

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

## PRELIMINARY INFORMATION

RCDT Number:	140160990022012		
District Name:	Cicero SD 99	School Name:	Warren Park School
Superintendent:	Donna Adamic	Principal:	Mary Ellen Patterson
District Address:	5110 W 24th St	School Address:	1225 S 60th Ct
City/State/Zip:	Cicero,IL 60804 2948	City/State/Zip:	Cicero,IL 60804 1006
District Telephone#:	Label 7088634856                      Extn: 0	School Telephone#:	7088632220                      Extn: 0
District Email:	dadamic@cicd99.edu	School Email:	
Is this plan for a Title I School? <input type="checkbox"/> Yes <input type="checkbox"/> No			

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

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

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	67.4		Yes	91.3		Yes	95.0	Yes		
White														
Black														
Hispanic	100.0	Yes	100.0	Yes										
Asian/Pacific Islander														
Native American														



<b>DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION</b>	
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The Differentiated Accountability classification for the school is:	-
Is this school making AYP in the ALL subgroup in reading?	-
Is this school making AYP in the ALL subgroup in math?	-

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

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

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

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

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

Section I-A Data & Analysis - Report Card Data  
Item 2 - 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 (%)	94.6	94.4	94.8	95.7	94.7	94.7	89.8	95.0
Truancy Rate (%)	2.3	0.3	0.7	0.9	0.9	7.0	29.4	1.7
Mobility Rate (%)	46.4	43.5	22.3	32.3	34.6	30.1	36.0	23.6
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	330	352	331	229	230	363	348	394
Low Income (%)	84.8	73.9	80.7	76.4	71.3	84.8	57.5	65.5
Limited English Proficient (LEP) (%)	79.7	54.3	67.4	67.7	55.7	30.9	16.7	47.0
Students with Disabilities (%)								
White, non-Hispanic (%)	5.5	6.0	9.7	2.2	3.9	1.9	2.9	3.8
Black, non-Hispanic (%)	0.3	1.1	0.6	0.9	2.6	2.8	3.4	3.0
Hispanic (%)	94.2	92.6	89.7	96.9	93.5	94.8	93.4	92.4
Asian/Pacific Islander (%)	-	0.3	-	-	-	0.6	-	0.3
Native American or Alaskan Native(%)	-	-	-	-	-	-	-	-
Multiracial/Ethnic (%)	-	-	-	-	-	-	0.3	0.5

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

Section I-A Data & Analysis - Report Card Data  
Item 4 - Student Race/Ethnicity

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
S C H O O L	2000	7.4	0.7	91.3	0.3	0.3	-
	2001	3.9	0.6	94.5	1.0	-	-
	2002	5.5	0.3	94.2	-	-	-
	2003	6.0	1.1	92.6	0.3	-	-
	2004	9.7	0.6	89.7	-	-	-
	2005	2.2	0.9	96.9	-	-	-
	2006	3.9	2.6	93.5	-	-	-
	2007	1.9	2.8	94.8	0.6	-	-
	2008	2.9	3.4	93.4	-	-	0.3
	2009	3.8	3.0	92.4	0.3	-	0.5
D I S T R I C T	2000	8.0	0.6	90.8	0.5	0.1	-
	2001	6.3	0.7	92.3	0.7	-	-
	2002	6.6	0.6	92.4	0.4	-	-
	2003	4.8	0.7	94.2	0.3	-	-
	2004	4.6	1.1	94.0	0.3	-	-
	2005	4.0	1.2	94.5	0.3	-	-
	2006	2.9	1.6	95.1	0.2	-	0.2
	2007	2.5	1.7	95.4	0.2	-	0.1
	2008	2.4	2.1	95.1	0.2	-	0.2
	2009	2.6	2.1	94.6	0.2	-	0.4
	2000	61.1	20.9	14.6	3.3	0.2	-

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

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
<b>S C H O O L</b>	2000	62.5	60.2	100.0	94.3	45.5	-	-	-	-
	2001	63.7	70.1	97.8	94.1	30.7	2	0.7	-	-
	2002	79.7	84.8	98.5	94.6	46.4	7	2.3	-	-
	2003	54.3	73.9	100.0	94.4	43.5	1	0.3	-	-
	2004	67.4	80.7	100.0	94.8	22.3	2	0.7	-	-
	2005	67.7	76.4	100.0	95.7	32.3	2	0.9	-	-
	2006	55.7	71.3	100.0	94.7	34.6	2	0.9	-	-
	2007	30.9	84.8	100.0	94.7	30.1	17	7.0	-	-
	2008	16.7	57.5	100.0	89.8	36.0	67	29.4	-	-
	2009	47.0	65.5	100.0	95.0	23.6	4	1.7	-	-
<b>D I S T R I C T</b>	2000	41.1	67.7	100.0	94.9	31.9	196	1.7	-	-
	2001	48.2	69.9	95.6	94.6	32.6	146	1.2	-	-
	2002	48.7	71.8	94.8	94.8	30.4	146	1.2	-	-
	2003	48.8	75.4	98.1	95.4	37.6	66	0.6	-	-
	2004	46.3	76.4	98.2	95.3	33.2	488	3.9	-	-
	2005	44.2	78.7	97.5	95.1	28.3	419	3.3	-	-
	2006	45.8	75.0	99.1	95.0	23.0	467	3.7	-	-
	2007	44.6	77.7	98.8	95.1	21.7	663	5.4	-	-
	2008	38.6	82.6	98.7	94.9	22.8	1,198	9.7	-	-
	2009	55.5	84.7	97.4	95.7	14.3	330	2.5	-	-
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6

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

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

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
<b>S C H O O L</b>	2000	299	-	-	-	-	-	-
	2001	311	-	-	-	-	-	-
	2002	330	83	2	-	-	-	-
	2003	352	107	-	-	-	-	-
	2004	331	103	-	-	-	-	-
	2005	229	91	-	-	-	-	-
	2006	230	66	-	-	-	-	-
	2007	363	83	-	-	-	-	-
	2008	348	71	-	-	-	-	-
	2009	394	86	1	-	-	-	-
<b>D I S T R I C T</b>	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 (%)
<b>D I S T R I C T</b>	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	
<b>S T A T E</b>	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	3	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1

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	2009	133,017	13	61,402	44	56	18	18	1	1
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Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data  
Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	51.0	50.0	33.4	59.3	63.5	57.2	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	56.5	51.2	35.0	68.2	65.5	59.7	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	65.7	58.2	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	48.8	41.9	28.6	60.0	61.4	56.7	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Section I-A Data & Analysis - Report Card Data  
Item 8b - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	59.2	77.2	79.2	81.5	78.2	79.3	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	59.0	78.0	80.0	81.8	79.3	80.5	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	80.0	76.7	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	61.0	77.4	76.2	84.0	75.8	78.3	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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?*

Warren Park's summative data indicates a trend of steady progress from 2004 through 2009 with the exception of 2006, Reading First's inception. All students made AYP in both Reading and Mathematics with an overall gain in Reading of 15.6% and in Math 20.1%. Even though WP is trailing the state by 8% in all subjects, WP School surpassed the district performance by 11% in 2009. Overall, 67.4% of our students met or exceeded State Standards in Reading and 91.3% of our students met or exceeded State Standards in Mathematics.

While the students at WP made AYP, the areas of weakness still remain to be a primary focus. Intense instruction in Phonics/Phonemic Awareness and Comprehension for the struggling readers is being provided by the classroom teachers, LST, ESL Teacher and Interventionist. In Math, Number Sense and the use of problem solving strategies remain areas of weakness.

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

The Warren Park Community of Teachers and Parents have worked hard to achieve and maintain AYP for 5 consecutive years. The Professional Development has been focusing on specific instructional strategies indicated by this data as areas of need. There has been an increase of collaboration across grade levels to create and implement a continuum of Reading Comprehension skills. In addition, similar literacy strategies, graphic organizers and vocabulary activities have become a center point throughout the school environment and are being used by all teachers and students.

On a monthly basis, all Homeroom Teachers focus on a particular component of vocabulary and assess students' ability such as identifying synonyms, antonyms, homophones, compound words, prefixes, and suffixes. With Professional Learning Teams, teachers are meeting to discuss unit goals. During the meetings teachers share professional learning articles related to an area of concern or focus.

The Literacy Support Teacher continues to model, progress monitor, guide and reinforce the Action Plan, as well as providing guided reading and interventions for students in need. A bilingual interventionist will provide support full time to bilingual students. This year all of Grade 2 classrooms will be the focus of Response to Interventions. This program will focus on the specific needs of individual students based on local assessments. Training for RTI will be an ongoing process.

Our performance in Math continues to remain strong in most areas. A realigned curriculum, ongoing monthly assessments, Professional Learning Teams, an emphasis on math facts through ongoing weekly assessments, and a benchmark pre/post test in Geometry afforded our students the success to achieve AYP in Mathematics five years in a row.

Warren Park is pleased our attendance has improved from 89.8% in 2008 to 95% in 2009. In order to continue this positive trend, the administration is sending home letters to parents of students with more than 3 absences (excused or unexcused), tardies, or early dismissal within a quarter. In addition, parents of students at Warren Park Early Childhood Center have been informed they will be dropped from the program if they have 10 absences. Perfect attendance is encouraged by the staff at WP through quarterly recognition.

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

Warren Park's trend of improvement continues from year to year. We have learned to use data to identify our strengths and weaknesses as well as guide our instruction in Reading and Mathematics. The staff has become astute at assessing and in predicting the impact of their instructional strategies on individual student achievement.

Reading Comprehension is an ongoing concern due to the demographic composition of the WP community. Therefore, we must continue to research innovative approaches to address the specific needs of the English Language Learners and economically disadvantaged students.

## 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 tools for Warren Park School include ISEL, ISEL-S and MAP for reading and a Scott Foresman Math assessment. These assessments are administered three times a year, BOY (beginning of year), MOY (middle of year), and EOY (end of year).

Warren Park students in grades K-2 are assessed in reading using ISEL (Illinois Snapshots of Early Literacy) and ISEL-S (Illinois Snapshots of Early Literacy-Spanish). ISEL snapshots (individual assessments) are classroom based reading performance inventories. The following are the snapshots for each grade level at the appropriate time of the year. Kindergarten snapshots include alphabet recognition, story listening phonemic awareness, one-to-one matching, letter sounds, developmental spelling, word recognition, vocabulary, and passage reading which includes, oral accuracy, comprehension and prosody. First grade snapshots include letter sounds, developmental spelling, word recognition, and passage reading which

includes oral accuracy, comprehension and prosody. Second grade snapshots include, developmental spelling, word recognition, and passage reading which includes oral accuracy, comprehension and prosody. Scores are reported by percentiles (the 5<sup>th</sup> percentile being the lowest going up to the 100<sup>th</sup> percentile) the 50<sup>th</sup> percentile represents the average raw score for students in the norming population. Students in the 20<sup>th</sup> percentile and below are determined to be at risk for making literacy progress.

In kindergarten, 35% of the students are in the 20<sup>th</sup> percentile and below range. We found the 33% of the first grade students were in this range and that 61% of the students in second grade are in this range as well. It is important to note however that the norms for the Spanish version of this assessment do not appear to be aligned with the abilities of the student population.

MAP (Measures of Academic Progress) contains diagnostic, computerized adaptive assessments in reading and mathematics, specifically tailored to the needs of early learners. It is used to identify strengths and weaknesses of third grade students based on Illinois Learning Standards and Goals which enables teachers to individualize instruction according to these strengths and weaknesses. MAP is given to third grade students and transitional students with language proficiency scores of 3.0 or above as determined by ACCESS (test of English proficiency) scores. After students have been assessed using MAP, the lowest 20% of each third grade class is assessed using ISEL progress monitoring passages.

A RIT score is a unit that measures achievement. There is a normed RIT range for each grade level. The RIT norm for third grade students at the beginning of the year is 192. The average RIT score for third grade students at Warren Park in Reading is 175.8 which is below the norm range of 192 - 199. The RIT score for third grade students in Math is 182 which is below the norm range of 192 - 202.

Scott Foresman Math assessment is used to direct our Math instruction. This assessment is given three times a year. A pre-test is given to students to determine the level of knowledge that they have at the beginning of the year. The assessment is given again at mid-year to monitor the progress of the students at that time and again at the end of the year to determine overall achievement in Math for the year. This is the fourth year that Warren Park is using this assessment to drive Math instruction. Teachers use this assessment to plan lessons, determine which students may in be need of extra help and to differentiate their instruction to meet the needs of the students in their class. Each grade has seen an increase in scores from BOY to EOY. During the 2008-2009 school year first grade saw an increase of 28% in scores, second grade a 28% increase and third grade has seen a 19% increase in scores. It is also interesting to note that there has also been an increase in scores from beginning of the year to beginning of the year in grades one and three. Warren Park teachers participate in vertical planning sessions with prior grades as well as the next grades teachers. It is hoped that increases though minimal at this time (between 2% and 3%), will be more pronounced as years go on. While following the district Math Framework this assessment has allowed teachers to focus their instruction on areas of weakness noted on the pre-test and also noted on ISAT. The identified areas were geometry and number sense and have been addressed in the Action Plan.

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

Internal and external factors contribute to the stated results. External factors are those that are beyond our control and internal factors are those that are within our control. Below is a list of factors that should be considered as having contributed to the stated data results.

**External Factors:**

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Mobility of students  
Mobility of teachers  
½ day kindergarten  
Class size  
Lack of student attendance  
Low socio-economic population  
Level of development that students have when entering school  
Limited literacy levels in the homes of our students  
Inexperience/instability of kindergarten and first grade teachers

**Internal:**

Implementation of RtI at Grade 2  
90 minute uninterrupted block of reading time  
Interventionist to work with all grades  
Larry Dominick Reading Program (extra reading help for struggling students)  
Progress Monitoring of students to determine instructional needs  
Reading is Fundamental program (students receive books to add to their personal libraries)  
Kindergarten-Read to Me backpacks  
Increased parent involvement at school events  
Breakfast/lunch program  
Professional Development for teachers in reading (West 40/building meetings/district institutes/grade level meetings)  
PEP classes at Warren Park  
Over 1/3 of classrooms are Special Ed.  
Services of a Bilingual Interventionist

The Warren Park Learning Community strives to meet the needs of all its members, teachers, students and parents. Together we hope to move students along a literacy continuum to become life-long learners.

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

Since this is the first year for ISEL and MAP trend data is not available. Each classroom will use their individual reading and math data to guide their instruction. Students who have been identified to be at risk continue to be monitored every two to three weeks in reading to determine whether adequate growth has occurred. Instruction is differentiated in math as well as reading and assistance is provided when there are concerns about the academic growth of students.

Warren Park School has met Illinois' AYP goal in reading and math for five consecutive years. The staff and administration are diligent about meeting the needs of the students as well as the professional development needs of the staff members to facilitate gains in reading and math

### 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?*

Warren Park School is located in the northwest corner of Cicero. There are a number of multiple family dwellings in the area surrounding the school; however, the majority of homes are single and two family dwellings. The percent of economically disadvantaged students is 65.5%. More than 70% of the parents do not have a high school diploma. Warren Park's current enrollment is 394 students, of which 92.4% are Hispanic. The limited English proficient population is 47% of the school population.

Parents are pleased with the instructional environment and appearance of the building. There has been tremendous increase of parent involvement during the 2008 – 2009 school year. Warren Park School provides many extracurricular events for parents and children. Our events include activities that support parents when working with their children at home, parent volunteer opportunities, and entertaining and academic activities to foster a positive relationship between parents, children, and the school. The school maintains a record of 100% parent contact through Parent Teacher Conferences, Panda Press (monthly school newspaper), before/after school programs, and direct parent-teacher communication.

Many of our parents are monolingual speakers of Spanish only. Direct communication between the parents and school personnel can be challenging, however, communication has continued to improve through the support of Spanish speaking personnel. The school is located in a working class community in which both parents work. They have expressed a concern for not being able to help their children with homework due to language skills, lack of formal education, time constraints, or other children in the home. The parents do however; provide support in their native language which supports the acquisition of English as a second language.

The stability of the staff remains to be a problem at WP. Student data and growth have been impacted tremendously by this inconsistency. There has been a high teacher turn over rate since 2005 with at least 25% new inexperienced staff members each year. For 3 years the Kindergarten and first grade classrooms have had inconsistent instruction due to teacher absences, maternity leaves, FMLA and 2 mid-year resignations.

At WP, the number of staff members is very limited, thus making it difficult for peer collaboration. During PE, the classes often double up so that the teachers are able to meet together for their Professional Learning Teams. Being that PE has been cut to only 1 day it has been very difficult scheduling professional learning time for the 2009-2010 school year.

The student mobility rate is high as Warren Park serves as a feeder school from McKinley and Burnham and to Columbus East. Each year WP receives over 25% of their total enrollment from McKinley and sends Columbus East the entire third grade class entering fourth grade. Analyzing Grade 3 summative data provides little information to help plan instruction for the current year being that the students are at CoE. In order to make this data useful the Grade 3 teachers from WP meet with the Grade 4 Teachers from CoE for vertical planning.

More than a third of the classrooms at WP are Special Ed rooms making mainstreaming into one Gen Ed class per grade level very problematic. Space is also an issue; one room serves as an office for five teachers as well as an art room. Additionally, the Interventionist, ESL, and SPL struggle with finding space to meet with their students.

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

These factors have had a direct impact on the achievement of our students. Parental Involvement has had a positive influence on their performance. The children know that their parents care and support their learning environment encouraging them to reach their full learning potential. Direct communication between staff and parents is complicated at times due to language barriers; however, it has improved due to a friendly and welcoming Bilingual office staff as well as reliable and informed translators.

The demands on a small staff are great. The staff is inundated with responsibilities, obligations, and multiple tasks. Planning a Professional Development Calendar is complex because of the varied experience levels of the staff and the limited number of Professional Development Providers. Securing a commitment for teacher participation for extracurricular events has improved. The staff realizes the importance of the interaction between the community and the school.

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

Our focus must be on the factors we have influence over. High quality professional development needs to be maintained to ensure best practices are being followed. It is our goal to sustain and establish staff of highly qualified teachers so that there is continuity and the opportunity to provide quality instruction for our students. The Warren Park staff must stay connected with the parents and continue to provide opportunities for them to become a community of learners with their children.

### 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?*

There are 14 full time Educators assigned to WP and 16 itinerant teachers who are shared with other buildings in the district. Thirteen of the fourteen teachers at Warren Park School are certified to teach the grade levels and subjects of their assignments.

Of the 14 full time classrooms:

- 5 are SPED Classes
- 4 are Bilingual
- 5 are Regular Ed. Classes

Of the 14 full time Educators:

- 3 have less than 3 years of teaching experience in the district
- 4 hold advanced degrees
- 4 are in graduate school

Stability of the teaching staff has improved for the 09-10 school year. For the first time in 4 years the staff has remained consistent.

The high teacher turn over rate has had a tremendous impact on the academic achievement of the students. The lack of consistency is evident in the data.

Warren Park's staff is very small; it is very difficult to have Professional Learning Teams (PLT's) or common planning periods without the support of specials (Art, PE, Media...). Providing opportunities for peer collaboration can be very difficult! Additionally, the 14 full time staff members are overwhelmed by the frequency of extracurricular events scheduled to increase parent communication and involvement.

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

The different levels of experience have had a definite impact on student performance. The focus at Warren Park has been to support all new inexperienced teachers. The Literacy Support Teacher (LST) has focused much of her time supporting these new staff members as well as the Social Workers and Team Facilitator. Collaboratively, they have contributed suggestions in developing effective behavior plans. Additionally, the LST, BI, Media Specialist and Literacy Facilitator have been providing student support in these new class rooms to those students who are most at risk. New teachers have also been afforded opportunities to visit other buildings and observe diverse classroom procedures, the implementation of curriculum and behavior management systems.

A greater focus has been made by the district to provide more professional opportunities for professional growth. Four of the fourteen teachers at WP have or are pursuing advanced degrees which will afford greater opportunities for our students as well as impact the level of learning that is presented.

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

The professional opportunities offered by the district have had a positive influence on student performance. Additionally, the high quality professional development will continue to impact student growth. The staff strives to provide the optimal educational opportunities for students.

## Section I-C Data & Analysis - Other Data

### Item 3 - Parent Involvement

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

Warren Park School has multiple opportunities for parents to become active participants in the education process. We have monthly Parent Club meetings and during which parents are encouraged to be involved in the decision making process of our school, organize school events and by being part of our school improvement team.

#### **Other parent involvement prospects are:**

Activities to encourage parents to work with their children at home include:

- Parent Grade Level Meetings
- Family Resource Library
- Parent Workshops (including reading and math strategies as well as homework strategies)
- Parent Teacher Conferences

Parent volunteer opportunities include:

- Reading is Fundamental (RIF) free book distribution progra
- Managing the Family Resource Library
- Working in individual classrooms with teachers on special projects
- Parent club committee

Fostering a positive relationship between parents, children and the school includes

- Family Reading Night
- Family movie night
- Family Math Night
- Gymboree (open gym night)
- Children's Day
- Mother's day event
- Panda Press (quarterly newspaper)
- Assignment notebooks
- Bingo night
- Valentine's Day dance
- Winter Holiday pictures with Santa & Folkloric dance

Parents of students at Warren Park School work very hard to provide for their families and often work more than one job. We have planned family events at different times of the day in the hope of letting as many parents as possible be involved in their child's education and school experience. We have varied the time of events in the hope that more parents will be able to attend. Due to our scheduling of events attendance has improved at our family functions.

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

Parent involvement is an important thread that is woven through the education of the students at Warren Park School. The students that attend Warren Park are eager to come to school and take an active role in their learning. The parent involvement events that are held at Warren Park foster a sense of pride in the students and provide an opportunity for students to share their learning with their family.

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

We will continue to strive to meet the needs of the families of our students so that we can become partners in their education. Our goal is to ensure that every student has the opportunity to meet his/her educational/social potential and to become lifelong learners.

### 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?*

Warren Park has made AYP the past 5 years in Reading and Math. The key factors that have been in our capacity to control include the following:

- Data Driven Instruction
- Differentiated Professional Development to accommodate the levels of teacher experience
- Multiple opportunities for parents to become involved in the education of their children

Warren Park made AYP in attendance in 2009. In order to continue to have a high attendance rate, we will continue to implement the following attendance procedures:

- Encourage students to attend school on a regular basis by providing incentives on a daily, quarterly, and yearly basis.
- Monitor students' attendance.
- Communicate with parents through attendance letters and conferences.

The Warren Park staff believes that through data driven decision making, instructional coherence, and as shared vision they will be able to have a positive impact on the educational successes of their students now and in the future.

**Action Plan Objectives and Deficiencies**

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	<a href="#">While our current level is 77.5% for all students, 60% of the Hispanic students and 57% of low income students met or exceeded our AYP target in Reading of 70%. These groups will make AYP of 77.5% in 2010 or Safe Harbor and 85% in 2011 or Safe Harbor.</a>	
2	<a href="#">While our current level is 77.5 % for all students, 80.5% of Hispanic Students and 78.3% of low income students met or exceeded our AYP target in Math of 70%. These groups will make AYP of 77.5% in 2010 or Safe Harbor and 85% in 2011.</a>	

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

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

**Objective 1**

While our current level is 77.5% for all students, 60% of the Hispanic students and 57% of low income students met or exceeded our AYP target in Reading of 70%. These groups will make AYP of 77.5% in 2010 or Safe Harbor and 85% in 2011 or Safe Harbor.

**Objective 1 Description**

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

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

While our current level is 77.5% for all students, 60% of the Hispanic students and 57% of low income students met or exceeded our AYP target in Reading of 70%. These groups will make AYP of 77.5% in 2010 or Safe Harbor and 85% in 2011 or Safe Harbor.

		TimeLine			Budget	
Strategies and Activities		Start Date	End Date		Fund Source	Amount(\$)
1	1. Phonics/Phonemic Awareness ▫ Kindergarten & Grade 1 will use MMH with a strong focus in phonemic awareness in addition to Heggerty and Estrellita on a daily basis. Grades 2 and 3 will use Heggerty and Estrellita as appropriate based on student assessment. ▫ Kindergarten through Grade 3 Gen. Ed, BL and SPED will differentiate their instruction as appropriate based on assessment results. Activities will be WG if 50% or more of students are lacking the skill or through Small Group instruction.	09/08/2009	06/03/2011	During School	Title I	0
2	Each grade level will work on comprehension strategies based on the District Continuum and Core Curriculum	09/08/2008	06/03/2011	During School	Title I	0
3	▫ Academic Vocabulary Teacher and student will create and display a content word wall. ▫ Monthly Vocabulary Strategy - Monthly teacher and students will share the pen and chart all of the student suggested vocabulary words that match the strategy. Sept. - Synonym/Antonyms October- Base (root) words November- Prefixes/Suffixes Dec. - Homonyms Homophones January - Context Clues February - Context Clues March - Context Clues April - Compound Words May - Review ▫ Building wide Graphic Organizers: Four Square T - Chart	09/08/2009	06/03/2011	During School	Title I	0

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

While our current level is 77.5% for all students, 60% of the Hispanic students and 57% of low income students met or exceeded our AYP target in Reading of 70%. These groups will make AYP of 77.5% in 2010 or Safe Harbor and 85% in 2011 or Safe Harbor.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	□ LST, BI and TF will monitor and support the implementation of the programs	09/09/2009	06/03/2011	During School	Title I	0
2	Teachers will participate in PLT's, Building Curriculum Meetings, SIP Early Release Days and Institute Days focusing on the implementation of Literacy Centers, Research Based Strategies, Reading Extended Response, Reading Comprehension Skills and Rtl.	09/08/2009	06/03/2011	During School	Title I	0
3	1. Professional Articles shared at PLT's 2. SIP Early Release 3. Institute Day presentations 4. Focus on Marzano's Six Steps to Vocabulary Instruction.	09/08/2009	06/03/2011	During School	Title I	0

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

While our current level is 77.5% for all students, 60% of the Hispanic students and 57% of low income students met or exceeded our AYP target in Reading of 70%. These groups will make AYP of 77.5% in 2010 or Safe Harbor and 85% in 2011 or Safe Harbor.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	□ Song of the month, Nursery Rhymes and /or poetry will be sent home to be practiced/ sung with families.	09/08/2009	06/03/2011	During School	Title I	0
	• Parent GLM will focus on different strategies each quarter. Quarter 1 - Comprehension Quarter 2 - Math Quarter 3 - Vocabulary Quarter 4 - Fluency During this meeting, the classroom teachers will present a lesson using the strategy as well as provide parents the opportunity to					

<p>2 learn strategies to support student learning at home. The LST, BI and District Resource Support Staff will follow up at a building wide presentation focusing on the strategy. ▫ Parents will receive test scores and review progress at Parent/Teacher Conferences and at Parent GLM. ▫ Parents will participate in Family Reading Night to support the home school connection and the development of literacy. ▫ Parents will support developing student reading skills by reading to/with their children 15 minutes each day. They will maintain a reading log and submit it to the classroom teacher on a monthly basis.</p>	<p>09/03/2009</p>	<p>06/03/2011</p>	<p>During School</p>	<p>Title I</p>	<p>0</p>
<p>3 ▫ Teachers will present different vocabulary strategies to the parents at the quarterly parent grade level meetings. During this time the parents will have the opportunity to visit the classrooms to learn vocabulary strategies. The LST &amp; BI will provide a short presentation with the same focus at the Parent Grade Level Meeting. ▫ Parents will view the different grade leveled vocabulary charts at the Parent Grade Level Meetings as well as at building events. ▫ During our Game Night parents and students will be invited to play charades/ pictionary using target vocabulary. ▫ Students will bring home the graphic organizers to share with their parents. ▫ Parents will support developing student reading skills by reading to/with their children 15 minutes each day. They will maintain a reading log and submit it to the classroom teacher on a monthly basis.</p>	<p>09/08/2009</p>	<p>06/03/2011</p>	<p>After School</p>	<p>Title I</p>	<p>200</p>

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

While our current level is 77.5% for all students, 60% of the Hispanic students and 57% of low income students met or exceeded our AYP target in Reading of 70%. These groups will make AYP of 77.5% in 2010 or Safe Harbor and 85% in 2011 or Safe Harbor.

**1. Phonemic Awareness/Phonics**

Teachers will follow the Michael Heggerty and Estrellita Phonemic Awareness Programs on a daily basis. The progress of these skills will be monitored using ISEL and ISEL-S 3 times a year.

**2. Comprehension**

Based on District 99's Reading Comprehension Continuum teachers will monitor the progress of students using MMH and Literacy by Design by administering unit assessments on a weekly or bi-monthly schedule.

**3. Vocabulary**

**Academic Vocabulary** - Classroom teachers and SIP Team members will monitor the effectiveness of the strategies and activities.

**Vocabulary Strategy of the Month** - charts will be displayed in each class and displayed throughout the building.

**Graphic Organizers, MMH, Unit Assessments and Literacy by Design**

Teachers will monitor student progress through MMH and Literacy by Design unit assessments.

Students will demonstrate their understanding of vocabulary strategies/words using the Four Square and T-Chart Graphic Organizers. They will be assessed using the student friendly rubric agreed upon by the WP Staff.

	Name	Title
1	MaryEllen Patterson	Principal
2	Nancy Mokrzycki	Literacy Support Teacher
3		SIP Team and Teaching Staff

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

**Objective 2**

While our current level is 77.5 % for all students, 80.5% of Hispanic Students and 78.3% of low income students met or exceeded our AYP target in Math of 70%. These groups will make AYP of 77.5% in 2010 or Safe Harbor and 85% in 2011.

**Objective 2 Description**

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

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

While our current level is 77.5 % for all students, 80.5% of Hispanic Students and 78.3% of low income students met or exceeded our AYP target in Math of 70%. These groups will make AYP of 77.5% in 2010 or Safe Harbor and 85% in 2011.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Extended Math Response □ A different math strategy will be focused on according to the grade level schedule using the Four Square format.	09/08/2009	06/03/2011	During School	Title I	0
2	2. Number Sense Day 1 The teacher dictates a number to the students. The students record the number and identify it. • Day 2 The teacher guides students to show the number using a picture, linking cubes, base ten blocks, and incorporates regrouping. • Day 3 The teacher writes the number in standard form (348) and the students write the number showing the place value. The students use a place value chart and write the place value as words (3 hundreds, 4 tens, and 8 ones). • Day 4 The students are to write the number in expanded form: 348 as 300 + 40 + 8. Review place value. • Day 5 The teacher writes the number in standard form and the students are to write the number in written form. This activity will be practiced using the following time frame: Nov. - Dec. March - April	09/08/2009	06/03/2011	During School	Title I	0

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

While our current level is 77.5 % for all students, 80.5% of Hispanic Students and 78.3% of low income students met or exceeded our AYP target in Math of 70%. These groups will make AYP of 77.5% in 2010 or Safe Harbor and 85% in 2011.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
	1. At PLT, teachers will collaborate by sharing different strategies and					

1	activities that support problem solving instruction. Additional workshops on problems solving instruction will be offered by the district to support these strategies. 2.By request, the District Math Resource Teacher will provide support during PLT's. 3. Teachers will be trained in the use and understanding of the assessment tools to monitor student progress.	09/08/2009	06/03/2011	During School	Title I	0
2	1. At PLT's, teachers will collaborate by sharing different strategies and activities that support Number Sense. 2. The District Math Resource Teacher will provide support during PLT's.	09/08/2009	06/03/2011	During School	Title I	0

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

While our current level is 77.5 % for all students, 80.5% of Hispanic Students and 78.3% of low income students met or exceeded our AYP target in Math of 70%. These groups will make AYP of 77.5% in 2010 or Safe Harbor and 85% in 2011.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	1.Problem solving strategies will be included during Family Math Night. 2.Parents will use a Parent Resource Library with math activities, manipulatives and family activity back packs for families to borrow and use at home.	09/08/2009	06/03/2011	After School	Title I	200
2	1. Parent Grade Level Meetings 2. Number Sense activities will be included during Family Math Night	09/08/2009	06/03/2011	During School	Title I	100

### Section II-E Action Plan - Monitoring

While our current level is 77.5 % for all students, 80.5% of Hispanic Students and 78.3% of low income students met or exceeded our AYP target in Math of 70%. These groups will make AYP of 77.5% in 2010 or Safe Harbor and 85% in 2011.

#### Extended Math Response

1. Redistribute Math Strategies for each grade level. At PLT, teachers will bring samples of students' work and rate the application of the strategy according to the "student friendly" rubric.
2. Assessment of the Extended Math Response will be ongoing, however, every other month, per schedule, teachers will submit students' comprehension of the strategies by:
  - presenting different problems
  - asking the students to select the appropriate strategy from a list of strategies previously covered
  - Solve the problem
  - Rate the problem using the student friendly rubric

#### Number Sense

1. Teachers will keep a cumulative folder of student progress
2. A pre test will be given in November and a post test in April,

	Name	Title
1	MaryEllen Patterson	Principal
2	Nancy Mokrzycki	Literacy Support Teacher
3		SIP Team and Teaching Staff

### Section III - Development, Review and Implementation Part A. Parent Notification\*

*This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.*

**Parent Notification** - Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. (*\*Requirement for Title I Schools only.*)

In accordance with the NCLB Act of 2001, states must provide notification to parents of students in districts/schools that are identified for improvement for failure to make adequate yearly progress. A letter that explained our district's status was sent to all District 99 parents in their native language in October 2009. A copy of the district's 2009 AYP Status Report was also disseminated to the parents at that time. This notification was distributed to all parents in all schools in the district as District 99 is a Title I school-wide district.

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.

All Title I Schools, have provided written notice about the school's academic status to the parents of each student in a variety of ways. Due to the high percentage of parents who speak Spanish, all documents are translated and sent home both in English and with a back-to-back version in Spanish.

Examples of situations in which the schools' academic status are identified include but are not limited to the following:

- Dissemination of the Liberty Parent/Family Involvement Policy
- **Open House General Session Power Point**
- Open House Orientation with Classroom Teacher
- Parent-Student-Teacher Compact
- Recipients of Services: Supplemental Educational Services; Individual Learning Plan (ILP); 21st Century Community Learning Century Program; Liberty Extended Day Program; Individual Education Plan (IEP)
- Parent Reading and Math Nights per Grade Level Professional Learning Team
- Parent-Teacher Conferences

-- Sharing School-Wide Expectations for Positive Behavior Interventions & Supports (PBIS)

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

Our district has a large number of Hispanic families so all communication is sent home in both English and Spanish, and accommodations are made for conferences and parent meetings to have an interpreter available to assist in communication. The frequent communication with parents allows classroom teachers to relate performance targets, strategies, and school and district improvement activities to parents and families.

Parents and community members are given numerous opportunities to become involved with the school improvement process. They are invited to participate in the development, implementation and review of the plan. Understanding that our parents and community are vital to the success of the School Improvement process, we offer many opportunities for their involvement. The district's parent involvement policy is included in the Student Handbook which is being revised to be distributed to each student.

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 Fire Department, Interfaith Leadership Program and the GEAR UP Program through a grant from Northeastern University.

Our school and district administration continuously urges parents, staff, and community members to offer suggestions in order to make sure all stakeholders are invested in our school and district.

	Name	Title
1	MaryEllen Patterson	Principal
2	Nancy Mokrzycki	Literacy Support Teacher
3	SIP Team Members	SIP Team and Teaching Staff

**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.*

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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, a representative from West 40 an appointed co-facilitator and 8 additional individuals comprised of each building's Assistant Principal and an appointed lead teacher agreed upon by the schools' SIP team. The Peer Review Team is then divided into nine teams of two 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.

The timetable for the 2009-2011 Peer Review consists of two sessions.

\*Session 1 consists of 1/2 day of rubric review using one SIP with all teams to calibrate scores. This is followed by using the rest of the day to provide peer review and feedback specific to one specific plan from a school in status.\*Session 2 consists of one day for each team to provide peer review and feedback specific to one school's plan.

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 rubric.

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

\*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

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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

Director of Reading/Language Arts

Director of Science and Math

Director of Social Studies

Director of Technology and Information Services

Assistant Superintendents

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

Building Level

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

- Administrator
- Provides leadership in facilitating the school improvement planning process and implementation of the plan
- Facilitate a process on ongoing evaluation and refinement toward achieving the goals

SIP Team (administrator, teacher, parents, community members)

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

Provides leadership in facilitating the school improvement planning process and implementation of the plan

- Facilitate a process on ongoing evaluation and refinement toward achieving the goals
- SIP Team (administrator, teacher, parents, community members)
- 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, students)

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

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

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

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

The goals are 1) to establish a collaborative team of mentors responsible for providing assistance to, support for, and collegiality with new teachers; 2) to provide new teachers with meaningful opportunities to improve teaching performance by upgrading skills and knowledge in implementing research-based effective instructional practices; 3) to familiarize new teachers with 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 the mentor.

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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 has as its foundation the district's Comprehensive District Plan/Comprehensive School Reform model. This 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 Resource
- Director of School Improvement
- Director of Language Minority Services
- Director of Math and Science
- Director of Social Studies, Fine Arts and Gifted
- Director of Special Education
- Director of Technology and Information Services
- Literacy Support Teachers/Interventionists
- 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).

- Ⓔ 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.

Over the past several years, ISBE has provided support to Cicero District 99 in many ways. A new, comprehensive approach to increasing school improvement was recently developed and responds directly to the mandates of NCLB. ISBE developed a plan that would shift delivery of services from a centralized to a regionalized model. Regional Offices of Education act as primary providers of services, while Regional Service Providers (RESPROS) offer the district technical support. West 40 Intermediate Service Center assumes this supportive role for District 99. NCLB Section 1003: School Improvement states that 95% of the NCLB School Improvement money available each year must be used for activities connected to school improvement plans and are provided for through the RESPRO (West 40). The agency also acts as the External Partner for the district's Comprehensive School Reform model and monitors school improvement planning.

Other West 40 (RESPRO) services to the district include but are not limited to:

- Assisting schools in development of SIPs, reviewing and analyzing all facets of school operation
- Providing support and training in data collection and analysis
- Providing professional development opportunities designed for activities specifically in SIPs
- Providing support in alignment of curriculum with ILS/Benchmarks/Performance Descriptors

- Facilitating collaboration of parents and community members in the design, implementation and monitoring of SIPs
- Facilitating the collaboration of and provide models for development of district and school policy on parental involvement.
- Facilitating the collaboration of and provide models for the development of school-parent compacts
- Providing training required of districts and schools in developing state approved mentoring and induction programs
- Providing Administrator Academies to support building level adm.
- Using SIP, identify personnel concerns and provide models for identifying outstanding school personnel.
- Developing written reports that analyze the organization and implementation of the school's improvement plan.
- Providing support teams to schools undergoing Restructuring or Corrective Action, Supplemental Educational Services and Choice

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

	Name	Title
1		

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**Section IV-A Local Board Action**

**DATE APPROVED** by Local Board:

**A. ASSURANCES**

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

**B. SUPERINTENDENT'S CERTIFICATION**

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

LOCAL ASSESSMENT DATA

Yes  No  N/A

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

Yes  No  N/A

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

Yes  No  N/A

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

OTHER DATA

Yes  No  N/A

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

Yes  No  N/A

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

Yes  No  N/A

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

**IDENTIFICATION OF KEY FACTORS**

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

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

**CLARITY OF OBJECTIVES**

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

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

**ALIGNMENT OF STRATEGIES AND ACTIVITIES**

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

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

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

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

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

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

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

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

<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]
<b>MONITORING</b>	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [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**