

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

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	Corrective Action
Is this School making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Watch Status Year 1

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	99.9	Yes	99.9	Yes	63.1		No	63.7		No	95.4	Yes		
White	98.8	Yes	98.8	Yes	65.3		Yes	59.7		No				
Black	100.0	Yes	100.0	Yes	49.0		No	31.4		No				
Hispanic	99.9	Yes	99.9	Yes	63.3	68.1	No	64.4	64.5	Yes	95.5			
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic													
LEP	99.9	Yes	99.9	Yes	57.0	58.3	Yes	63.2	58.8	Yes	95.9		
Students with Disabilities	99.7	Yes	99.7	Yes	30.4	42.5	No	36.8	45.6	No	93.3		
Low Income	99.9	Yes	99.9	Yes	62.7	67.2	No	64.1	63.1	Yes	95.4		

Four Conditions Are Required For Making Adequate Yearly Progress

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

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

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

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

DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

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?	No

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 (%)			95.2	95.3	94.4	94.9	94.9	95.4
Truancy Rate (%)			9.0	6.2	12.4	11.3	11.5	3.6
Mobility Rate (%)			14.4	17.7	15.0	18.1	16.9	7.7
HS Graduation Rate, if applicable (%)			-	-	-	-	-	-
HS Dropout Rate, if applicable (%)			-	-	-	-	-	-
School Population (#)			1,307	1,386	1,348	1,302	1,296	2,717
Low Income (%)			86.0	90.0	85.7	78.6	91.3	90.5
Limited English Proficient (LEP) (%)			13.8	28.2	31.7	30.0	39.5	51.6
Students with Disabilities (%)								
White, non-Hispanic (%)			5.8	5.0	3.0	2.2	1.9	2.8
Black, non-Hispanic (%)			1.5	1.0	1.6	2.2	2.5	2.5
Hispanic (%)			92.3	93.8	94.9	95.1	95.3	94.3
Asian/Pacific Islander (%)			0.4	0.1	-	0.3	0.2	0.3
Native American or Alaskan Native(%)			-	0.1	-	-	-	-
Multiracial/Ethnic (%)			-	-	0.5	0.3	0.2	0.1

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	2004	5.8	1.5	92.3	0.4	-	-
	2005	5.0	1.0	93.8	0.1	0.1	-
	2006	3.0	1.6	94.9	-	-	0.5
	2007	2.2	2.2	95.1	0.3	-	0.3
	2008	1.9	2.5	95.3	0.2	-	0.2
	2009	2.8	2.5	94.3	0.3	-	0.1
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	-
	2001	60.1	20.9	15.4	3.4	0.2	-

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

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	2004	13.8	86.0	94.9	95.2	14.4	116	9.0	-	-
	2005	28.2	90.0	100.0	95.3	17.7	83	6.2	-	-
	2006	31.7	85.7	95.0	94.4	15.0	167	12.4	-	-
	2007	30.0	78.6	95.0	94.9	18.1	148	11.3	-	-
	2008	39.5	91.3	93.5	94.9	16.9	148	11.5	-	-
	2009	51.6	90.5	92.3	95.4	7.7	103	3.6	-	-
D I S T R I C T	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
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2

S T A T E	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	2004	1,307	-	-	-	3	1,304	-
	2005	1,386	-	-	-	1,383	3	-
	2006	1,348	-	-	-	-	1,348	-
	2007	1,302	-	-	-	1,302	-	-
	2008	1,296	-	-	-	-	1,296	-
	2009	2,717	-	-	-	1,392	1,325	-
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

S T A T E	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822

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

**Section I-A Data & Analysis - Report Card Data
Item 7 - Educator Data**

Educator Data is available only for district level

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	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

	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
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	51.0	-	55.8	43.7	-	58.6	-	64.1	70.0
White	-	-	-	-	-	-	-	-	-	44.4	-	64.9	52.2	-	71.4	-	66.7	66.6
Black	-	-	-	-	-	-	-	-	-	40.6	-	40.0	41.2	-	25.0	-	71.9	57.6
Hispanic	-	-	-	-	-	-	-	-	-	51.3	-	55.6	43.0	-	58.5	-	63.7	70.4
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	41.9	-	46.8	-	-	38.0	-	53.0	65.0
Students with Disabilities	-	-	-	-	-	-	-	-	-	18.6	-	19.0	8.2	-	27.6	-	23.5	27.1
Low Income	-	-	-	-	-	-	-	-	-	50.6	-	54.9	43.6	-	57.2	-	62.8	69.8

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
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	60.2	-	67.0	32.4	-	56.2	-	59.2	58.9
White	-	-	-	-	-	-	-	-	-	55.6	-	70.3	40.5	-	50.0	-	58.3	51.1
Black	-	-	-	-	-	-	-	-	-	37.5	-	33.3	23.5	-	25.0	-	37.5	42.4
Hispanic	-	-	-	-	-	-	-	-	-	60.9	-	67.5	31.8	-	56.8	-	59.8	59.7
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	56.1	-	63.6	-	-	47.2	-	53.9	60.1
Students with Disabilities	-	-	-	-	-	-	-	-	-	27.6	-	29.6	4.1	-	25.0	-	28.1	28.8
Low Income	-	-	-	-	-	-	-	-	-	59.5	-	67.2	31.7	-	55.5	-	58.3	59.3

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?*

Our School Report Card Data indicate that as a school we are deficient in Mathematics meets and exceeds. Our students with disabilities (IEP) are deficient in Mathematics meeting and exceeding. There are 63.7% of all students meeting and exceeding state standards. Progress needs to be accelerated in order to meet standards.

Our School Report Card data indicate that our students who are economically disadvantaged and our LEP students show strength in mathematics scores. There are 64.1% of students who are economically challenged meeting Safe Harbor. There are 63.2% of our LEP students who are meeting Safe Harbor.

Our School Report Card Data indicate that as a school we are deficient in Reading meets and exceeds. Our students with disabilities and students who are economically challenged are deficient in meeting and exceeding. There are 63.1% of all students meeting and exceeding state standards. Progress needs to be accelerated in order to meet standards.

Our School Report Card Data indicate that our LEP students show strength in Reading scores. There are 57.0% of LEP students meeting Safe Harbor.

Unity's administration and SIP team conducted an in depth ISAT data analysis with classroom teachers. Teachers were asked to highlight and graph those areas of strengths and weaknesses that stood out. The areas were listed by the Illinois Learning Standards and its corresponding Assessment Objectives. Cluster teachers identified overlapping strengths and weaknesses when comparing ISAT data with MAP data. All teachers reviewed the top choices and agreed or disagreed with what was displayed. Teachers then compared this data to what they were experiencing in their classrooms to compile a final list of strengths and weaknesses. Reading comprehension, vocabulary development, number sense and measurement were unanimously decided upon as weaknesses. These final results were then disseminated and presented to the SIP team and the district to further analyze and plan professional development.

UNITY JR HIGH SCHOOL

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

Unity Junior High School was built to accommodate the overwhelming number of middle school-aged children in Cicero. At full capacity, the building will hold approximately 4,000 seventh and eighth grade students. The construction of this school was completed in 2003, coinciding with the first year of attendance. Students at Unity are affected by a variety of community factors. Some of these factors include, but are not limited to: English proficiency, household income, educational attainment of parents, literacy in home, truancy, mobility, crime and gang activity.

External Factors

According to the 2008-09 demographics, the students who attend Unity Junior High School are predominately Hispanic (94.3%) and come from low-income families (90.5%). The 2000 Census shows that 77.4% of people living in Cicero are Hispanic or Latino, 43.6% of the population is foreign born, and 31.8% are not citizens of the United States. Since such a large percentage of the population of Cicero is Hispanic, Spanish-speaking households are very common.

The 2000 census indicates that 70.2% of the population's language spoken at home is Spanish, and 40.2% are not yet English proficient. Our percentage of LEP students increased by 12.1% from 2008 reaching 51.6% in 2009.

The mobility and truancy rates are two external factors that we cannot change or control. The mobility rate for our school in 2008 was 7.7%. Our truancy rate is 3.6%, which is higher than the State percentage of 2.5%. The lack of consistent educational services contributes to students' limited progress. These factors have a direct impact on the achievement of our students. Many of our students are either second language learners, or their primary language is English, but Spanish is the only language spoken in the home. This creates difficulties for students in verbal and written expression in English. Since students are not practicing their English language skills beyond the classroom, their proficiency in the language is less than desired. For example, according to our 2007 student survey, 46% of our students' mothers do not speak English and 27% of our students' fathers. This directly relates to the data stating 85% of our students rarely or never get help with their homework from a family member.

Therefore, their reading scores are far below grade level and their writing skills need improvement.

On average, the adults in the home also have limited education. Census data from 2000 estimates that in the Town of Cicero, 31% of adults aged 25 years and older have less than a ninth grade education, 20.7% have a ninth grade to 12th grade education with no diploma, and only 25% of the population has a high school degree. It is no surprise that with this lack of formal education, our survey indicates 25% of our students have five or less books in their homes, 64% of our students spend less than thirty minutes reading something other than assigned schoolwork at night, and 20% do not read anything outside of their assigned schoolwork.

As for income levels, the Census reports that 13.2% of traditional families, 25.2% of families with female householder, no husband present, and 15.5% of individuals are below the poverty line. The major job industry in Cicero is manufacturing, with more than 50 manufacturing companies located within the city; 30% of the labor force works in a manufacturing position and 35.5% work in production, transportation, or material moving occupations.

An additional detriment for our students is that street gang activity is present throughout the community. The junior high children (ages 12 - 14) are prime targets for gang members to recruit due to their level of vulnerability. As indicated by Robert Walker, gang expert and founder of Gangs OR Us, gang members try to seduce young teenagers or pre-teens with promises of sex, money, drugs, and fun (2005). Members misrepresent the true roles of a gang and pretend that it is a club or family of brothers. This information can be enticing for children who come from low-income families and cannot afford certain luxuries, as well as children who do not have a great deal of adult involvement in their life.

Internal Factors

Internal factors included an unfortunate lack of funding this year that led to limited options for after school clubs and programs. Our statistics showed us that specific programs directly related to academics helped students to achieve better test results and increased passing grades overall and helped to neutralize the negative effect of not having parents available to help with academics.

Regular education classrooms have an average of 27 students in each classroom. ESL classrooms have an average of 25 students. Bilingual classrooms average 23 students per class and special education classrooms average 9 students per classroom. Unfortunately these are high numbers, which decreases the opportunity for individualized instruction in the classroom. This is exceptionally high for ELL learners who need special attention when trying to gain proficiency in the English language.

Reading

Further analysis of our ISAT reading data indicates that 63.1% of all students are meeting state standards in 2009. Our percentage slightly dropped from the previous year. We have 36.9% of students testing below state standards in reading. We need to improve. We analyzed the specific factors of the various content strands responsible for this outcome. The data indicates that even though we have students meeting state expectations, the students as a whole are not performing as well as they should be in any of the content strands. In order to investigate the reasons why this is occurring, we must examine what types of skills are assessed in each of the strands.

This vocabulary category, comprising of 5 to 6 questions, focuses on the students' knowledge of word parts as well their ability to use context clues to infer meaning of unknown words. On average, 52% of our students answered 4 or more questions correctly, which demonstrates that we need to focus on this category in order to improve our scores. This is our area of greatest concern and contributes to our school's low achievement in reading as it is the lowest score of the three.

Reading strategies is the area that demonstrates the highest amount of success for our students (57%). This category focuses on the students' ability to incorporate reading

strategies into their reading. This strand focuses on predicting, chart reading, identifying structure, comparing and contrasting, and analyzing cause and effect relationships within text. Although this area is our highest socrong area, there is always room for improvement. It also contributes to our students' failure to meet standards.

Reading comprehension also needs some attention with our students scoring 56% in this area. This is the bulk of the reading portion of ISAT.

The area of literary elements does seem to indicate that within this strand there is need for more focused instruction. It would be beneficial for us to analyze our curriculum and teaching practices in relation to these skills.

In our district, most educators and curriculum leaders define reading comprehension as the presence of basic reading skills when, according to the ISAT test question breakdown in this area, reading comprehension is more closely aligned with the higher order thinking skills found in Bloom's taxonomy. Although all of our scores in Reading are pretty consistent with the district's scores, we are well below the scores of the state.

The data indicates that our students are performing the best in areas like reading strategies; content strands that encapsulate the skills used to give the student's a basic understanding of what they have read. Reading comprehension, however, demands that a student be able to apply what they know, analyze what they've read, synthesis the information and evaluate the deeper meaning of the text. These are all higher order thinking skills.

These findings indicate that perhaps our previous focus on basic reading skills as the culprit of our failure to meet AYP was incorrect, or at least incomplete, in its analysis of the data. These data findings suggest that a renewed focus be placed on the fostering of higher order thinking skills across content areas in addition to our present commitment to increase basic reading skills.

Math

The ISAT math data indicates that LEP students and students who are economically disadvantaged met Safe Harbor in 20097. 63.7% of all students met AYP in 2009. While this is promising for our LEP and economically disadvantaged students, we must focus on all students and where their deficiencies lie. In an effort to make gains in math, the specific breakdown of the various content strands found on the ISAT math test were analyzed. The data indicates that while all five tested areas of math should continue to be improved upon, number sense, algebra and measurement are particularly troublesome areas for our tested students.

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

Conclusions that can be drawn from the Report Card data include:

1. There are several outside factors that impact our students' achievement, such as the English proficiency, educational attainment of parents, household income, home literacy levels, truancy, mobility, and exposure to crime and gang activity.
2. Our students with deficiencies need educational support (differentiation, cooperative learning structures, ...) during the school day and should attend after hours programs to meet their needs.
3. Gains are being made with some of our subgroups in math , but a large percentage of our students are still testing below state standards.
4. Reading comprehension, which requires student incorporation of higher order thinking skills, is our area of greatest concern.

From these conclusions we will focus on the following areas so our students will:

- improve reading comprehension in the content areas by practicing higher level thinking skills.
- increase achievement in writing Extended Responses in all content areas.
- **increase achievement in math by improving skills related to number sense, algebra and measurement.**
- demonstrate improvement in all academic skills, when stronger and more effective communication with parents is achieved.
- show increased achievement when attending school in a safe environment.
- make good choices in a positive environment as taught by our PBIS program.

From these conclusions we will focus on the following areas to provide our teachers and parents with the essential tools to help increase achievement:

- increased professional development in the areas that have been identified i.e. reading comprehension in the content areas, math knowledge with a focus on number sense, algebra and measurement.
- continued professional development on the facilitation and evaluation of extended response in all content areas.
- clarification as to the skills measured by the various content strands found in the ISAT.
- stronger and more effective communication with our parents with regard to the academic skills being taught to their children.
- improved parent activities that will enable our parents to more effectively assist their children at home.

Section I-B Data & Analysis - Local Assessment Data

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?

Local Assessment Data

MAP (Measuring Academic Progress)

The incoming seventh graders for the 2008-09 took the MAP test in the Fall of 2007, Winter 2008 and Spring 2008. We used their 6th grade Winter scores to determine placement for the 2008-09 school year when scheduling. The MAP test is a computerized test that can be administered easily to the students and the results are available to the teachers on-line within twenty - four hours. This test provides a breakdown of specific skill deficits and is designed to provide the teacher more specific data in their planning process. The strength of this data is that the results go beyond mere grade level equivalents and delves deeper into specific deficit areas. An area of weakness in regards to this test is it is a fairly new test and we are still working out the glitches of the entire district testing at one time.

All students will participate in MAP testing three times during the 2008-09 school year. Data will be used to schedule students according to their needs. Teachers could use

assessment data to plan for differentiated instruction and group students according to their deficiencies.

We are currently working on making MAP testing available for our new students who enter our school so they could be placed in their new homerooms using the same guidelines.

Approximately 43% of incoming 7th graders in 2007 are at the 7th grade level (or above) for Reading. These test results are from data analyzed from Fall testing in 2008. This data tells us there is still a weakness in Reading and we will have to put a major focus on Reading at the 7th grade level.

McDougal Littel Reading Inventory Test (MLRIT)

During the 2008-2009 school year, Unity used the MAP results to place incoming 7th grade students into homerooms based on reading levels. The students took the same test again during the winter 2009 and the Spring 2009 to determine growth. Only new students to our school in 2008-2009 took the MLRIT prior for placement into a Language Arts program. These results were compared to MAP scores for consistent placement. Though useful at the time because of its ease in administration, the MLRIT it provided only a general reading ability level for the students and did not specifically identify skill weaknesses. Its strength was in helping identify those students falling at the extremes of reading abilities, allowing us to filter emergent readers for further testing. MAP has now replaced this test for placement and has accounted for most of its deficiencies. The MLRIT is currently used as a back-up plan for new students when MAP is unavailable.

Scholastic Reading Inventory (SRI)

The Scholastic Reading Inventory (SRI) is an assessment tool used for screening and placement of emergent readers into the Read 180 program. The SRI was used to assess baseline reading level placement at the beginning of the year and as an evaluation of progress at the end of the year. Student scores are reflected both through nationally field-tested normative data (percentiles, NCE's, and stanines) along with Lexile Framework, which measures student performance when compared to grade-level material. One of the strengths of the SRI is the fact that during the test, the computer continually adapts the questions based on the responses of the individual student. The SRI scores was then used to automatically place students in the Read 180 program.

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

MAP (Measuring Academic Progress)

Due to the confusion surrounding the success of implementation for all incoming seventh graders, some data was not valid or reliable for all students for the MAP testing. Many of the tests administered in the feeder schools have had potential environmental and logistical difficulties in administering the test. During our Fall MAP testing in 2008-09 we saw differences in assessment scores which led us to this conclusion. The data that we did receive at the end of last year was used for placing students allowing for specific student needs such as English as a Second Language, Gifted, Advanced Placement, Read 180, Alternative Instruction, IEP, students with disabilities, etc. After analyzing the Fall assessment data, further adjustments to schedules were made to best accommodate students' needs.

The MAP test was a new assessment for all incoming 7th graders which may have an effect on results.

Different reading strategies and teaching styles are also used throughout the 8 feeder schools that feed into Unity which may not be consistent district-wide.

McDougal Littel Reading Inventory Test (MLRIT) The MLRIT was designed to advance in difficulty as students progress through the material. Although the recommended testing procedures were distributed to all LA/ESL teachers, teachers were given permission to administer the test in the best manner for their students. For example, a number of teachers chose to split the test into two sessions. During the scoring of these tests, it was noticed that many students were able to answer more questions correctly on the more difficult portions of the test than they had on the easier questions at the end of the previous testing session. These unexpected results may be attributed to testing fatigue but would affect the cumulative school results if teachers administered the test in only one session.

Scholastic Reading Inventory (SRI)

Although the SRI is a computer administered test, there are students who will not test well in this format. Following oral prompts over headphones, the changing font size of the text on the computer screen, and Spanish language acquisition difficulties may impede student performance.

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

Conclusions

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

Conclusions that can be drawn from the local assessment data include: **MAP (Measuring Academic Progress)**

Because of possible inconsistencies regarding results for the students in the MAP testing, we found that there was more validity and accuracy after students participated in MAP testing in the Fall.

We need to provide sound consistent instructional reading strategies for our incoming 7th graders.

In conclusion, we will use both grade equivalents and individual deficiency areas as identified in both ISAT and MAP to drive instructional practices that will serve as better intervention practices for all students.

McDougal Littel Reading Inventory Test (MLRIT) The MLRIT is problematic because it provides a reading level but does not break the test results into specific areas which would help to identify literacy strengths and deficiencies. Therefore, teachers may find the results of the MAP test more informative since the results are separated into various literacy categories that teachers can use to remediate student deficiencies in specific areas.

Scholastic Reading Inventory (SRI)

Although the SRI can help teachers in confirming the results of other reading tests, it gives a limited amount of information with which to drive instruction. The SRI is extremely useful in placing students in the Read 180 program, however it does not give complete data about individual student deficiencies. A strength of the SRI is that it will assist with triangulating the initial reading levels with the individual deficiencies as determined by the MAP test for struggling students.

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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?*

Attributes

1. School Organization

While our building has approximately 2800 students, each student is placed for both of their years at Unity on a specific floor. The school within a school concept provides students with a small community within the larger setting. The looping strategy supports the development of relationships between students, teachers, administrators and families.

2. Support Organizations/Partnerships

Youth Outreach Program - CHOICES, Corazon, Youth Crossroads, Positive Behavioral Interventions & Supports - PBIS, Town, Police & Fire Departments, Cicero Family Services, Larry Dominick Book Club, een Reach, BASS, SES, Cicero JIP (Juvenile Improvement Program), Morton Scholarship League, Morton East High School and the Freshman Center.

3. PBIS (Positive Behavior Interventions and Supports)

Unity implements the PBIS System to teach, reward, and celebrate positive student behavior. Students are encouraged to uphold the three school-wide expectations: Be Respectful, Be Safe, and Be Responsible. Throughout the years various tools are used to teach and reinforce expected student behaviors. Students who struggle with the universal systems at Unity are assisted through a variety of the systems of support we offer. These services range from group interventions to individualized plans. Unity staff has continued with training of the secondary and tertiary levels in order to focus on the social and emotional needs and possible interventions to be used for students at these levels. We are currently working toward full implementation status in accordance with PBIS.

Our students were given a "Relationship" survey in the Fall of 2008. Over 74% of all students at Unity either agree or strongly agree when they were asked if they were proud and happy to be on their floor. Over 79% of all students at Unity agreed or strongly agreed that their teachers and administrators cared about them and their education. Only 4.61% of all students felt that they had no connection with an adult at Unity.

4. Language Arts Resources & Support

- This year at Unity we were fortunate to have a part time Reading Coach work with our 1st and 2nd year LA teachers as well as with those students teaching the "Brodges" component in the McDougall LittelReading series.
- We have adjusted our LST's (Literacy Support Teachers) schedules to act as interventionists to our struggling readers during block periods thoroughout the day (RTI). They are also able to consult with teqachers regarding interventions that could be used in the classroom.
- We have purchased leveled trade books and alternative textual resource libraries for Science and Social Studies to provide students with the ability to read in these content areas at grade level. Professional books including RTI resources have also been purchased and more will be purchased in the near future as funding becomes available.
- Two of our LDR teachers are providing Read 180 to our resource students on a full-time basis.
- Two of our ESL teachers are providing Read 180 to our ESL students on a full-time basis.

5. Summer School

We were able to offer summer school during the summer of 2009 for students who are struggling and/or failing at the junior high level. We were able to expand our program to 4 clusters - one bilingual and 2 General Education clusters that were grouped by reading levels not grade levels. We also had one self contained group which consisted of possible retentions. This program was offered to students who were at risk of failing 7th and/or 8th grade and for students who just fell short of meeting state standards.

We are hoping to expand our bilingual cluster and group by Math and Reading so we could focus on more individualized scheduling during the summer of 2010.

We are currently monitoring the progress of the students who participated in this program.

6. Alternative Classroom

This is Unity's second year with an alternative classroom. This classroom was designed as an alternative to expulsion. Students are recommended for the program at an

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administrative hearing after behavioral interventions were not successful. We currently have 9 red-tiered students in the alternative environment. This setting provides social emotional supports in addition to the core academic curriculum with a 5 to 1 ratio of student to teacher/program assistant. They receive social work services as a group 3 times a week. Students are also given the opportunity to transition back to the general population after meeting specified criteria within one semester. We have added a bilingual program assistant to assist with ELL students.

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Challenges

1. Unity as One School

During the 2008-09 school year, Unity underwent some major restructuring. A building that was once considered two separate campuses now exists as one school. A building which had two principals leading each campus had been reduced to one principal leading the entire building. Three first-year administrators were also added to the transitional year of Unity. Some teachers also underwent moves to different floors.

Besides all of the logistical changes that took place last year at Unity, a change in climate was crucial in "two sides" becoming one. Some teachers are still resistant to "change" and are fightint the "unity" concept of Unity being one school. Teambuilding activities still take place throughout the school year.

Our AYP status is now one status and we are not "meeting AYP" as our AYP status is now one average. Our two SIP teams have meshed well togetrh and provide a plethora of knowledge and ideas to better our school.

We continue to bringe the gap and share successful instructional strategies since both campuses scores are averaged to determine AYP status of Unity Junior High School as one building.

2. In and Out of School Suspensions

In the cases of major behavior infractions (fights, gang-related activity, possession of drugs or weapons, etc.) in and out of school suspensions are assigned at the discretion of the administrative team. To date, Unity students have been involved in 335 incidents that resulted in an in-school-suspension and 95 incidents that resulted in an out-of-school suspension.

3. Lack of funding for Systems of Support

While we have a great many teachers who voluntarily supervise and sponsor activities, clubs, groups, etc. we cannot always offer them on a consistent basis due to a lack of funding. Our budget was dramatically reduced for the 2009-10 school year.

4. LEP Students

As seen in our data, Unity has a large number of ELL students which is significantly higher than the State average (51.6% in 2009 as compared to 8.0% in the State). The fact that all of these students are required to take the ISAT as of 2007-08 contributes to the challenges that we face in our overall AYP status in Reading and Math.

5. Parent Involvement

While we have established strong school communities within our building, we have not effectively reached out to our parent population. We have many parents who work long hours and multiple jobs. We are becoming more successful with our Parent Outreach programs as our attendance has at least doubled thus far at our Coffee Talks during the 2009-10 school year. We have provided more opportunities to become more involved at Unity as the following programs are now offered to them: Coffee Talks, Parent Email list, working list of parent volunteers, Parent Resource Library, Parent Patrol, RIF Parents, Student Showcase, Celebrate Success, Parent Workshops, Drama, Talent Show, Science Fair, Parent Liaisons, Tiger times Publications.

6. Gangs in Cicero

The rise in gang activity and crime is a challenge for our community. Unity Junior High School is the only junior high school in our district. Because of the age of our students, they are a target for gang recruitment. This is a challenge for our administration and community as a whole. Even though our parents have been provided with adequate knowledge of gang awareness education, many of our parents struggle to identify indicators of their children's gang involvement. For this reason, much of the burden of both inhibiting students' gang involvement and responding to gang activity falls on the school. According to our data as of December 2, 2008, 13% of all disciplinary incidents were related to gang activity. There has been an emergence of new crews, symbols and colors. We are constantly educating our staff as we work collaboratively with the police department in identifying these crews.

7. AYP Concern

Although Unity has shown steady improvement in scores related to Math and Reading over the years, our percentages still have not reached 77.5%, which is the current AYP goal for the 2009-10 school year. This is a major concern for Unity.

8. Looping Challenge

Students remain at Unity for 2 years. Now that we will have one school report card our average will constantly fluctuate since we will be losing one group of students each year. This may have a positive or negative impact depending upon the AYP status of the students who are coming and going.

9. Summer School

Lack of funding may cause limitations to the program in regards to staff and resources.

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

Attributes

- Individualized schedules identifying studnets challemgng in Math and meeting their reading needs.
- One full year of implementing SIP reading strategies across the curriculum as one school.
- The organization of Unity regarding looping from 7th to 8th grade provides a sense of belonging and fosters school spirit.
- Community partnerships enable systems of support for students.
- The implementation of PBIS at Unity supports students as they make positive choices at school and helps foster positive school climate on each floor and throughout the building. Seven eighths of our building is currently at fully implemented status.
- Data shows that this program has helped create the positive climate that students feel comfortable with at Unity.
- We are providing useful resources to teachers across the curriculum to assist with struggling readers. Students are able to read successfully during the school day for content and practice.
- In an effort to improve Reading scores of our resource students who have IEPs, students have the same opportunity as our struggling readers in regular division by offering them the Read 180 program.

- Summer school offers an opportunity for students to achieve in the areas of math and reading. It also builds a foundation for the skills necessary to be successful in junior high.
- The alternative classroom provides an opportunity for students to achieve in all academic areas where behavioral challenges have interfered with the learning process. It also provides them with an opportunity to correct their behaviors in a smaller setting.
- Challenge Math classes have allowed our studnets to be challenged in the area of Math as they are using advanced curriculum.
- We have held a High School Articulation session with all of our staff members and representatives from the high school to enhance communication and become familiar with strategies that are being used at both levels.
- There are currently 52 studnets receiving Tier II interventions to improve their reading.
- As a building we have focused on working toward becoming a "Professional Learning Team" in order to teach students the way that they learn.

Challenges

Organization - When students enter Unity as 7th graders some are overwhelmed by the changes that take place in their daily routine. It takes some transition time for students to feel safe and comfortable with new staff and surroundings.

In and Out of School Suspensions - Students who receive in and out of school suspensions miss valuable class time and instruction.

Not only district funding cutbacks for activities and clubs, but also community funding cutbacks for programs such as Cease Fire (gang prevention program) have reduced opportunities for educational supports. We have suyffered the loss of opportunities such as field trips, extended day programs and reading resources due to these cutbacks.

Parent Involvement - Failure to reach out to parents due to their busy work schedules, numerous obligations and the language barrier weakens the connection with their child's education and academic success.

Gangs in Cicero - Cicero's gangs obviously have an influence on Unity's students. Instead of focusing on their academic responsibilities, many of these students are channeling their energy elsewhere. Thirteen percent of all disciplinary incidents as of December 2, 2008 were related to gang activity. We now have data that is monitored regularly.

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

Attributes

Students who learn in an environment where they feel safe and proud enhance their academic achievement.

Providing students with systems to support their individual needs has a positive impact on their academic success.

Making positive behavioral and academic choices in a supportive school climate promotes student success and achievement.

The percentage of all students at the universal level is 96.0%. The percentage of all students at the secondary level is 3.4%. the percentage of students at the tertiary level is 0.59%.

Challenges

Teachers who are resistant to changes taking place in the educational community are preventing positive gains.

This is a Union contract year which has an effect on teacher focus and resistance to change.

In and Out of School Suspensions - Missing class time and instruction has a negative impact of student achievement.

Insufficient funding limits the availability of activities and clubs for students.

Parent Involvement - Students are more likely to succeed in school if their parents are actively involved.

Gangs in Cicero have had a negative impact on educational progress.

Although the looping concept has a positive effect on students regarding a sense of family and nurturing, it may have a negative impact on the average AYP status for the entire building.

At the rate of improvement Unity has shown throughout the years, it will be quite a challenge to reach the goal of 77.5% students meeting or exceeding state standards.

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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?

Educator Qualifications

Our recent survey shows that 148 out of a possible 202 (73%) staff members that responded, 83 of them (56%) have a master's degree. An additional 33 teachers (22%) are in the process of obtaining an advanced degree. We have an experienced staff; 78% are tenured and over 33% have been teaching more than ten years. When asked about both paid and non-paid extra-curricular activities, 66% of the respondents listed activities that they participated in on a regular basis outside the normal school hours. These activities included, but were not limited to: tutoring, extended day programs, homework clubs, and athletic pursuits. One area of concern was that despite our large Hispanic population, only 20% of our staff speaks Spanish.

When responding to a teachers' needs assessment, the top three areas where teachers requested more information and training were: improving their questioning techniques to promote higher level thinking skills, using data to support student learning, and teaching writing skills including techniques to assist with extended response.

In a separate survey, students were asked about their attitude towards their learning environment, whether they felt that teachers and/or administrators cared for them and their education and if they felt "connected" to an adult staff member. The results indicated that over 74% of the students felt proud and happy about their learning environment, almost 80% of the students felt the staff and administrators cared about them and their education and only 4.61% of the students felt no connection to any adult staff.

Staff Capacity

As of December 2009, our average class size in regular division was 27 and 25 for ESL classrooms. Our average for bilingual classrooms was 23 per classroom and 9 for special education. The elimination of a regular education cluster of teachers in 2006 contributes to these high numbers as well as an increase of 100 incoming transitional students.

Professional Development

Strengths:

1. All teachers in content areas at both grade levels are working together at least once a month to share successful strategies and learn new ones.
2. PLTs meet once a month to discuss professional development articles, strategies across the curriculum, and share what is working and what is not in the classroom.
3. Teachers observe-a-colleague once a quarter to gain new ideas, concepts and strategies that they could take back to their classroom.
4. LSTs are available for professional development regarding reading strategies and are available to push in to classrooms to model best practices.
5. A part time Reading Coach was hired to model and guide first and second year Reading teachers and teachers who Teach "Bridges."

Weaknesses:

1. Teachers across the curriculum have limited time to meet and work on best practices and strategies.
2. Our time to meet as professionals is limited due to other responsibilities and available time. Per contract, teachers attend PLT meetings only once a week.
3. Teachers receive one plan period a day which limits their time to observe good teaching.
4. The lack of resource teachers we have across the curriculum prohibits further modeling of best practices. We currently have 2 LSTs for over 200 teachers.
5. Our Reading Coach was hired for 20 days and is limited to a specific amount of teachers due to time constraints.

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

Educator Qualifications

These educator qualifications indicate that our students are being taught by a well-trained and experienced staff. It further indicates that the staff is motivated to help them improve by participating in many extra-curricular activities, most without pay, to provide extra opportunities for our students to achieve. The drawback in these qualifications is that the teachers do not speak Spanish. This would indicate that the teachers' communication with our parents can be compromised and might hinder efforts to keep our parents up to date and informed enough for them to help with their students' learning.

With regard to the needs assessment, the areas where teachers were asking for more information and guidance dovetailed nicely with the student data that shows the same areas of concern. To increase student performance, we need to increase higher level thinking skills, use our MAP and other student testing data to drive their instruction, and organize their writing skills so they are able to complete the extended responses.

Obviously, the student survey data indicates that our educators have reached out successfully to the students to make them comfortable and secure in a very large building. Junior high school students have so many impacting issues, due to their stage of development, that having less than 5% feel disconnected is a reflection of the efforts of the staff and administrators.

Staff Capacity

Large class sizes prevent individualized instruction and extra support for struggling readers.

Professional Development

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1. Through more school-wide collaboration, teachers are able to hear success stories at both levels from other teachers who have students succeeding in their classrooms and meeting AYP.
2. Clusters who teach the same students are able to analyze specific strategies and discuss how to differentiate according to each students' needs.
- 3.. Focusing on student needs and concerns during cluster meetings has enabled teachers to work together to help more students succeed. Observing a colleague has sparked fresh ideas for teachers to implement in their own classrooms.
4. LSTs are able to provide individual supports for struggling readers and work with small groups to enhance achievement.
5. Our Reading Coach has helped new teachers to feel more confident with the implementation of reading strategies in the classroom so they could reach more students efficiently.

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

Educator Qualifications

These factors imply that we are on the right track to increase our students' achievement. Through proper teacher evaluations, we have produced an experienced staff that goes above and beyond the normal course of the school day. They are aware of what strategies and activities need to be implemented in order to promote student achievement and are savvy enough to know their own shortcomings with regards to these areas and to ask for further assistance. With additional administrative guidance, their acquisition of these skills will enhance the learning opportunities for our students.

To improve student achievement, our staff needs to continue to positively connect with students. They also need to identify disconnected students and devise strategies to bring them in to the fold. Feeling disenfranchised could be a detriment to student performance.

Staff Capacity

We need to better utilize our LSTs and schedule students to make it easier for teachers to differentiate instruction so progress and growth are easier to accomplish with such large class sizes.

Professional Development

1. More time needs to be made available to meet across the curriculum and within the curriculum to share ideas, strategies and to discuss research based interventions and best practices.
2. Interventions need to be made more readily available for teachers who are dealing with multiple intelligences in classrooms.
3. The number of support staff has an impact on the performance level of teachers and students.

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

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

Parent involvement is critical to our student's education. Research shows that parental involvement in their children's learning positively affects the child's performance at school (Fan & Chen, 2001) in both primary and secondary schools (Feinstein & Symons, 1999). Parent involvement will lead to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioral problems at school (Melhuish, Sylva, Sammons et al., 2001). Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of achievement at age 16.

We at Unity Junior High have made it a priority to involve as many parents as we can to take an active role in their child's education. Unity offers many and varied opportunities to achieve this goal. Being a junior high, it is more challenging to get parents into our building. Experts agree that involvement should go beyond open house and conferences. We realize, however, each of our families is unique with their own priorities, needs, talents, and time constraints. At Unity, we try to provide as many different kinds of opportunities for parental involvement as possible.

To begin the school year, we have our annual open house. It is an opportunity for families to come in and meet their children's teachers and administrators. Every student whose parent attended was given a student PAW. During our open house for our 8th graders, we included a mandatory program to discuss graduation requirements. This program was offered in both English and Spanish. Spanish is the majority of our parent's native language. By doing this it is our goal to make all parents feel more at ease when they attend school functions. Open House in September brought out 59% of the families enrolled. We also extended an invitation to all of our parents to become an active part of our school. Volunteer forms were given to all parents for them to sign up for a variety of activities and functions at our school at their most convenient time. We had 48 interested parents. We have had 6 parents who have already volunteered their time.

Every year Unity holds two parent/ teacher conference days. These days are highly valued and are an important time to review our student's needs and progress with our student's parents. To encourage parents to attend conferences we offer a variety of incentives, such as raffle tickets, refreshments, student PAWS, etc. Our first parent/teacher conference was November 4th and 54% of the parents attended a conference for at least one teacher.

During American Education Week, November 17th - November 21st, parents were welcomed to attend their child's classroom during school hours for a hands-on experience of what the day is like for their child here at Unity. The National Education Association (NEA) brought forth this initiative to spotlight the importance of parental involvement. According to NEA, "ongoing research shows that parental involvement in schools improves student achievement, reduces absenteeism, and restores confidence among parents in

their children's education". We had 48 parents who came during American Education Week.

Unity Junior High has continued utilizing Parent Patrol. It is comprised of parents who have completed the necessary training to patrol Unity grounds. Parents are visible and wear yellow jackets around Unity before and after school. They work with Unity Jr. High School to ensure the safety of the students. We currently have _____ parents involved with this program.

Parent contacts are also made by individual teachers in order to keep them involved in addition to formal events. They are contacted through phone, letters, emails, and in-person conferences. We had 36% of our parents contacted during our first quarter.

We also offer ongoing opportunities to help encourage parents to get involved:

- Daily signing of their planners to check for homework completion and to keep in contact with teachers if they have any concerns or questions.
- Celebrate Success/ Science Fair gives students and faculty the opportunity to showcase science, reading, and math abilities in an open and positive environment.
- Academic progress Sheets are for those students who need weekly reminders of their grade and unfinished assignments. This averages to about 10% to 15% of our student body who receive the blue sheets. These blue sheets are mailed home to assure contact.
- We encourage parents to attend events that showcase their children's talents such as Drama & Declamation, Talent Show and Holiday Concert
- Parent University is a parent workshop made available to parents that has many speakers and instructors who help with parenting and educational concerns.
- We have a Parent Resource Library where parents could check out books, videos, educational games and puzzles.
- Parents are also encouraged to attend all after school sporting events
- We encourage parents to attend monthly Coffee Talks to talk about concerns they may have and to address struggles at Unity and at home with their teenagers. We offer one session in the am and one session in the pm during alternating months.

UNITY JR HIGH SCHOOL

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

Parent involvement is critical to our student's education. We at Unity find it important to involve as many parents as we can to take an active role in their child's education. Unity offers various opportunities to achieve this goal. It is more challenging to get parents into our building at the junior high level. Studies show that parental involvement is one of the most important factors in raising student's self-esteem and academic achievement. At Unity we try to provide as many different kinds of opportunities for parental involvement as possible.

At the beginning of the school year we have an Open House. It is an opportunity for families to come in and meet their children's teachers and administrators. Our 8th grade parents attend a mandatory meeting to discuss graduation requirements. This meeting is conducted in English and Spanish to accommodate our Spanish speaking parents. Our goal is to make all parents feel comfortable when they attend school functions so they continue to attend events taking place at Unity.

Every year we hold two parent-teacher-student conference days. These days are highly valued and are an important time to review our student's needs and progress with our student's parents. To encourage parents to attend conferences we offer a variety of incentives such as raffle tickets, refreshments, translators and student PAWs (which are a component of our PBIS program).

Parent involvement is an important aspect in a child's education. It is also one of our most challenging factors to our school. At the Junior High level, we see a drop in parents attending school functions compared to the elementary level. There is a significant difference from 7th to 8th grade. Our Open House in September brought out 59% of the families enrolled. However, the attendance of our 7th grade parents was 71% and 46% for our 8th grade parents. There was also a difference during our parent teacher conferences. Our first parent/teacher conference was November 4th and 54% of the parents attended a conference for at least one teacher. However, the attendance for our 7th grade parents was 60% and 48% for our 8th grade parents.

We offer the following to help encourage parents to not only get involved with their children's academics but also to participate in school functions:

- Daily signing of planners informs teachers that parents have checked for homework completion; their child was able to explain the monthly extended response; it also acts as a source of communication between parent and teacher regarding concerns and/or questions.

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- Sign in sheets for Open House, Parent Teacher Student Conferences, Honor Roll Breakfasts, American Education Week and Breakfast with the Principal helps Unity keep records of the number of parents attending events per homeroom.

-A Family Math Workshop Sessions are offered during one Coffee Talk during the day and in the evening to give parents the tools necessary to assist their children with math homework.

- Celebrate Success/Science Fair gives staff, community members and parents the opportunity to showcase science, reading and math abilities in an open, positive and welcoming environment.

- The Young Authors Fair, Drama & Declamation, the Fine Arts Festival, the Holiday Concert and the Talent Show allow our parents to see the many talents and creative writing and artistic abilities of the student body.

- Phone logs are kept throughout the year to track parent-teacher contacts.

- Academic progress reports (blue sheets) are utilized for those students who need weekly reminders of their grades and unfinished assignments. Parents are given the option of receiving copies of weekly blue sheets via mail or from their children.

- In order to implement the Positive Behavior Interventions and Supports (PBIS) system with fidelity, Unity provides no less than one activity each month involving parents. These activities serve to educate and communicate with the parents/guardians of our students regarding our positive social environment. A calendar of school-wide parent involvement activities has been developed by Unity's PBIS Network Team. These activities include but are not limited to the following: the development and distribution of a "Parent Behavior Matrix" at fall conferences, a PowerPoint overview of the universal-level social support systems at Unity, student/parent collaborative homework assignments regarding the successful completion of homework, and a monthly PBIS Tiger Times newsletter.

We will also be offering a survey this winter to look at the specific factors that may impact parental involvement at our school.

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

Our students will be taking part in a student survey this winter so we , as educators, could better understand the external factors that have an affect on their learning. We hope that this data will enable us to help our students achieve success academically and behaviorally. We will be looking at the following components in the survey:

- % of mothers and father who do not speak English - this could make it very difficult for our parents to assist their children with homework
- % of students spend an hour or less on homework per day - in the past this has been attributed to other responsibilities in the home.
- % of our students rarely if ever get help with their homework from a family member - many of our students come home to an empty home because parent(s) have to work
- % of our students who care for siblings after school - this could also contribute to less time devoted to homework
- % of students who read outside of school
- # of books students have in their homes
- % of our students who have a computer at home with internet access - this would give them the opportunity to do homework and research. This statistic could be related to the percentage of low income families we have (91.3% in 2008).
- % of students who use computers for entertainment purposes including email and games
- % of students who play video games or watch television nightly

A parent survey will also be given this winter. Our parents will be asked questions to give us a better understanding of their feelings toward our school. These are some of the components that we will cover in the survey:

- % of parents who cannot attend activities because of work

% of parents who are unaware of activities taking place at school - junior high students are not as willing to bring advertisements home regarding parental involvement activities.

- % of surveys returned

This spring Unity will host a community parent involvement event that will include all district schools. We have found from our data we need to do more activities to educate and inform our parents. We will be hosting an all day Parent University on a Saturday. Guest speakers and workshop presenters as well as babysitting services, refreshments and door prizes will be available to all parents in the district including parents of Unity Junior High School.

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?

Students will:

- improve reading comprehension in the content areas by practicing higher level thinking skills.
- increase achievement in writing Extended Responses in all content areas.
- improve math skills by completing daily and weekly activities with emphasis on number sense and measurement.
- demonstrate improvement in all academic skills, when stronger and more effective communication with parents is achieved.
- show increased achievement when attending school in a safe environment.
- make good choices in a positive environment as taught by our PBIS program.

Unity will provide teachers with:

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- increased professional development in the areas that have been identified i.e. reading comprehension in the content areas.
- continued professional development on the facilitation and evaluation of extended response in all content areas.
- clarification as to the skills measured by the various content strands found in the ISAT.

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- demonstrate improvement in all academic skills, when stronger and more effective communication with parents is achieved.
- show increased achievement when attending school in a safe environment.
- make good choices in a positive environment as taught by our PBIS program.

Unity will provide teachers with:

- increased professional development in the areas that have been identified i.e. reading comprehension in the content areas.
- continued professional development on the facilitation and evaluation of extended response in all content areas.
- clarification as to the skills measured by the various content strands found in the ISAT.

Unity will provide parents with:

- stronger and more effective communication with our parents with regard to the academic skills being taught to their children.
- improved parent activities that will enable our parents to more effectively assist their children at home.

The opportunities provided by our school are beneficial and valuable to the students and parents. However, our parent activities would be better attended if offered later at night because we found that over half of our parents prefer a later time for these activities.

Communication between our school and parents could be improved. ***For example, % of our parents report that they are unaware of our activities. Our main way*** of communicating is by notes sent home with students in English and Spanish. % of the notes are not getting home. We need to use another means of communication with our junior high parents; however, our resources are limited due to lack of funds (mailing letters) and lack of internet access of parents (website postings).

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Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	To increase student achievement in Math.	2,3,5,8,
2	To increase student achievement in Reading.	1,4,6,7,9,

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

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

Section II-A Action Plan - Objectives**Objective 1**

To increase student achievement in Math.

Objective 1 Description

1. School is deficient in Mathematics Meets and Exceeds.
2. Students with disabilities are deficient in Mathematics Meets and Exceeds.
3. White students are deficient in Mathematics Meets and Exceeds.
3. Black students are deficient in Mathematics Meets and Exceeds.

This objective addresses the following areas of AYP deficiency:

- ê 1. School is deficient in Reading Meets and Exceeds
- ᅇ 2. School is deficient in Mathematics Meets and Exceeds
- ᅇ 3. White students are deficient in Mathematics Meets and Exceeds
- ê 4. Black students are deficient in Reading Meets and Exceeds
- ᅇ 5. Black students are deficient in Mathematics Meets and Exceeds
- ê 6. Hispanic students are deficient in Reading Meets and Exceeds
- ê 7. Students with disabilities are deficient in Reading Meets and Exceeds
- ᅇ 8. Students with disabilities are deficient in Mathematics Meets and Exceeds
- ê 9. Low Income students are deficient in Reading Meets and Exceeds

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

To increase student achievement in Math.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will complete daily focused bell ringer activities aligned with Math Goals 6 through 10.	10/26/2009	05/31/2011	During School	Other	0
2	Students will utilize classroom Math word walls through activities that increase their proficiency with Math vocabularies.	11/23/2009	05/31/2011	During School	Other	0

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

To increase student achievement in Math.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will compile bell ringer activities that align with Math Goals 6 through 10 and place them on the network.	10/09/2009	05/31/2011	During School	Other	0
2	Teachers will be trained to create and implement word walls that incorporate activities that focus on key Math vocabulary.	11/11/2009	05/31/2011	During School	Other	0

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

To increase student achievement in Math.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents will be provided with bell ringer problems in the monthly Tiger Times that they can complete with their children.	11/03/2009	05/31/2011	After School	Other	0
2	Parents will verify by signing in the student planner that their child understands key Math vocabulary by asking for the definition of the vocabulary word found in their planner.	11/27/2009	05/31/2011	After School	Other	0

Section II-E Action Plan - Monitoring

To increase student achievement in Math.

To increase student achievement in Math.

Daily activities such as "Problem of the Day" will be monitored by the classroom teacher and shared on the local network. Progress will be monitored by teacher observation, quizzes and chapter tests. Planners and notebooks will be checked by classroom teachers on a weekly basis.

Weekly activities will be monitored by the classroom teacher and shared at monthly Building Curriculum Meetings and weekly cluster meetings. Progress will be monitored by teacher observation, informal assessment, quizzes and chapter tests.

MAP assessment will be given by classroom teachers three times a year and data will be analyzed and shared with other teachers. Progress will be monitored three times a year by classroom teachers.

Biweekly activities related to extended day Math will be monitored by teacher observation and informal assessments. Progress will be monitored by "Math Extended Day" teachers.

Name	Title
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1	Mycyk-Graber-Ruiz-Hedrich-Green-Miller-Ibarra-Kichler	Assistant Principals
2	Anna DeRose & Marybeth King	Associate Principals
3	Donata Heppner	Principal

Section II-A Action Plan - Objectives

Objective 2

To increase student achievement in Reading.

Objective 2 Description

While our current achievement in Reading is 63.1% meeting and exceeding for ISAT, all students will make AYP of 77.5% or Safe Harbor in 2010 and 85% or Safe Harbor in 2011.

This objective addresses the following areas of AYP deficiency:

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

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

To increase student achievement in Reading.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will increase vocabulary comprehension by participating in bimonthly Cloze activities focused on prefixes, word roots and suffixes	11/23/2009	05/31/2011	During School	Other	0
2	Students will be presented comprehension strategies throughout the year to increase their higher order thinking skills that are necessary for successful reading comprehension through exposure to and practice with best practice strategies such as KIM (September & October), SQ3R (October & November), DRTA (December & January) and QAR (February & April). This will take place in all content areas throughout the year with monitoring of their understanding with an informal assessment once a month.	09/01/2009	05/31/2011	During School	Other	0

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

To increase student achievement in Reading.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will receive professional development through "make-and-take" inservices to produce Cloze activities to increase student vocabulary comprehension.	11/11/2009	05/31/2011	During School	Other	0
2	All teachers will help increase student's higher order thinking skills that are necessary for successful reading comprehension across the curriculum by reviewing best practice strategies KIM, SQ3R, DRTA and	09/01/2009	05/31/2011	During School	Other	0

QAR on a monthly basis.				
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Section II-D Action Plan - Parent Involvement Strategies and Activities

To increase student achievement in Reading.

Strategies and Activities		TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	Parents will be provided with Cloze activities in the monthly Tiger Times that they can complete with their children.	11/03/2009	05/31/2011	During School	Other	0
2	Parents will receive copies of strategies in a trifold brochure at registration, Open House and Parent Teacher Conferences.	07/20/2009	05/31/2011	After School	Other	

Section II-E Action Plan - Monitoring

To increase student achievement in Reading.

To increase student achievement in Reading.

Biweekly activities such as independent reading will be monitored by the classroom teacher by checking bookmarks on a weekly basis. Progress will be monitored by teacher observation and checklists.

Weekly and monthly activities related to comprehension strategies and extended responses will be monitored by the classroom teacher and shared at monthly Building Curriculum Meetings and weekly cluster meetings. Progress will be monitored by teacher observation, informal assessment, quizzes and chapter tests.

MAP assessment will be given by classroom teachers three times a year and data will be analyzed and shared with other teachers. Progress will be monitored three times a year by classroom teachers.

Name Title

1 Ruiz-Graber-Mycyk-Hedrich-Green-Miller-

	Name	Title
1	Mycyk-Graber-Ruiz-Hedrich-Green-Miller-Ibarra-Kichler	Assistant Principals
2	Anna DeRose & Marybeth King	Associate Principals
3	Donata Heppner	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 school's status was sent to all District 99 parents in their native language in August 2008. This notification was distributed to all parents since Unity is a Title I school.

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. Since Unity Junior High School is the only junior high school available in the district the option of transferring students to another school in the district is not available. Our SIP is also on the school's website which is located on the district website.

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, its climate, educational programs, etc. 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) keep interested community and educational organizations informed as to our progress. The SIP is posted on the

district's website as well as being available in the school office in English and Spanish. Copies of our school and district report cards are also posted on the website.

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 open house, conferences, parent meetings and all special events to have a translator available to assist in communication. Ongoing frequent communication with parents allows classroom teachers to relate performance targets, strategies, and school and district improvement activities to parents and families.

Parents and community members are given 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 process, we offer 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 discussion on educational advances in the district. Through the schools, District 99 is involved with the community through a number of contacts. We work in partnerships with the Cicero Police Department, the Cicero Youth Task Force, the Cicero Educational Task Force, the Cicero Chamber of Commerce, the Cicero Rotary Club, the Explorers Youth Group, the Cicero Auxiliary Police, the Cicero Fire Department, Corazon, Vida Abundante, Cicero Family Services, Youth Crossroads, the All Stars Program through a grant from the Arthur Foundation and the BLAST Program through a grant from Northeastern University.

Our school and district administration continuously urge 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	Donata Heppner	Principal
2	Marybeth King	Associate Principal
3	Anna DeRose	Associate Principal
4	Mary Mycyk	Assistant Principal
5	Danielle Graber	Assistant Principal
6	Sonia Ruiz	Assistant Principal
7	Katie Hedrich	Assistant Principal
8	William Green	Assistant Principal

9	Dana Miller	Assistant Principal
10	Jeanette Ibarra	Assistant Principal
11	Paul Kichler	Assistant Principal
12	Jeanne Tanaka	Teacher
13	Lori Nelson	Teacher
14	Ziba Kairys-Lapp	Teacher
15	Euriklia Lappas	Teacher
16	Denise Pignato	Teacher
17	Heather Mathis	Teacher
18	Michel Kompare	Teacher
19	Gretchen Gorgal	Teacher
20	Jill Miller	Teacher
21	Shannon Falkman	Teacher
22	Connie Heidemann	Teacher
23	Allan Pineda	Parent
24	Anna Hernandez	Parent
25	Carmen Reyes	Parent
26	Janet Contant	Teacher
27	Kirsten Krone	Teacher
28	Natalie Madden	Teacher
29	Steve Waste	Teacher
30	Sharon Dandrea	Program Supervisor
31	Jennifer Aldred	West 40 Consultant

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 schools' SIP team. The Peer Review Team is then divided into review teams of two - 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 rubric. 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 timing has been revised.

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* 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 criterion within the Guide.

*Focus feedback on big ideas contained within the Guide that will move the plan toward approval. In contrast, cosmetic feedback (word choices, formatting and spelling) is an expectation of the building SIP team and should not be the focus of the Review Team.

*Peer Review teams should proofread their feedback before submitting their recommendations to the Director of School Improvement

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

The BIG Picture of School Improvement Planning

District Level

School Improvement planning is the integration 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 Minority Services

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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 two school teams.

Building Level

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

*Administrator who provides leadership in facilitating the school improvement planning process and implementation of the plan. and facilitates a process of ongoing evaluation 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 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

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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.

2.5 Cicero School District 99 Induction and Mentoring Program

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 the philosophy and expectations of the district and the 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 or 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 School 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 to 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 the ISBE.

At Unity we also have veteran teachers providing support to first year teachers as well as new teachers to the country. They meet weekly to discuss new strategies, lesson planning and set up modeling opportunities.

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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 school reform model initiated by 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 I Programs • Director of Data and Assessment • Director of Technology • District Literacy Teachers • Literacy Support Teachers • Literacy Facilitators • Building/District Resource Facilitators • 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).

gfedc

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

gfedc

Extension of the school year or school day;

gfedc

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

gfedc

Significant decrease in management authority at the school level;

gfedc

Replacement of the principal;

gfedc

Restructuring the internal organization of the school;

gfedc

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.

gfedc

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

gfedc

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

gfedc

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;

gfedc

Implementing any other major restructuring of the school's governance that makes fundamental reform in:

gfedc

governance and management, and/or

gfedc

financing and material resources, and/or

gfedc

staffing.

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

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

Restructuring Options (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school.

- Ⓔ Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- Ⓔ Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- Ⓔ Entering into a contract with a private entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;

- Ⓔ Implementing any other major restructuring of the school's governance that makes fundamental reform in:
 - Ⓔ governance and management, and/or
 - Ⓔ financing and material resources, and/or
 - Ⓔ 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 acts as the school and district's RESPRO. It assumes a supportive role for Unity Jr High. A West 40 consultant is in attendance at each SIP meeting and representatives are present at SIP Monitoring Meetings (monitoring the implementation of strategies embedded in the plan throughout the year) and at the Peer Review. Advice and support are offered through West 40 and ISBE.

Name Title

- 1 Jennifer Aldred Berry West 40 Consultant
- 2 Linda Zakarian Director of School Improvement
- 3 Kay Poyner Brown West 40 Consultant

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

	Name	Title
1		

Section IV-A Local Board Action

DATE APPROVED by Local Board:

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]

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are timelines reasonable and resources coordinated to achieve the objectives? [C]
MONITORING	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only) [C]
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STAKEHOLDER INVOLVEMENT

<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the plan describe how stakeholders have been consulted? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes? [C]

PEER REVIEW

Yes No

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

TEACHER MENTORING PROCESS

Yes No

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

DISTRICT 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