

Plan Submission and ISBE Monitoring	
Local Board Approved	
Submitted	
Plan Resubmitted	
ISBE Monitoring Completed	

## PRELIMINARY INFORMATION

RCDT Number:	140160990022004		
District Name:	Cicero SD 99	School Name:	Drexel Elem School
Superintendent:	Donna Adamic	Principal:	Nancy Cummings
District Address:	5110 W 24th St	School Address:	5407 W 36th St
City/State/Zip:	Cicero,IL 60804 2948	City/State/Zip:	Cicero,IL 60804 4432
District Telephone#:	Label 7088634856                      Extn: 0	School Telephone#:	7086525532                      Extn: 126
District Email:	dadamic@cicd99.edu	School Email:	NCummings@cicd99.edu
Is this plan for a Title I School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

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

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2009-10 Federal Improvement Status Choice SES	
Is this School making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Early Warning Year 2

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	53.1		No	68.6		Yes	96.7	Yes		
White														
Black														
Hispanic	100.0	Yes	100.0	Yes	52.5	57.0	No	68.2		Yes	96.8			
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic													
LEP	100.0	Yes	100.0	Yes	40.9	46.7	No	67.9		Yes	97.0		
Students with Disabilities	100.0	Yes	100.0	Yes	20.0		No	40.0		No			
Low Income	100.0	Yes	100.0	Yes	52.7	57.2	No	69.1		Yes	96.8		

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 70% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

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

\*\* Safe Harbor Targets of 70% or above are not printed.

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

<b>DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION</b>
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The Differentiated Accountability classification for the school is:	Comprehensive
Is this school making AYP in the ALL subgroup in reading?	No
Is this school making AYP in the ALL subgroup in math?	Yes

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to schools in federal improvement status.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change.

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

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

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

Section I-A Data & Analysis - Report Card Data  
Item 2 - 2009 AMAO Report

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

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

School Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	95.1	95.4	95.6	94.8	94.9	95.7	95.2	96.7
Truancy Rate (%)	0.2	0.1	1.1	1.8	1.7	2.3	8.3	0.8
Mobility Rate (%)	28.2	19.7	30.0	30.7	21.1	13.3	20.6	12.5
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	885	932	717	679	654	690	728	706
Low Income (%)	66.7	70.4	62.8	73.6	68.0	63.9	75.1	81.3
Limited English Proficient (LEP) (%)	33.0	37.1	50.6	40.6	43.1	42.8	37.9	55.1
Students with Disabilities (%)								
White, non-Hispanic (%)	13.7	10.5	6.8	6.6	4.4	2.5	2.2	3.5
Black, non-Hispanic (%)	0.1	0.3	0.8	1.6	1.1	1.0	0.8	0.4
Hispanic (%)	86.2	88.9	92.1	91.5	94.2	96.4	96.4	96.0
Asian/Pacific Islander (%)	-	0.2	0.3	0.3	0.3	0.1	0.1	-
Native American or Alaskan Native(%)	-	-	-	-	-	-	0.1	-
Multiracial/Ethnic (%)	-	-	-	-	-	-	0.3	-

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 (%)
S C H O O L	2000	12.6	0.1	86.3	0.5	0.5	-
	2001	8.6	0.2	91.1	0.1	-	-
	2002	13.7	0.1	86.2	-	-	-
	2003	10.5	0.3	88.9	0.2	-	-
	2004	6.8	0.8	92.1	0.3	-	-
	2005	6.6	1.6	91.5	0.3	-	-
	2006	4.4	1.1	94.2	0.3	-	-
	2007	2.5	1.0	96.4	0.1	-	-
	2008	2.2	0.8	96.4	0.1	0.1	0.3
	2009	3.5	0.4	96.0	-	-	-
D I S T R I C T	2000	8.0	0.6	90.8	0.5	0.1	-
	2001	6.3	0.7	92.3	0.7	-	-
	2002	6.6	0.6	92.4	0.4	-	-
	2003	4.8	0.7	94.2	0.3	-	-
	2004	4.6	1.1	94.0	0.3	-	-
	2005	4.0	1.2	94.5	0.3	-	-
	2006	2.9	1.6	95.1	0.2	-	0.2
	2007	2.5	1.7	95.4	0.2	-	0.1
	2008	2.4	2.1	95.1	0.2	-	0.2
	2009	2.6	2.1	94.6	0.2	-	0.4
	2000	61.1	20.9	14.6	3.3	0.2	-

S T A T E	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5

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

**Section I-A Data & Analysis - Report Card Data**  
**Item 5 - Educational Environment**

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
<b>S C H O O L</b>	2000	52.9	53.2	97.2	94.5	40.4	7	0.9	-	-
	2001	59.8	66.9	100.0	93.7	44.9	2	0.2	-	-
	2002	33.0	66.7	98.5	95.1	28.2	2	0.2	-	-
	2003	37.1	70.4	100.0	95.4	19.7	1	0.1	-	-
	2004	50.6	62.8	100.0	95.6	30.0	7	1.1	-	-
	2005	40.6	73.6	100.0	94.8	30.7	11	1.8	-	-
	2006	43.1	68.0	99.9	94.9	21.1	10	1.7	-	-
	2007	42.8	63.9	99.9	95.7	13.3	14	2.3	-	-
	2008	37.9	75.1	100.0	95.2	20.6	54	8.3	-	-
	2009	55.1	81.3	100.0	96.7	12.5	5	0.8	-	-
<b>D I S T R I C T</b>	2000	41.1	67.7	100.0	94.9	31.9	196	1.7	-	-
	2001	48.2	69.9	95.6	94.6	32.6	146	1.2	-	-
	2002	48.7	71.8	94.8	94.8	30.4	146	1.2	-	-
	2003	48.8	75.4	98.1	95.4	37.6	66	0.6	-	-
	2004	46.3	76.4	98.2	95.3	33.2	488	3.9	-	-
	2005	44.2	78.7	97.5	95.1	28.3	419	3.3	-	-
	2006	45.8	75.0	99.1	95.0	23.0	467	3.7	-	-
	2007	44.6	77.7	98.8	95.1	21.7	663	5.4	-	-
	2008	38.6	82.6	98.7	94.9	22.8	1,198	9.7	-	-
	2009	55.5	84.7	97.4	95.7	14.3	330	2.5	-	-
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6

S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1

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

Section I A Data & Analysis - Report Card Data  
Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2000	802	-	-	-	-	-	-
	2001	864	-	-	-	-	-	-
	2002	885	71	79	78	132	138	-
	2003	932	91	72	76	173	129	-
	2004	717	107	115	68	-	-	-
	2005	679	92	98	98	-	-	-
	2006	654	86	101	75	-	-	-
	2007	690	104	80	98	-	-	-
	2008	728	110	97	78	-	-	-
	2009	706	85	105	92	-	-	-
D I S T R I C T	2000	11,917	-	-	-	-	-	-
	2001	12,577	1,500	1,488	1,377	1,226	1,125	-
	2002	12,972	1,507	1,473	1,431	1,282	1,199	-
	2003	13,276	1,531	1,497	1,430	1,336	1,261	-
	2004	13,479	1,490	1,514	1,463	1,415	1,315	-
	2005	13,624	1,561	1,485	1,458	1,383	1,403	-
	2006	13,528	1,474	1,516	1,434	1,385	1,348	-
	2007	13,458	1,507	1,440	1,444	1,302	1,353	-
	2008	13,552	1,533	1,482	1,410	1,332	1,296	-
	2009	13,713	1,521	1,515	1,475	1,392	1,325	-
	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 (%)
D I S T R I C T	2000	608	11	37,131	66	34	23	-	-	-
	2001	617	11	38,271	68	32	24	-	-	-
	2002	619	11	39,521	67	33	25	-	14	1
	2003	675	10	42,548	63	37	23	-	16	3
	2004	751	10	47,037	64	36	21	-	16	1
	2005	820	9	48,677	66	34	19	-	17	1
	2006	785	9	51,891	63	37	20	-	15	1
	2007	734	10	54,358	64	36	21	-	8	5
	2008	740	10	55,817	58	42	21	-	4	3
2009	740	10	56,975	57	43	22	-	3	3	
S T A T E	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	3	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1

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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, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	52.6	61.1	60.0	55.4	41.7	44.9	-	-	45.0	41.5	54.7	49.5	34.3	56.6	56.9	50.0	47.0	54.9
White	-	70.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	51.3	58.5	57.5	53.7	40.1	40.9	-	-	42.3	39.3	55.3	49.0	30.0	53.2	59.3	45.8	45.6	54.5
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	26.6	24.4	-	-	-	-	42.6	38.6	-	-	91.7	-	31.7	37.5
Students with Disabilities	-	18.2	30.8	10.0	-	6.3	-	-	-	14.3	23.5	-	-	-	-	-	9.1	12.5
Low Income	54.9	55.0	54.0	53.2	42.7	46.5	-	-	45.5	38.7	52.3	48.3	34.6	48.9	54.9	47.7	46.7	50.0

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	-	-	60.2	60.8	59.8	64.2	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	57.7	61.1	59.1	64.6	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	52.9	67.8	42.9	56.6	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	16.7	25.0	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	55.9	60.0	60.3	66.2	-	-	-	-	-	-	-	-	-	-	-	-

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, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	68.4	74.1	78.0	87.5	80.0	69.7	-	-	58.3	71.7	67.0	68.0	57.1	47.2	61.4	70.4	64.7	65.7
White	-	80.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	67.5	70.7	76.6	87.1	79.5	67.5	-	-	57.7	70.6	66.7	68.3	56.7	42.6	63.0	66.7	64.2	65.7
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	75.1	58.6	-	-	-	-	66.7	71.9	-	-	100.0	-	63.4	65.0
Students with Disabilities	-	18.2	53.8	70.0	-	50.1	-	-	17.6	64.3	47.1	-	-	-	-	-	54.5	25.0
Low Income	67.7	72.5	75.7	85.1	82.3	69.0	-	-	59.1	68.2	63.6	68.9	57.7	39.6	62.0	65.9	64.0	62.2

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	-	-	63.8	82.4	75.0	72.6	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	62.8	81.9	73.9	71.9	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	50.0	83.9	71.4	67.4	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	50.0	41.6	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	60.3	85.0	76.7	76.1	-	-	-	-	-	-	-	-	-	-	-	-

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 student report card shows a weakness in reading of grades 3, 4, 5 and 6. LEP and students with disabilities show the greatest weaknesses. The AYP report shows all areas at all grade levels will need to improve in order to meet AYP in 2010. In reading their main areas of weaknesses continue to be in vocabulary and comprehension. The data shows that students in grades 5 and 6 have shown growth but not enough to reach the AYP level. The school report card data also shows a weakness in math of grades 3 in all areas; grade 4 in all, Hispanic and low income; grade 5 in all areas and grade 6 in LEP students and students with disabilities. In math their main areas of weaknesses continue to be in number sense and problem solving.

On the positive side the data in math shows strength in grade 4 of LEP students and in grade 6 of all students, as well as Hispanic and low income students.

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

One factor likely to have contributed to these reading results is the fact that the special education students' ability is below grade level which is often the main reason they are receiving special education services. For many of these students it is a struggle to remember vocabulary and reading strategies that are taught throughout the school year especially if the concept is taught once or twice and not revisited on a regular basis or if the vocabulary is not used daily. Another factor is that these students typically do not read every school night as required since reading is a struggle for them. One factor of the Hispanic and economically disadvantaged students is that they lack the experiential background to extend their vocabulary. Another factor at the third grade level may be that reading is taught in Spanish since it is the students' native language and the ISAT test is in English. One additional factor is that according to recent studies it takes students who are between the ages of 8 - 11 years old and have 2 -3 years of native language education 5-7 years to test at grade level in English.

One factor that likely contributed to the math results is that students often have a hard time understanding the math verbiage and therefore struggle with the word problems.

Another factor may be that

A positive factor is that the educational consultant worked with several students at the 4th, 5th and 6th grade levels who were struggling with math concepts in math intervention groups. These sessions helped individual students strengthen their math skills.

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

The conclusion for school improvement that we draw from the report card is that we need to continue to focus on reaching students in all subgroups in regards to improving their vocabulary and reading comprehension skills.

As a school we need to continue to build on their number sense and problem solving skills in math. It is extremely important to continue to work with students in order to keep all groups striving to improve their scores rather than remaining as is or even decreasing. It is also important for the Drexel staff to impress upon parents the importance of school attendance which impacts overall learning.

### 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?

This year Drexel will continue to focus on improving vocabulary, comprehension, number sense and problem solving. Data used to guide these improvement efforts come from different sources, including local assessments.

ISEL(Illinois Snapshot of Early Literacy Purpose) is a comprehensive, versatile, classroom based reading assessment. It has a universal screener to quickly identify students at-risk; a diagnostic reading inventory used to guide whole class instruction and design small group and individual interventions; and progress monitoring to measure student response to interventions. ISEL will be given to all students in grades kindergarten through third grade. Students in grades four, five and six who are more than two years behind grade level will also be given the ISEL test.

Teachers in grades three through six use the MAP(Measure of Academic Progress), a state aligned computerized adaptive assessment program that provides educators with the information that they need to improve both reading and math. With the information that they gather they then look at how to improve the learning of all students. The fall scores will help teachers determine reading placement of students. Each time the test is given the teachers will continue to look at the scores to make sure that students continue to be placed appropriately in a reading group. The testing showed that students are having a difficult time with vocabulary, reading comprehension, number sense and problem solving.

Math Extended Response is given to students in grades two through six at least once every quarter. The SIP team looked at 2009 third and fourth quarter scores to check on improvement in mathematical knowledge, strategic knowledge, and explanation. The overall scores for both quarters show that explanation still has the lowest overall average but that it has improved slightly.

Students are given 'Math Problem of the Day' (POD) twice a week to solve. The POD focuses on weaknesses such as measurement, estimation, number sense and problem solving. The POD is assessed the same as math extended response. Again it is clear that students usually have difficulty explaining how they arrived at an answer. Another item that all students participate in is the weekly "Mad Minute". Mad Minute is a timed test in which students complete a sheet designed for their grade level in one of the following areas: addition, subtraction, multiplication, division, and fractions. Students compete with themselves in order to improve their high score.

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

There are several factors that may have contributed to these results. A lack of continued academics over the summer months often results in students being ill prepared for placement testing in September for grouping in both reading and mathematics. Limited experiential background at times contributes to an underdeveloped vocabulary. Low reading scores may be due to the fact that in some homes Spanish is the primary language and little English is spoken outside of school so students do not get the opportunity to use the English vocabulary they are introduced to in school.

Another factor is that many students have a difficult time putting their thoughts into writing. They are able to verbally tell what strategies they used and why they were used for a math problem, but are not able to write that information in the same manner. One additional factor is that they do not always include all steps when they write the math explanation.

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

The conclusion for school improvement that we draw from local assessment data is that we need to assist every child in reaching his/her potential. Time must be spent each and every day increasing all students' skills in vocabulary, reading comprehension, number sense and problem solving. It is our responsibility to consistently create a climate within the school that encourages academic growth in all students regardless of his/her academic ability.

Teachers need to be flexible with grouping. Students should be placed in groups that best suit the students' needs. This may mean that they move to another classroom for a reading or even a math group. Small groups are formed in conjunction with guided reading or math; students' progress is assessed on a frequent basis, allowing for changes in the makeup of the small groups as needed. Assessment drives the instructional practice of the teachers and careful analysis of assessment results supports them in differentiating their instruction.

For the 2009-2010 school year RTI will be given at the fifth grade level in reading. Individual students or small groups of students will be given additional support in reading outside of the scheduled reading time.

## 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?*

An attribute for Drexel School is that the bilingual class sizes in grades one, two, three, four and the afternoon kindergarten class average twenty-one students. Class sizes in the English fifth grades averages twenty-three. With smaller class sizes some positive factors will be: more teacher time for individual student needs, students will be able to participate more frequently and have more space to move during group work. Other positive attributes include fewer interruptions in those classrooms and less teacher time spent on disciplinary matters.

Some additions that Drexel has made to increase parental involvement and communications are the addition of a school newsletter, student planners, and a student/parent/teacher contract. The contract ensures that all parties are aware and accountable for expectations. Once contract is signed by all parties students and teachers receive a bracelet to wear to school as a daily reminder of expectations. The contract is available on the Drexel website so that parents with Internet capabilities have access to it at all times. The monthly newsletter informs parents of current affairs in school, important dates and events, praises individual students, and highlights specific grade levels monthly. The newsletter is available on the Drexel website so that parents with Internet capabilities have access to it at all times. The Drexel planners increase organization amongst students and increase parental communication. The planner must be signed nightly by a parent or guardian. The required signature ensures that parents are looking at the planner nightly and in effect increasing conversations with their children about school and its happenings. In addition parents are able to communicate to teacher in writing if they so choose. Teachers hold students and parents accountable by checking for a signature and/or note every day.

Drexel encounters many challenges that directly influence student learning and achievement. One challenge is the fact that class sizes in the English kindergarten, grades one, two, three and six average over twenty-eight students. Research has shown that students have a harder time learning basic skills in such large classes. Additional challenges posed in those classrooms include: not enough space to move around comfortably, a wide variety of academic levels and less teacher attention to individual student needs. A challenge in Math in regards to standardized testing lies with our struggling readers. The lack of reading skills inhibits their ability to understand what the math problem is asking of them. Students are unable to comprehend what is expected and are unable to accurately solve the problem. This is a clear case in which their reading abilities affect their math abilities. They possess the necessary skills to solve the problem in a mathematic format but they are not able to interpret the problem through words. The students that are not able to read through the directions or words to interpret the problem are not being accurately tested on their math abilities. An example that is often recognized during math interventions as well as testing, is difficulty with common terminology. For example, many students did not demonstrate a clear understanding of spatial vocabulary: above, below, next to, in front of, over, under, to the left or right, around, before, and after. Those students then experienced difficulty with renaming, regrouping, two- or more digit multiplication, long division, and word problem-solving. Not understanding where to place numbers in mathematical operations caused multiple errors in calculation. Some students, for instance, were able to calculate the answers mentally but not on paper because they appeared to be confused about where to put the numbers in the written problems. Directionality presented challenges for numerous students as well. They could tell the steps in a multiplication or division problem, for instance, but they often changed directions within a problem. Difficulties with spatial relationships and directionality are not usually discovered by simply looking at students' work or test score; it often requires

careful observation and/or having the students explain their understanding of the procedures.

Some of the challenges the school has no control over, are: limited quiet space for homework and added family responsibilities for students. Drexel is comprised of a large population of English Language Learners which makes it difficult when standardized tests are in non-native language. Other challenges include parents who are unable to assist with homework in either the home language or English. School communications are sent home in both English and Spanish, however, some parents and guardians have difficulty interpreting this information in either language. Many students arrive late to school which causes them to miss initial minutes of instruction. Another challenge is the fact that there are many students who are absent for more than three times each quarter; often for no legitimate reason. The importance of attending school each and every day in order to improve their learning must be stressed to students and their parents.

Our goal at Drexel is to assist every student in reaching his/her potential. The faculty believes that every child is a unique individual with specific strengths and weaknesses. It is our responsibility to create a climate within the school that encourages academic growth, fosters self-esteem and student responsibility for their own behavior. Drexel's mission statement is 'Together... We Can Make A Difference'.

There are many organizations in Cicero which offer support and programs. The Cicero Public Library offers a variety of programs for children. This past summer Cicero District 99 sent home a reading packet with all students; the Cicero Public Library encouraged and helped support that program.

Clyde and Hawthorne Park Districts provide programs for all ages. They offer team activities such as basketball, softball and soccer. Being fit and healthy is an attribute for our students as well as all citizens of Cicero. Students who are healthy attend school on a more regular basis. Another attribute is that students who participate in sports learn to follow rules and play together as a team. It is important for students to follow rules and work together in order to improve their educational success.

Challenges to the community continue to be crime and gangs. In recent years there has been a rise in robbery and auto theft in the town. There is evidence of gang activity although it does not seem to be as noticeable as in past years at the south end of town. Many parents are very concerned about the safety of their children going to and from school as well as after school hours and on the weekend. Parents often will not let their children walk to the local library, park or even play outside for fear that either a gang member or someone will approach their child and harm them in some way. Parents and students need to be educated about gangs and stranger danger and how to handle themselves in such a situation.

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

The attributes of having a small classroom have contributed to better student performance on a daily basis at those grade levels. Students are more involved in classroom activities and are able to participate on a more frequent basis. Another good thing with the small classroom has been that there have been fewer discipline problems overall. Many of our students are involved in soccer, football and baseball and they realize the importance that education plays in sports.

While students did not make AYP in Reading, ISAT data shows a gradual increase in reading scores from third through sixth grades for each grade level. The current ISAT results show an increase of 19.3 points from third through sixth grades. This may be attributed to the fact that Drexel has a large population of English Language Learners and acquisition of a language takes 5-7 years. The gradual increase in test scores confirms that students are gradually improving their skills and approaching acquisition of the English language.

When students become involved in gangs there is a lack of homework being done and a general apathy towards school which almost always results in poor grades and test scores. Students who are tardy miss the first minutes of instructional time and often struggle to 'catch up' during the school day or even the entire week. Tardiness also makes some

students feel 'out of sorts' all day - not in synch with the schedule. It is important for students to be in school on time every day in order to benefit from the lessons being taught.

When students feel that they are not safe walking to school they are sometimes apprehensive to even leave their house to attend school. That apprehensiveness often continues during the school day which may mean that they are not able to focus on the lessons being taught that day.

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

In regard to the challenges that we can help control, the staff needs to find ways to help students increase their skills in vocabulary, reading comprehension, number sense and problem solving. The staff needs to work with parents and students to find ways that will help students get to school on time as well as attend on a daily basis. Continuing the attendance program for the year may help decrease tardies and increase attendance. Offering support to the non-English parents as well as English parents with strategies to help their children academically will be a benefit for both parents and students.

## 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?*

The Drexel staff is very experienced and the average years of experience increased slightly in 2009-2010. This year there are 2 teachers new to Cicero District 99 but only one is a brand new teacher. 91 % of staff members have more than just a BA. 61% have a master's degree or higher. 86% of the staff are tenured teachers which is slightly higher than the previous year. There are tenured teachers at every grade level; primary, intermediate and special areas 77% of teachers have more than five years teacher experience. Having experienced teachers is a benefit to students because teachers are familiar with curriculum, Illinois Learning Standards, district quarterly expectations and testing procedures. 25 teachers have endorsements in a variety of subject areas. This enables teachers to have expertise in several areas rather than just one area and to better serve the special needs population. Drexel is fortunate to have a National Board Certified Teacher on staff. She is a primary teacher and her expertise should have a positive impact on her students. There are seven full time and one part-time program assistants at Drexel this year. All are highly qualified, which means that they either have a college degree or have passed the required state test. The program assistants assist classroom or the media teacher in a variety of ways. Of the five bilingual and six transitional classrooms all are taught by Hispanic teachers. Having a Hispanic teacher can be a plus because the students are able to identify with them.

Teachers new to Drexel School are assigned a mentor for two years. The mentor meets with them on a regular basis to check to make sure all is going well and to offer assistance in any area. The mentor observes the teacher in the classroom and suggests ideas that may help them in the classroom as well as with student concerns. At Drexel all teachers and other staff members are very willing to offer help, support, and guidance to new staff members.

Professional growth is encouraged for all teachers. Opening Institute Day on Monday, August 24, 2009 began with teachers and assistant superintendents presenting a skit. The afternoon session was devoted to individual building needs. On Tuesday, August 25, 2009, staff members met in their buildings for the Professional Learning Teams presentation. Teachers were assigned to professional learning teams. They also worked on the new Literacy and Math Outcomes K - 6. During the afternoon session teachers in grade k - 6 were introduced and trained on ISEL.

On Wednesday morning, August 26, 2009, staff members continued to work in professional learning teams for curriculum planning. Third grade teachers met for MAP training. During the afternoon k -6 grade teachers received additional training and how to use the handheld devices for the ISEL testing.

The first SIP afternoon was Wednesday, September 16th. At this session staff members were involved in a power presentation on ISAT Data Analysis: Focusing on Tier 1 Instruction. The staff members were sitting in professional learning teams to work on the information found in the 2009 ISAT tests.

The focus of the SIP meetings this year will be on data and RTI. Additional SIP afternoons are scheduled for October 7, 2009, December 9, 2009, February 10, 2010, March 17, 2010, April 14, 2010 and May 5, 2010.

The second institute day was Friday, October 9, 2009. There were a variety of presentations for staff members to attend. These sessions dealt with a variety of subject areas. One additional institute day is planned for Friday, November 13, 2009.

Building/curriculum meetings are held every month. At these meetings teachers are grouped with their professional learning teams to work on a variety of activities. The teams will continue to look at local data to assess if the students are showing growth in the area of vocabulary, comprehension, number sense and problem solving. Teachers will continue to share with one another ideas that they have found to improve the students' skills.

Professional learning team meetings are held weekly for each grade level. Early in the year professional learning teams developed protocols for the school year. These protocols set up the meeting time which is to be no less than 35 minutes; members are to come to each meeting promptly and be ready to actively participate, they also need to make sure that an agenda is given to all members as well as the principal and assistant principal before each meeting. A secretary has been designated for each team and he/she is responsible for taking minutes and sending them to all members, the principal and assistant principal in a timely manner. During the professional learning team meeting members make sure that they have established goals for reading and math which directly relate to vocabulary, comprehension, number sense and problem solving skills. These goals are to be listed in their plan books weekly.

Teachers are encouraged to take courses, attend workshops or conferences to improve their skills in academic subjects or to achieve a master's degree. Presently, there are 4 teachers taking courses to earn either a masters', another certificate or an endorsement. If a teacher requests to attend a conference or workshop on a school day, the building administrator prefers that the conference or workshop deals with an area from the SIP that the staff is working on to improve student success. When a teacher attends a conference or workshop, the teacher must share the information either at a building meeting or a professional learning team meeting.

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

Having institute days to become more familiar with either new programs or to strengthen the existing programs is a positive for student performance. The programs that are presented allow teachers to gather more information that will help students achieve success at many levels. Most teachers are eager to try new strategies that will help the students in the classroom in any given subject. Time spent in professional learning team meetings helps each teacher remain on course with the district curriculum and to remind them to focus on the goals that have been set by each professional learning team. These meetings enable teachers to discuss concerns that they have with the curriculum, the pacing guides and also allows them some share time with ideas that have worked well for a particular teacher. Sharing ideas that work well contributes to positive student performance.

Teachers with experience typically are more knowledgeable about the curriculum which makes for a more effective lesson and is shown to have a positive impact on the students.

**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 important that the staff be willing to try new ideas, to share ideas with one another, as well as, to use the new ideas in the classroom. By continuing new strategies, allowing teachers to attend conferences, workshops or classes, suggests that the new strategies and ideas learned will help the students improve in the areas that are a cause for concern.

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

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

The most important basic statement that can be made about parents and family involvement in education is that when it happens, everybody benefits. Research has shown that parent involvement in education benefits students, parents, teachers and schools no matter the level. The benefits of parent involvement for students are: more positive attitudes toward school, higher achievement in reading, higher quality in homework, completion of more homework on weekends, and observing more similarities between family and school (Epstein, 1991). The benefits of parent involvement for parents are: receive ideas from school on how to help children, learn more about educational programs and how the school works, become more supportive of children, become more confident about ways to help children learn and develop more positive views of teachers (Liontos, 1992). The SIP team has tried hard to hold activities that would encourage parents to attend with their child. The goal is to have at least one family night every month.

71% of parents attended Curriculum Night on September 10, 2009 based on sign-in sheets from each classroom. This was less than 2008 and one factor may be that the families who live and work at Arlington Race Track are not able to attend due to the time and distance involved.

September 15, 2009, the English kindergarten teacher held a meeting for parents. The teacher explained to the parents how to use the vocabulary flashcards that would be coming home on a weekly basis. She modeled how she works with the children and requested parents to do the same things at home. She also shared other ideas with parents to help reinforce what children had learned in school. 71% of the morning students' parents and 62% of the afternoon students' parents attended the meetings.

September 30, 2009 was the English kindergarten's September program. Two performances were held, one in the morning and the other in the afternoon. At this performance students showed their mothers and fathers what they had learned during the month. 97% of the students had a parent, grandparent, aunt or older sibling attend this performance.

The English kindergarten teacher will continue to have performances during the school year to show what they have learned either during the month or over several months. Most of these performances are held during the school day, but the Thanksgiving and Christmas performances are held in the evening since the classes do a combined performance for those two shows.

On October 16, 2009 the bilingual kindergarten teacher met with the parents of her students. She held two separate meetings to accommodate the parents. In these meetings she discussed math and language arts expectations for kindergarten students by the end of the school year; the backpack program ( students bring home 5 books each week in a special backpack to be read by a parent or in some cases by the child); and how important it is for parents to be involved in their child's education. 96% of the parents attended this meeting.

The following Family Nights are being planned: Family Reading Night - October 19, 2009; Family Game Night - November 11, 2009; Holiday Program - December 15 and December 16, 2009; Family Math Night - February 15, 2010; Family Science Night - March 15, 2010; Family Gym Night - March 15, 2010; Family Gym Night, Grades K -3 - May 4, 2010 and Family Picnic - May 26, 2010.

'Coffee with the Principal' meetings will be scheduled starting in late October. Parents of certain grade levels will be asked to join the principal one morning to discuss how they can help their children be successful at school and on ISAT tests in the spring. The exact dates have not been determined. Ideally, the third Tuesday of each month will be set aside for these meetings.

The Family Reading Library which has materials available in both English and Spanish is open on Monday and Thursday after school from 3:00 to 4:00 PM. The after school library began at the end of September and will remain open through the middle of May. Parents and students have the opportunity to borrow traditional books, literacy board games and academic learning material. The material lent at the family reading library meets the needs of our students by providing them with reinforcement, enhancement and enrichment of visual perception skills.

The PSP (Parents Supporting Parents) group meets once a month directly after school for an hour. This group is comprised of parents of our autistic students. The social worker is in charge of the meetings. Also attending are the early childhood TLC (Total Language Communication) teacher, team facilitator, speech therapist and the primary TLC teacher. Meeting dates are: September 25, 2006, October 27, 2009, December 1, 2009, January 26, 2010, February 23, 2010, March 30, 2010, April 27, 2010 and May 25, 2010.

Parent teacher conferences are also held twice a year. The first conference is scheduled for November 3, 2009. The second parent teacher conference is scheduled for February 2, 2010. Traditionally Drexel has an excellent parent turn out for these conferences. Teachers are encouraged to have informal parent conferences during the school year as the need arises.

Parent surveys will be given out at the end of each family night. The SIP team will look over both the positive and negative comments from the parents. The comments help the

SIP team determine which activities should be continued and/or how the activities can be improved. In April a survey will be sent home to the parents regarding the school in general.

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

Parent involvement truly does play an important part in student performance results. Students whose parents are actively involved in their education seem to do better in all academics and on tests. The students realize that their parents value education and this makes the students value education also, as well as, strive to attain the best that they can do.

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

Analyzing the parent programs lead the SIP team to conclude that more parents need to be involved in the activities that are offered during the day or in the evening. The SIP team needs to come up with ways to involve more parents in these activities. Listening to the comments from parents stating that they want to know how to help their child in all ways possible tells us that parents do want to be involved in the education of their children. They truly want ideas in order to be able to help their children with school work. The parents want their children to be successful at school, but they don't always know how to get their children to be successful in school work.

### 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?*

Several factors that we can help change or control are: students' ability to problem solve in math, improve their number sense, vocabulary and reading comprehension. It is important that teachers work on these specific skills in order to help the students show growth in these areas. We need to help increase teacher knowledge of these areas by offering professional development at school and/or encouraging teachers to attend workshops that will focus on those areas. As a staff we also need to have students practice the skills in these areas and encourage the students when they are correct and make improvements. Positive praise goes a long way! Availability of math flash cards for students to sign out could help with math computation skills. Knowing math facts makes it easier for students to concentrate on procedures and processes. We also need to offer these types of suggestions to parents by having regular meetings with parents. We can help students who are having a difficult time with comprehension by increasing the time spent on

guided reading, having books in a variety of genre, additional leveled books available, read aloud literature, word walls and reference materials. A print rich environment will help develop vocabulary in all students.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	<a href="#">Increase student achievement in reading</a>	1,2,3,4,6,
2	<a href="#">Increase student achievement in mathematics</a>	5,

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

- 1. School is deficient in Reading Meets and Exceeds
- 2. Hispanic students are deficient in Reading Meets and Exceeds
- 3. LEP students are deficient in Reading Meets and Exceeds
- 4. Students with disabilities are deficient in Reading Meets and Exceeds
- 5. Students with disabilities are deficient in Mathematics Meets and Exceeds
- 6. Low Income students are deficient in Reading Meets and Exceeds

Section II-A Action Plan - Objectives

Objective 1

Increase student achievement in reading

Objective 1 Description

While our current achievement in reading for grade 3 shows 44.9% meeting/exceeding for ISAT, the third grade will make AYP of at least 77.5% in 2010 and 85% in 2011 or Safe Harbor.

While our current achievement in reading for grade 4 shows 49.5% meeting/exceeding for ISAT, the fourth grade will make AYP of at least 77.5% in 2010 and 85% in 2011 or Safe Harbor.

While our current achievement in reading for grade 5 shows 54.9% meeting/exceeding for ISAT, the fifth grade will make AYP of at least 77.5% in 2010 and 85% in 2011 or Safe Harbor.

While our current achievement in reading for grade 6 shows 64.2% meeting/exceeding for ISAT, the sixth grade will make AYP of at least 77.5% in 2010 and 85% in 2011 or Safe Harbor.

While our current achievement in reading for Students with Disabilities for grade 6 shows 25.0% meeting/exceeding for ISAT, the sixth grade will make AYP of at least 77.5% in 2010 and 85% in 2011 or Safe Harbor.

**This objective addresses the following areas of AYP deficiency:**

- ⓑ 1. School is deficient in Reading Meets and Exceeds
- ⓑ 2. Hispanic students are deficient in Reading Meets and Exceeds
- ⓑ 3. LEP students are deficient in Reading Meets and Exceeds
- ⓑ 4. Students with disabilities are deficient in Reading Meets and Exceeds
- ⓐ 5. Students with disabilities are deficient in Mathematics Meets and Exceeds
- ⓑ 6. Low Income students are deficient in Reading Meets and Exceeds

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

Increase student achievement in reading

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students in grades EC - 6 will listen to daily read alouds by teachers across the content areas. Read alouds will focus on teacher modeling	09/08/2009	06/04/2010	During School	Other	0

	of reading strategies and relevant academic vocabulary.					
2	Vocabulary words will be chosen at grade levels for teachers to target. Teachers will discuss the words, definitions will be given and students will use the words in a sentence or draw a picture of what the word means. Students will use KIM format which focuses on comprehension through spelling, definition in own words, visualization, and using words in a sentence. Teachers will include vocabulary words in a reading station. Vocabulary words will consist of terms from all content areas with a specific focus on math verbiage.	09/14/2009	06/04/2010	During School	Other	0

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

Increase student achievement in reading

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Giving additional support to teachers who are unsure of how to conduct read alouds in the classroom. Provide training for special area teachers in conducting read alouds. Support and training will focus on intonation, inflection, modeling of reading strategies, and pre-teaching vocabulary. Provide support to teachers who are struggling with conducting effective read alouds in the classroom on a weekly basis.	10/26/2009	05/24/2010	During School	Other	0
2	Provide training for KIM vocabulary. KIM vocabulary focuses on comprehension through flash cards, defining in own words, drawing a picture that represents the word and using the word in a sentence.	10/28/2009	04/26/2010	After School	Other	0

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

Increase student achievement in reading

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Family Reading Library - parents will take advantage of the family library and check out books or literacy games for their child/ren. Reading or discussing the books chosen will be an added benefit for both parent and child. Playing a game will help the children with a variety of skills.	09/14/2009	05/28/2009	After School	Title I	800
2	Monthly News Letter will be sent home and included will be reading strategies for parents to work on with their child/ren. Parents will be asked to return the strategy to the classroom teacher.	11/02/2009	06/04/2009	After School	Title I	0

## Section II-E Action Plan - Monitoring

Increase student achievement in reading

Daily read alouds will be monitored by the classroom teacher by listing books in their planners. Principal or assistant principal will monitor by visiting classroom during the read aloud times to listen to teacher read and discuss the story with students.

Vocabulary will be written in each teachers' plan book for the week. KIM activities will be displayed in the classroom or hallways to help students remember what words they have been taught. Principal and/or assistant principal will monitor by making sure chosen grade level vocabulary words are written in plan book and being introduced and taught to the students.

Family Reading Libray- the media program assistant sets up, checks books and games in and out and keeps a record of any books or games lost. The family liaison places posters in the areas that all parents will see in order to promote the family reading library.

	Name	Title
1	Nancy Cummings	Principal
2	Rita Kulaga	Assistant principal
3	Deborah Petroskus	Media program assistant
4	Loreta Dominguez	Parent liaison

**Section II-A Action Plan - Objectives****Objective 2**

Increase student achievement in mathematics

**Objective 2 Description**

While our current achievement in mathematics for students with disabilities in grade 3 show 50.1% meeting/exceeding for ISAT, the third grade students with disabilities will make AYP of at least 77.5% in 2010 and 85% in 2011 or Safe Harbor.

While our current achievement in mathematics for students with disabilities in grade 5 show 25% meeting/exceeding for ISAT, the fifth grade students with disabilities will make AYP of at least 77.5% in 2010 and 85% in 2011 or Safe Harbor.

While our current achievement in reading for students with disabilities in grade 6 show 41.6% meeting/exceeding for ISAT, the sixth grade students with disabilities will make AYP of at least 77.5% in 2010 and 85% in 2011 or Safe Harbor.

**This objective addresses the following areas of AYP deficiency:**

- Ⓔ 1. School is deficient in Reading Meets and Exceeds
- Ⓔ 2. Hispanic students are deficient in Reading Meets and Exceeds
- Ⓔ 3. LEP students are deficient in Reading Meets and Exceeds
- Ⓔ 4. Students with disabilities are deficient in Reading Meets and Exceeds
- Ⓕ 5. Students with disabilities are deficient in Mathematics Meets and Exceeds
- Ⓔ 6. Low Income students are deficient in Reading Meets and Exceeds

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

Increase student achievement in mathematics

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students in grades 1-6 will solve various types of math problems. These problems will deal with number sense, problem solving skills, and common spatial terminology. The problems will be incorporated into the Math Problem of the Day.	10/05/2009	05/28/2010	During School	Other	300
2	Students in grade 3 - 6 will be assessed in math with the MAP testing system three times a year. Data will be shared with students and used to set goals and differentiate instruction.	09/14/2009	05/28/2010	During School	Other	0

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

Increase student achievement in mathematics

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Modeling 'Math Problem of the Day' for teachers in order to help them understand exactly how students should complete the sheet. In addition teachers will be provided with classroom interventions to incorporate spatial terminology into every day vocabulary.	10/19/2009	01/18/2010	During School	Other	0
2	Teachers will be trained in how to analyze the MAP data. The data will be used to drive daily instruction.	10/12/2009	05/14/2010	After School	Other	0

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

Increase student achievement in mathematics

Strategies and Activities		TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	Family Math Night - encourage parents to attend family math night with their child/ren. They will actively participate in a variety of math problems and activities. This allows parent and child a risk free environment in which to solve problems without the risk of being wrong. It also allows the parents to see how math can be concept building, educational and fun. Allows parents to show their child/ren that they too value math.	02/25/2010	02/25/2010	After School	Other	200
2	Parents will receive information three times a year indicating student growth as reflected by MAP scores.	10/19/2009	05/03/2010	After School	Title I	0

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

Increase student achievement in mathematics

Principal sends 'Math Problem of the Day' to teachers twice a week via email. Teachers are expected to write the problem on either the board or overhead for students. Teachers give help or suggestions if needed. Papers are sent to the office by the end of the day for principal/assistant principal to check. Students who correctly answer the problem are acknowledged on the 'Math Whiz' board and receive an award for every 5 correct answers. Principal keeps a tally of every students' correct answers. By doing so the principal will be able to determine if at least 78% of the students in each grade level area achieving success in problem solving and number sense.

MAP assessments in grades 3 - 6 will be given by the classroom teachers three times a year. Data will be analyzed and shared with students and parents. Progress is to be monitored by each classroom teacher.

Teachers will choose activities for Family Math Night that will first of all deal with number sense and problem solving. Students and parents who correctly solve the problems will receive some some type of reward. Results of correct answers for each activity will be tallied throughout the night.

	Name	Title
1	Nancy Cummings	Principal
2	Rita Kulaga	Assistant principal



### 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.*)

In accordance with the NCLB Act of 2001, states must provide notification to parents of students in districts/schools that are identified for improvement for failure to make adequate yearly progress. A letter that explained our district's status was sent to all District 99 parents in their native language in September, 2009.

Individual schools provided written notification in August, to the parents of their students that explained the academic status of their school. That letter explained options available to the students by offering Choice and/or Supplemental Educational Services where mandated.

In September 2009 during a general session with Drexel parents the principal explained that Drexel students did not make AYP on the 2009 ISAT tests and what that meant for Drexel families. The explanation was given in both English and Spanish. This year approximately 50 personal phone calls or meetings were held between the principal and parents where the process for Choice schools was explained due to Drexel not making AYP.

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

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

The stakeholders: parents and community, students, teachers and administrators will provide the school with feedback dealing with the School Improvement Plan through informal interviews and formal surveys about the school, the climate, educational programs and family night programs. Our school is eager for parents and community to provide feedback on the school and district initiatives using existing avenues for input. Parents and community receive newsletters from the school and district which include information dealing with the implementation of the School and District Improvement Plans.

Regular updates on the district website: [www.cicd99.edu](http://www.cicd99.edu) keep interested community and educational organizations informed as to our progress. The Action Plan from each school's School Improvement Plan is posted on the district's website as well as being available in the school office. Copies of our school and district report cards are sent home

with students and posted on the website as well.

Our district has a large number of Hispanic families so all communication is sent home in both English and Spanish and accommodations are made for conferences and parent meetings to have an interpreter available to assist in communication. The frequent communication with parents allows classroom teachers to relate performance targets, strategies, school and district improvement activities to parents and families. Parents and community members are given numerous opportunities to become involved with the school improvement process. They are invited to participate in the development, implementation and review of the plan. Understanding that our parents and community are vital to the success of the School Improvement Plan process, we offer many opportunities for their involvement. The district's parent involvement policy is included in the Student Handbook which is distributed to each student at the beginning of the year.

Involvement with community organizations serves as forums for discussions on educational advances in the district. Through the schools, District 99 is involved with the community through a number of contacts. We work in partnership with the Cicero Police Department, the Cicero Youth Task Force, the Cicero Educational Task Force, the Cicero Chamber of Commerce and the Cicero Fire Department. Our school and district administration continuously urges parents, staff and community members to offer suggestions in order to make sure all stakeholders are invested in our school and district.

	Name	Title
1	Diana Aguado	Director of Social Studies, Fine Arts, gifted
2	Stacey Bettis	ESL teacher
3	Joan Carnegie	TLC special education teacher
4	Phyllis Coglianesi	Physical education teacher
5	Nancy Cummings	Principal
6	Loreta Dominguez	2nd grade bilingual teacher
7	Carrie Forystek	3rd grade teacher
8	Cynthia Hernandez	Parent
9	Carole Ingeson	Educational Consultant
10	Candice Kramer	Program supervisor for Reading/LA
11	Rita Lantvit	KIndergarten teacher
12	Jennifer Lyon	2nd grade teacher
13	Barbara Ruzicka	5th grade teacher
14	Rita Kulaga	Assistant prinicipal
15	Julie Weber	Reading coach
16		

### 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.*

Cicero School District 99 SIP Peer Review - A Process of Collaboration and Support

Composition of the Peer Review Team

The peer review team consists of the District Director of School Improvement, an appointed co-facilitator and additional individuals comprised of each building's assistant principal or an appointed lead teacher agreed upon by the school's SIP team. The Peer Review Team is then divided into review teams of two or three individuals.

Responsibilities of the Peer Review Team:

The primary responsibility of the SIP Peer Review Team is to provide feedback specific to the state SIP monitoring prompt. This feedback will assist each school's SIP team with meaningful advice for further refinement of their plan.

Timetable for the Peer Review Process:

The timetable for the 2008-2010 peer review consists of one session. In the past there has been a two day timeframe but with only two schools submitting SIPs the schedule has been revised.

There will be a review of the Guide and Checklist using one SIP with both teams to calibrate scores. This is followed by using the rest of the day to provide peer review and feedback specific to each of the two school's plans.

Meaningful Insights from the Peer Review Team

It is extremely important to calibrate one SIP together prior to any team review.

Emphasize to the Peer Review Teams that feedback needs to be specific to each criterion within each component and focused on details specific to the data that has been analyzed.

Focus feedback on big ideas contained within the rubric that will move the plan toward an implementation score. In contrast, cosmetic feedback ( word choices, formatting and spelling) is an expectation of the building SIP team.

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Peer review teams should be proofread their feedback before submitting recommendations to the Director of School Improvement.

All recommendations must be submitted to the Director of School Improvement when the team has completed the review.

The BIG Picture of School Improvement Planning

District Level

School Improvement planning is the intergration of a district team effort.

The School Improvement Team at the district level consists of:

Director of School Improvement

Director of Title One

Director of Special Education

Director of Language MinorityServices

Director of Reading/Language Arts

Director of Science and Math

Director of Social Studies

Director of Technology

Assistant Superintendents

**Directors participate in a session of learning the rubric and reflecting on how they can assist School Improvement teams in the development of their plans. Each director works directly with a school team.**

Building Level

**School improvement planning is the integration of a building team effort. The School Improvement team at the building level consists of:**

Adminstrator who provides leadership in facilitating the school improvement planning process and implementation of the plan and facilitates a process of ongoing evaluations and refinement toward achieving the goals.

SIP team (administrator, teachers, parents, community members) that:

**Engage in data driven decision making**

**Share in the writing of the school improvement plan**

**Provide a vital communication link to the stakeholders**

**Share in the review and improvement of the school improvement plan**

Classroom teachers

**Collect necessary data to develop and monitor progress towards goals and activities**

**Communicate the standards and activities in the plan to the students and parents**

**Communicate the progress toward achieving the goals**

Community Level

Stakeholders (community members, parents, school staff and students):

- Engage in data driven decision making
- Share in the writing of the school improvement plan
- Provide a vital communication link to all stakeholders
- Share in the review and improvement of the school improvement plan

### Section III - Development, Review and Implementation Part D. Teacher Mentoring Process

**Teacher Mentoring Process** - Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

The Cicero School District 99 induction and mentoring program was approved by the ISBE in January 2004. The mission of the program is to develop and retain quality educators by providing support and training through professional collaborative teams, thereby resulting in improved student academic achievement.

The goals are: 1) to establish a collaborative team of mentors responsible for providing assistance to, support for and collegiality with new teachers; 2) to provide new teachers with meaningful opportunities to improve teaching performance by upgrading skills and knowledge in implementing research-based effective instructional practices; 3) to familiarize new teachers with philosophy and expectations of the district and local community; 4) to retain quality teachers within the district; 5) to integrate technology into the communication process; and 6) to satisfy Illinois mandated requirements for teacher induction, certification and professional development.

The components of the program include new teacher orientation, mentor facilitated monthly support meetings for new teachers at each building to address needs and concerns, weekly personal contact between mentor and new teacher, peer observations of the new teacher's classroom practice by an experienced teacher, professional development opportunities including observation of experienced teachers and/or attendance at professional development workshops and seminars for the new teacher each semester, reflection by the new teacher on his/her teaching practices in relation to the Illinois Professional Teaching Standards and review and analysis of the new teacher's progress by the mentor.

Teachers new to Cicero District 99 are offered the opportunity to participate in this program during New Teacher Orientation in the fall. They record their decision and present it to their principal for approval. If they choose to fully participate in the program, they are paired with a trained mentor who will support them through two school years. They may prefer instead to attend the monthly support meetings at their buildings. Mentors must attend mentor training sessions provided by the ISBE and Strategies that Support Instruction for English Language Learners provided by School District 99 as a condition of their selection.

Responsibility for coordination of the induction and mentoring program is assigned to a program supervisor in the Language Minority Services Department. Responsibilities include program design and coordination, mentor selection, training, and matching new teachers. coordinating professional development for program participants, documenting program completion requirements to ensure compliance with ISBE requirements, and coordinating program research and evaluation efforts. The program is reviewed annually and revised

according to participant evaluation responses, district needs and data indicators required of induction and mentoring programs by ISBE.

### 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.

This School Improvement Plan established its foundation in the comprehensive reform model initiated by the ISBE intervention. This plan includes district professional development, a standards aligned curriculum, instructional resources, and support personnel as confirmation of a supportive district structure where leadership and responsibility are shared. Professional development is well supported by Cicero District 99 through internal and external sources funded by local, state and federal resources. The schools in the district are supported by the following positions that provide on-going professional development and support throughout the year: Assistant Superintendent for Educational Services, Assistant Superintendent for Student Services; Assistant Superintendent for Human Resources; Director of School Improvement and Community Relations; Director of Language Minority Services, Director of Reading and Language Arts, Director of Math and Science; Director of Social Studies, Fine Arts and Gifted; Director of Special Education; Director of Title 1 Programs, Director of Data and Assessment; Director of Technology; District Literacy Teachers; Literacy Support Teachers, Literacy Facilitators, Building/District Resource Facilitators and Building Administrators.

**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;

- ē Replacement of the principal;
- ē Restructuring the internal organization of the school;
- ē 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.

- ē Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- ē Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- ē 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;
- ē Implementing any other major restructuring of the school's governance that makes fundamental reform in:
  - ē governance and management, and/or
  - ē financing and material resources, and/or
  - ē 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.

West 40 Intermediate Service Center assumes a supportive role for Drexel School. West 40 representatives will be involved in the monitoring meetings for the SIP during the school year. Advice and support are offered by West 40 as needed.

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

	<b>Name</b>	<b>Title</b>
1	Linda Zakarian	Director of School Improvement
2	Jennifer Aldred Berry	West 40 Consultant
3	Kay Poyner Brown	West 40 Consultant

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**Section IV-A Local Board Action**

**DATE APPROVED** by Local Board:

**A. ASSURANCES**

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

**B. SUPERINTENDENT'S CERTIFICATION**

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

Yes  No

Have the areas of low achievement been clearly identified? [C]

Yes  No

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

Yes  No

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

Yes  No

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

LOCAL ASSESSMENT DATA

Yes  No  N/A

If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?

Yes  No  N/A

Do these local assessment results add clarity to the state assessment data?

Yes  No  N/A

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

OTHER DATA

Yes  No  N/A

If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?

Yes  No  N/A

Do the other data add clarity to the state assessment data?

Yes  No  N/A

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

**IDENTIFICATION OF KEY FACTORS**

Yes  No      Have data or research been used to determine the key factors believed to cause low performance? [C]

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

**CLARITY OF OBJECTIVES**

Yes  No      Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan? [C]

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

**ALIGNMENT OF STRATEGIES AND ACTIVITIES**

Yes  No      Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

Yes  No      Will the selected strategies and activities likely improve student learning and achievement? [C]

Yes  No      Are the strategies and activities measurable? [C]

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

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

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

Yes  No  N/A      Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?

Yes  No  N/A      Do the parent involvement strategies clearly align with the strategies and activities? for students? [C]

Yes  No  N/A

Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?

Yes  No

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

**MONITORING**

Yes  No

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

Yes  No

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

**PART I - COMMENTS**

**PART II - SECTIONS III and IV OF THE PLAN**

**PARENT NOTIFICATION**

Yes  No  N/A

Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only) [C]

**STAKEHOLDER INVOLVEMENT**

Yes  No

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

Yes  No

Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes? [C]

**PEER REVIEW**

1/27/2010 3:01:24 PM

Yes  No

Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have “the greatest likelihood” of ensuring that all groups will achieve AYP? [C]

**TEACHER MENTORING PROCESS**

Yes  No

Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession? [C]

**DISTRICT RESPONSIBILITIES**

Yes  No

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

Yes  No  N/A

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

**STATE 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? [C]

**SCHOOL SUPPORT TEAM**

Yes  No  N/A

Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan? [C]

**APPROVAL DATE OF LOCAL BOARD**

Yes  No

The plan indicates the approval date of this plan. [C]

**PART II - COMMENTS**