exceeded standards
- 20 students fell below state standards

Seventh Grade Mathematics: 440 students
- 416 or 94.5.% of our students met or exceeded state standards
- 22 or 5% fell below state standards

Special Education 42 students
- 31 students met or exceeded state standards
- 11 students fell below state standards

Eighth Grade Reading: 395 students
- 364 or 92.1% met or exceeded state standards
- 29 or 7.3% fell below state standards

Special Education: 37 students
- 18 students met or exceeded state standards
- 18 students fell below state standards

Eighth Grade Mathematics 395 students
- 368 or 93.1% of our students met or exceeded state standards
- 25 or 6.3% of our students fell below standards

Special Education: 37 students
- 20 met or exceeded state standards
- 16 fell below state standards

Seventh Grade to Eighth Grade Movement 2009-2010 to 2010-2011
Mathematics:
34 students below standards
Movement from below: 1 exceeded; 19 met; and 14 below

208 students met standards
Movement from meets: 42 exceeded; 158 met and 8 below

132 exceeded standards
Movement: 114 remained; 18 met

Reading:
43 students below standards
Movement from below: 25 meets; 17 below; 1 warning

242 students met standards
Movement from meets: 14 exceeds; 224 met; 4 below

91 students exceeded standards
Movement from exceeds: 40 exceeds; 51 met

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

All teachers at SHJH are highly qualified. The teacher teams are consistently involved in curriculum changes and our staff continues to participate in both in-district and out-of-district professional development. The teacher consistency in our building has helped establish and maintain high expectations for our students. Teachers continue to differentiate for instruction across content areas. The intervention teachers have taught RtI classes to support struggling students who are performing below benchmarks. Programming was enhanced to meet the needs of the students who need additional support in math at either end of the spectrum (Math Improvement and Math Applications). Along with supporting students in the area of math our Encore team developed three additional courses to support increased interest in written language (Journalism, Creative Writing and Writing Enhancement). Student data for NWEA was monitored to place students into intervention classes as needed.

Teachers have refined their need for more specific support for implementation with scientifically based interventions in reading, writing, and mathematics. There was greater emphasis on writing as specific writing prompts and rubrics were instituted and analyzed across the district. Staff was also encouraged to implement writing samples on departmental assessments. Students participated in common assessments for writing during the 10-11 school year.

Members of our department team met through vertical articulation to close the gaps on the curriculum maps K-8. Departmental teams moved to finalize common assessments for implementation in the 2011-12 school year. Members from the department also met with the curriculum director to participate in the vertical articulation between the LWN and Lincoln-Way Area Curriculum Council. For the 2011-12 school year, members of our departments will be visiting classes at the high school and coming back to share information with the department teams. The administrative teams from LWN and SHJH will meet to dig deeper with curriculum and what are the essential knowledge and skills needed for success at the HS level.

Staff continues to progress monitor in the area of reading for students performing below the 25% from the MAP test. These students are included into our intervention courses taught by our intervention teachers. Students

2

enrolled in Pre-Algebra and 81A are progress monitored based on NWEA scores.

Parents continue to be involved through parent and team meetings for those students falling below benchmarks. Parents are contacted by team members and invited to meetings regarding concerns and through the PST process. Contact was made with all parents by teacher teams.

The PPS team meets with HW in order to share data and students that are at-risk. This data is used for class placement and continuation of progress monitoring.

Conclusions - What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line templates.)

Building Goals for the 2011-12 school year:

1. Data share with ISAT, NWEA and Explore in order to target the student population who is falling below benchmarks.
2. Provide staff development on the CCS and add to curriculum maps and analyze through Common Assessments.
3. Provide instructional strategies for vocabulary development across content areas
4. Place students in advisory classes based on academic need for additional support at either end of the spectrum.
5. Departments created goals to support growth across content areas.
6. Place students in the improvement – intervention rotation for additional support.
7. Implement and analyze data from departmental common assessments. After data share re-analyze test for problem areas.
8. Continue to offer and support professional development for staff in the areas of scientifically based interventions, team teaching and data review.
9. Continue to explore productive and cohesive scheduling with minimal disruption of instructional time – utilize study hall when able for intervention time.
10. Full implementation of PBIS to support a positive school climate and more productivity in the classroom with fewer distractions.
11. Continue to provide parent communication through the use of blast emails and updated teacher and building web pages.
12. Continue to provide and encourage involvement in extra-curricular programs to support growth in reading, writing, and math (Battle of the Books, Writers Workshop, and Academic Assistance).
13. Continue staff development (as needed) on Brain Gym and implement with student population having an emphasis on the subgroups.

Section I-B Data & Analysis - Local Assessment Data (Optional)

Data – Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are apparent?

Based on Data provided by NWEA:

Mathematics: Spring of 2011
7th grade mean RIT in Spring of 2011: 232.5
As 6th grade students in Spring of 2010: 229.2
The median score went from a 231 to 234

Scores that demonstrated growth from Spring of 2010 to Spring of 2011
Number Sense: 229.5 to 230.5
Measurement: 231.6 to 232.6
Algebra: 232.5 to 233.3
Scores that showed a decline from Spring of 2010 to Spring of 2011
Geometry: 234.1 to 233.9
Data and Probability: 232.4 to 232.1

Reading:
7th grade mean RIT in Spring of 2011: 223.5
As 6th grade students in Spring of 2010: 219.4
The median score went from 220 to 225

Scores that demonstrated growth from Spring of 2010 to Spring of 2011
Word Analysis – Vocabulary: 222.4 to 222.9
Reading Strategies-Comprehension: 221.8 to 222.5
Literary Works: 223.3 to 223.9
Scores that showed a decline from Spring 2010 to Spring 2011
Literature: 225.6 to 224.8

Mathematics: Spring of 2011
7th grade mean RIT in Spring of 2010: 232.0
8th grade mean RIT in Spring of 2011: 238.7
The median score went from 234 to 240

Scores that demonstrated growth from Spring of 2010 to Spring of 2011
Number Sense: 236.1 to 237.3
Measurement: 236.6 to 238.7
Geometry: 239.3 to 239.6
Scores that showed a decline from Spring of 2010 to Spring of 2011
Algebra: 241.2 to 240.2
Data Analysis/Probability: 238.8 to 238.0

Reading: Spring of 2011
7th grade RIT in Spring of 2010: 223.2
8th grade RIT in Spring of 2011: 228.2
The median score went from 225 to 230

Scores that demonstrated growth from Spring of 2010 to Spring of 2011
Word Analysis-Vocabulary: 225.9 to 228.2
Reading Strategies/Comprehension: 226.0 to 226.8
Literary Works: 226.8 to 227.8
Scores that showed a decline from Spring of 2010 to Spring of 2011
Literature: 229.8 to 229.3

Scores for EXPLORE

English 2009: 16.0	English 2010: 16.0
Mathematics 2009: 16.7	Mathematics 2010: 16.6
Reading 2009: 15.9	Reading 2010: 16.3
Science 2009: 17.3	Science 2010: 18.1
Composite 2009: 16.6	Composite 2010: 16.9

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

- Students are familiar with NWEA testing procedures and must collect and review their personal data and set goals.
- Advisory time is utilized to support areas of growth
- Staff utilized data to support academic decisions for instructional strategies
- Identification of students through data supported enrollment in term classes and progress monitoring
- Students' accountability has increased as a result of NWEA data and course placement.
- Parents and students recognize the need to select courses to meet their academic goals.
- With the finalized design and the implementation of Common Assessments teachers will have an additional piece of data to support targeted areas of growth
- Progress monitoring occurs for students performing at the 25th percentile or lower
- Our composite higher each year on the Explore test. Teachers have redesigned many assessments to mirror the design of an Explore test to support exposure.

Conclusions - What do these factors imply for next steps in improvement planning?
 (Responses will be carried forward to Part D in the on-line templates.)

- Continue to offer professional development in data review and analysis for NWEA to support the greatest student gains. Continue to offer workshops on how to analyze and use reports from NWEA
- Departments wrote goals for the 2011-12 school year to support targeted areas of growth. They were to also write personal-professional goals to support the targeted areas of growth.
- Fully implement PBIS and incorporate the pilot of the ISS room to be used for disruptions to the learning environment.
- Provide support for sustained personal professional growth in the area of data analysis and data driven instruction in the classroom (through RtI).
- Work with students to create growth plans for academic success and have those students share their growth plans with their parents.
- Continued use of previous Explore tests to support exposure to standardized test style and format.
- The teachers will continue to refine curriculum maps to close the gaps in areas of development.
- Provide professional development for the Common Core Standards
- Common Core Standards will be incorporated into curriculum maps and aligned on the Common Assessments.
- Continue vertical articulation with the local high school including classroom observations and sharing

of data

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?

Challenges:

- Our FRL population has grown
- Transfer students who have not gone through the Summit Hill system
- Students who have dual enrollment in either FRL/IEP/LEP
- Demographically our population continues to evolve and language can be a barrier to support those parents who are unable to communicate with the school staff. The family must rely on older siblings to support the students academically.

Attributes:

- SHJH staff is highly committed to improving student achievement
- Co-taught classes in the core content areas
- More students enrolled in co-taught classes vs. individualized
- Intervention courses offered through the Encore program
- Students placed in advisory classes in order to meet the academic needs of the students on both ends of the spectrum
- Strong extra-curricular program that includes supports for academics
- Vertical articulation between HW and SHJH and LWN and SHJH
- High parental involvement continues to sustain programs and academic opportunities for all students.

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

- Due to previous staff development in the area of differentiation, the staff has been able to meet the needs of our veteran Summit Hill students and progress monitor their data through NWEA.
- The increase in transfer students and economically disadvantaged students – the social and emotional needs have increased
- Many of the students who have transferred into Summit Hill perform below benchmarks.
- Socially students who have transferred into our system will need to be trained with both PBIS and NWEA, ISAT expectations.

Conclusions - What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line templates.)

- Utilize PPS to support transfer students for NWEA, ISAT and PBIS.
- Additional support for students who are either newly experiencing economic hardships or for families that are now homeless (living with other families)
- Continue refinement of TurnAbout and Academic Assistance for greater academic support.
- Continued staff development for the implementation of PBIS.
- Continued professional development for research based interventions in all areas.
- Additional departmental time for increased communication to develop, implement and analyze common assessments and projects.
- Provide opportunity for staff development for our new subgroup: low income and Hispanic population

Data – Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data and information tell you?

- All our staff is highly qualified.
- New teacher training is provided for first year teachers. This also includes a building mentor.
- Second year teachers are required to attend monthly district meetings.
- All staff is afforded the opportunity to attend in-house and out-of-district workshops that are in support of our SIP.
- Staff is encouraged to observe seasoned staff for continued professional development
- Teachers are provided staff development for research based interventions (reading, math, writing and behavior).
- All SHJH staff is required to attend weekly team meetings to discuss curriculum and student achievement.
- All staff is required to attend monthly department meetings to support instruction and analysis.
- Vertical articulation occurs with the local high school along with the intermediate staff.
- Specific staff development is offered for diverse student populations: special education, gifted, ELL, and low income.

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

Our sustained high achievement can be attributed to high staff morale and building teacher leaders within team and departmental settings. Teachers have developed common assessments and have become more comfortable data sharing in order to enhance academic growth in the various student populations. Teachers routinely share instructional strategies and techniques on the server and provide colleagues the opportunity to observe one another to develop instructional best practices in their own classroom.

Conclusions - What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line templates.)

We will continue to provide staff development for writing across the curriculum and data shares. Professional development will be provided to assist in meeting the needs of staff when building their repertoire of teaching strategies in order to meet the unique need of our subgroups. Based on local data, our teacher teams will meet to design and implement re-teaching lessons to support learners who are not meeting local benchmarks in the areas of reading, writing and math. The staff will be provided with staff development for brain based learning and the application of Brain Gym. Staff will be provided staff development for CCS in order to implement and place on lesson plans, curriculum maps and the Common Assessments.

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

Illinois State Board of Education – Innovation & Improvement   (7/10)

Data – Briefly describe data on parental involvement. What do these data tell you?

- During the 2010-11 school year SHJH attained 100% parent contact. Parents attended annual review meetings, PST meetings, PT conferences, science fair, curriculum nights, team meetings, open houses, and extra-curricular events.
- Parents have 24 hour on-line access to student grades and all of our teachers have accessible email and web pages.
- All parents may view the Spartan 300 on line on a quarterly basis.
- 100% of parents were personally contacted for TurnAbout student enrollment
- Parent surveys were administered at PT conference time

Factors– In what ways, if any, has parental involvement contributed to student performance results?

- Standing room only for step-up dates.
- +90% turnout rate for schedule pick-up
- All parents of students who did not turn in Encore selection form were personally contacted.
- All parents of students enrolled in TurnAbout were personally contacted through the mail and on the phone.
- 90% turnout rate for mandatory 8th grade parent meeting.
- 100% of ELL student parents were contacted.
- All parents of athletes must attend the code of conduct meeting.
- SCO, Athletic Boosters, and the Band Boosters meet monthly with the option for visitors to attend
- 90% of our parents attend annual review meetings.
- All parents are invited to share on Career Day.
- 90% of parents who had students participate in science fair attended the fair in December.
- The use of technology through blast emails and updated teacher and building web pages are a resource for parents.

Conclusions – What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line template.)

While we have strong parental involvement, we must continue to reach out to our parents who are not actively involved in their child's education. Parents of our subgroup students must remain at the forefront of this communication.   Teachers of students who are demonstrating underachievement will be contacted via phone from members of the grade level teams.

Section I-D Data & Analysis - Key Factors

This section prompts a review of the collection of factors from data analysis and the next steps that have been carried forward from the data screens. Prioritize the factors that staff can change or influence and, in I-D, list these key factors that are within the school's capacity to change or control which contribute to low achievement that are based on inferences from assessment or other data. These key factors will be addressed through the strategies and activities in the action plan (Section II). Key factors that prevented the school from achieving AYP should become clear by analyzing (among other things) assessment data; factors in the district and community that have affected student learning; educator qualifications and professional growth; and parent involvement affecting student performance.

Summary Conclusions: *(For Worksheets, you will need to type in the <u>factors</u> and <u>conclusions about next steps</u> from each section. On-line, these will populate automatically.)*

I-A. Report Card Data:
I-B. Local Assessment Data:
I-C Item 1. Attributes and challenges of the school and community that have affected student learning:
I-C Item 2. Educator Qualifications, Staff Capacity, and Professional Development Data and Information:
I-C Item 3. Parent Involvement Data:

Section I-D - Key Factors

From the factor pages (I-A, I-B, and I-C), identify key factors that are within the district'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?

In order to address the needs of all students and those qualifying for sub-groups, factors that affect the student achievement are: • Staff development opportunities   • Curricular support materials   • Data review and progress monitoring   • Data analysis to drive instruction and assessment

Each action plan must include an objective for each area of deficiency noted in the Data and Analysis section. Almost all objectives for required plans may be grouped into one of five areas: Reading, Mathematics, Attendance, Graduation Rate, or Participation Rate. These are the only areas that can place a school into school improvement and result in a school not making AYP. However, a school may choose to include other objectives for other fundamental learning areas. All areas of deficiency listed below on this screen must be addressed, though multiple areas of deficiency may be addressed by one objective.

You can add additional objectives at the end of this section, or go to the Roadmap, click on the "Manage Objectives" link under Section II, and follow options there.

A checkmark will automatically appear in the checkboxes below next to each deficiency when you address that deficiency in the school objectives on the following pages.

The following areas of deficiency have been identified from the most recent AYP Report for your school:

☐ IIRC will list these automatically for schools

If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

Section II-A Action Plan - Objectives

Each objective must be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan. The objectives must be clear and tightly focused on the fundamental teaching and learning issues that have prevented the district from making adequate progress. The objectives must promote continuous and substantial progress to ensure that students in each subgroup meet the State's target. The objectives should not be written to target performance that is less than Safe Harbor or AYP; areas of deficiency must be clearly indicated. Check on each deficiency addressed by the objective in the boxes provided. Please complete as many objectives as are needed to cover the deficiency areas to ensure that the strategies adopted have the greatest likelihood of ensuring that all groups will make AYP. The School Improvement e-Plan will prompt the review of all areas of deficiency before the plan can be submitted. All areas of deficiency must be addressed or the plan will not comply with requirements and will be returned for revision and resubmission.

Objective 1.
Short title for this objective (under 20 words):

To increase the percentage of students in special education in meets and exceeds categories to 92.5%

Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)

All students will be monitored through local benchmark assessments and state assessments – with our focus on the local assessment for reading, language and math. A focus of instructional improvement will address the needs of subgroups through progress monitoring and the implementation of scientifically based interventions. Teachers will focus on target areas of reading comprehension, extended response writing, vocabulary, number sense, measurement and problem solving strategies. Professional development will focus on the development of subgroups of students indentified as falling below benchmarks.

This objective covers the following areas of AYP deficiency (check all that apply):

IIRC populates:

☐ READING
☐ MATH

If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

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

Short title for Objective 1:

Improve student reading and math performance with a focus on the subgroup for special education

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this objective and that respond to the key factors identified in Section I.D. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities in the plan should be measurable, clearly identifying expected outcomes. (e.g., What will students be doing that demonstrates progress in achieving the objective? What instructional practices must staff engage in to support students?) The action plan pages should clearly identify the role of the various stakeholders involved and when and how they will be expected to accomplish this strategy or activity.

Section II-B Action Plan - Strategies and Activities for Students (continued)

Note: all strategies and activities must have a defined timeline and indicate the budget and funding source for each student, professional development, and parent involvement strategy and activity.

Strategies and Activities	Timeline			Budget	
	Start Date	**End Date**	*On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.*	**Fund Source**	**Amount**
Students will be benchmarked three times per year using NWEA Measure of Academic Progress	8/19/11	5/30/12	During School	Local funds	
AimsWeb will be utilized to progress monitor all students that are struggling in core subject areas	8/19/11	5/30/12	During School	Local funds	
District writing prompts will be given to all students to assess writing according to the six trait model	8/19/11	5/30/12	During School	Local funds	
Response to Intervention model of instruction will be implemented with a focus on the behavior for the 2010-11 school year. The PBIS model will be utilized to support the RtI model	8/19/10	5/30/12	During School	Local fund	
Implement scientifically based interventions to support math and reading	8/19/11	5/30/12	During School	Local funds	

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

Short title for Objective 1:

Professional Development Strategies and Activities - State the professional development strategies and activities necessary to accomplish this objective. Professional development strategies and activities should support and directly address the academic achievement problems that caused the school to be identified in status. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, using scientifically based instructional strategies, and aligning classroom activities with academic content standards and assessment. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	*On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.*	Fund Source	Amount
Provide professional development to the staff on PBIS, math interventions, and reading strategies	8/19/11	5/30/12	☐ During School ☐ After School	Local funds	
Utilize teacher team to provide support for writing across the curriculum in all content areas	8/19/11	5/30/12	☐ Before School ☐ During School ☐ After School	Local funds	
Specialized instruction staff will provide interventions to those students falling below benchmarks	8/19/11	5/30/12	☐ During School	Local funds	
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		

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

Short title for Objective 1:

Parent Involvement Strategies and Activities - State the parent involvement strategies and activities that will promote effective parental involvement for this objective. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school (NCLB, Section 1116(b)(3)(A)(vi) and (viii). A parent involvement policy is required of all schools and districts receiving Title I funds. If applicable, the parent involvement strategies and activities identified in the plan must be consistent with the school's parent involvement policy. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	**End Date**	*On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.*	**Fund Source**	**Amount**
Schedule Pick up	August 2011	August 2011	Before School	Local	
Curriculum Night	August 2011	August 2011	After School	Local	
Parent/Teacher Conf	November 2011	November 2011	After School	Local	
Open House for incoming sixth grade parents	January 2012	January 2012	After School	Local	
Parent Advisory Committee - handbook	March 2012	March 2012	After School	Local	
Parent University Internet Safety	September 2011	September 2011	During School	Local	
Parent Reps for PBIS	November 2011	May 2012	After School	Local	
Communication through technology	August 2011	June 2012	During School	Local	
Parent University on EPAS	October 2011	October 2011	After School	Local	

Short title for Objective 1:

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

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

Our staff will continue to monitor progress through data study. Teachers will use data from local assessment (NWEA, AIMS web, and CBM) along with ISAT data to plan accordingly to support students in making progress in both reading and math. The teachers across content areas will continue to incorporate reading and writing strategies to support reading and writing across the curriculum. The special education staff will continue to progress monitor students for reading, writing and math to support sustained growth for those students. The special education staff will continue to attend grade level and departmental team meetings to work with IEP students in order to expose them to more of the general education curriculum. The special education team will continue to review and revise IEPs in order to support greater gains in attainment of goals. The School Improvement Team will meet monthly in order to progress monitor SIP and instructional strategies to support colleagues throughout the building. The SHJH staff has been equipped with state and local data to support sustained growth for all students. Teachers will continue to progress monitor students who are falling below benchmarks using scientifically based interventions. The teachers will continue to be supported by colleagues and the administrative team for implementation of instructional strategies for best practice in the classroom and working with students to establish high expectations.

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

Name	Title
Beth Lind	Principal
Christine Hudziak	Assistant Principal
Laura Goebel	7th grade Reading/Language Arts teacher
Pat Sullivan	7th grade Reading/Language Arts teacher
Lona Mucha	Physical Education 7/8
Paula Miller	8th grade Language Arts
Heather Stupay	7th grade Language Arts
Rita Bottomley	8th grade Math
Rachel McSpaden	8th grade Social Studies
Dianne Condon	Reading Improvement 7/8
Jamie Reed	Special Education
Jenni Probst	School Psychologist

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

17

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*)**

Summit Hill Junior High School posts the SHJH school report card on the website. The parents and community are informed of access to this report card when available.

Section III – Development, Review and Implementation
B. Stakeholder Involvement

Stakeholder Involvement – <u>Describe</u> 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.

Description

This plan has been developed in collaboration with the members of the School Improvement team. The implementation of this plan has been reviewed with the School Improvement Team as well as with the entire staffs as they all support implementation of the plan.

Names and Titles of School Planners

Jan Zevkovich, Principal Hilda Walker Intermediate

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, ROE/ISC staff, university faculty, consultants, et al., or combinations thereof. ROE/ISC 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 <u>http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc</u>.*

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

Staff from Hilda Walker Intermediate will review the SIP for the 2011-12 school year.

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.

> All first year teachers are assigned a building mentor and/or a district mentor. New teachers attend New Teacher Workshops at the start of the year prior to the all district institute time. New teachers are required to attend monthly meetings hosted by District Office personnel. New teachers meet with their mentor on a schedule set amongst the pair. New teachers are encouraged to observer their mentor in the classroom and vice-versa. Second year teachers also belong to a District Office instructional share that meets monthly.

Section III – Development, Review and Implementation
E. District's 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.

> - Support as needed for School Improvement Team
> - Data collection and analysis support
> - Coordination of programming for at-risk students
> - Communication of professional development opportunities and research-based instructional practices
> - Coordination of professional development related to the RtI process
> - Coordination of district assessment process
> - Coordination of vertical articulation between feeder schools

Corrective actions taken by a district for a Title I school that failed to meet AYP for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take at least one of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv). (Check all that apply.)

- ☐ Require implementation of a new research-based curriculum of instructional program;

- ☐ Extension of the school year or school day;

- ☐ Replacement of staff members relevant to the school's low performance;

- ☐ Significant decrease in management authority at the school level;

- ☐ Replacement of the principal;

- ☐ Restructuring the internal organization of the school; or

□ Appointment of an outside expert to advise the school.

Restructuring Options (<u>allowed in Illinois</u>) selected by a district for a Title I school that failed to meet AYP for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take at least one of the following options in such a school. (Check all that apply.)

□ Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);

□ Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;

□ Entering into a contract with an 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:
      i.   governance and management, and/or
     ii.   financing and material resources, and/or
    iii.   staffing.

For further description of corrective action status see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc*

Section III - Development, Review and Implementation
F. State Responsibilities

State Responsibilities - Specify the services and resources that ISBE, ROEs/ISCs 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.

School Support Team – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or ROE/ISC consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide "sustained and intensive support" for those schools to make adequate yearly progress. For further description of School Support Teams and their function see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc.* Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools in academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

	Name	Role
1.		
2.		
3.		

Section IV-A Local Board Action

DATE APPROVED by Local Board: September 22, 2010

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 on 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 its 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 assessment 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 plan completion from the **Submit Your Plan** page, the plan shall be deemed to be executed by the superintendent on behalf of the school.