

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

## PRELIMINARY INFORMATION

RCDT Number:	140160990022011		
District Name:	Cicero SD 99	School Name:	Woodbine Elem School
Superintendent:	Donna Adamic	Principal:	Ruth Grunewald
District Address:	5110 W 24th St	School Address:	3003 S 50th Ct
City/State/Zip:	Cicero,IL 60804 2948	City/State/Zip:	Cicero,IL 60804 3514
District Telephone#:	Label 7088634856                      Extn: 0	School Telephone#:	7086528884                      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)?	No	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?	No	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	53.0		No	72.7		Yes	95.6	Yes		
White														
Black														
Hispanic	100.0	Yes	100.0	Yes	53.1		No	73.4		Yes				
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic													
LEP													
Students with Disabilities													
Low Income	100.0	Yes	100.0	Yes	50.8	No	71.4	Yes					

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

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

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

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

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

<b>DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION</b>	
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The Differentiated Accountability classification for the school is:	-
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 (%)	94.3	93.6	93.6	92.6	93.5	94.7	90.7	95.6
Truancy Rate (%)	-	-	0.8	-	2.3	5.0	22.7	3.5
Mobility Rate (%)	63.0	37.2	35.0	43.6	41.5	59.0	48.0	20.2
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	539	556	573	477	460	400	483	488
Low Income (%)	51.6	52.2	58.5	83.9	43.5	53.3	64.2	66.6
Limited English Proficient (LEP) (%)	39.3	55.6	39.6	51.8	35.7	34.5	21.1	55.5
Students with Disabilities (%)								
White, non-Hispanic (%)	14.8	3.1	5.8	3.1	1.3	1.0	0.8	1.6
Black, non-Hispanic (%)	-	0.2	0.9	1.3	1.5	1.5	2.1	3.5
Hispanic (%)	85.2	96.6	92.8	95.4	97.0	97.3	96.9	94.3
Asian/Pacific Islander (%)	-	0.2	-	-	-	-	-	0.4
Native American or Alaskan Native(%)	-	-	0.5	0.2	0.2	0.3	0.2	0.2
Multiracial/Ethnic (%)	-	-	-	-	-	-	-	-

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
<b>S C H O O L</b>	2000	9.3	-	90.4	0.2	-	-
	2001	5.9	-	87.1	7.0	-	-
	2002	14.8	-	85.2	-	-	-
	2003	3.1	0.2	96.6	0.2	-	-
	2004	5.8	0.9	92.8	-	0.5	-
	2005	3.1	1.3	95.4	-	0.2	-
	2006	1.3	1.5	97.0	-	0.2	-
	2007	1.0	1.5	97.3	-	0.3	-
	2008	0.8	2.1	96.9	-	0.2	-
	2009	1.6	3.5	94.3	0.4	0.2	-
<b>D I S T R I C T</b>	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	-

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

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
<b>S C H O O L</b>	2000	31.6	59.3	100.0	94.0	43.2	-	-	-	-
	2001	54.9	56.7	100.0	93.7	49.2	-	-	-	-
	2002	39.3	51.6	100.0	94.3	63.0	-	-	-	-
	2003	55.6	52.2	100.0	93.6	37.2	-	-	-	-
	2004	39.6	58.5	100.0	93.6	35.0	3	0.8	-	-
	2005	51.8	83.9	98.0	92.6	43.6	-	-	-	-
	2006	35.7	43.5	100.0	93.5	41.5	7	2.3	-	-
	2007	34.5	53.3	100.0	94.7	59.0	14	5.0	-	-
	2008	21.1	64.2	100.0	90.7	48.0	71	22.7	-	-
	2009	55.5	66.6	100.0	95.6	20.2	12	3.5	-	-
<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	418	-	-	-	-	-	-
	2001	441	-	-	-	-	-	-
	2002	539	43	-	-	-	-	-
	2003	556	45	-	-	-	-	-
	2004	573	-	-	-	-	-	-
	2005	477	-	-	-	-	-	-
	2006	460	-	-	-	-	-	-
	2007	400	21	-	-	-	-	-
	2008	483	50	-	-	-	-	-
	2009	488	77	-	-	-	-	-
<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	-	-	-	53.6	69.7	55.5	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	50.0	70.4	55.2	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	70.4	30.6	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	27.3	30.0	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	42.8	71.2	54.0	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	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	-	-	-	78.6	94.7	71.6	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	76.9	94.4	71.8	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	92.6	66.7	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	81.8	20.0	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	71.4	94.2	70.3	-	-	-	-	-	-	-	-	-	-	-	-

	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?*

Our school Report Card data tells us we went from 74% of our students meeting or exceeding state standards in reading to 53%. Our math went from 98% of students meeting or exceeding state standards to 73%. To our surprise, our attendance improved from 90% to 95%. We have two subgroups, Hispanic and Low Income. This information means we met AYP in math, improved attendance and did not pass AYP in reading.

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

There are a few factors that contributed to these lower scores.

1) Woodbine had all new teachers giving the ISAT test. They were new 3<sup>rd</sup> grade teachers, teaching the curriculum for the first time and saw the test for the first time in March when they gave the test.

2) During the 2007-2008 school year, our 3rd grade bilingual class consisted of only students who scored a 4.8 or above in fluency on the ACCESS (an assessment for English language proficiency). However, the 2008-2009 3rd grade bilingual class consisted of students who scored an average of 2.5 in fluency on the ACCESS. All of our students who scored above a 4.8 qualified for Transitional Bilingual class (which on the ACCESS Test students have an average composite score of 4.2) moved to a different school in the district due to limited classroom space after 2nd grade in 2008. So our 3rd grade bilingual classroom consisted of only students who had an average composite of 2.5 on the ACCESS. This is a much different student population since our current bilingual students have a significant lower level of English proficiency and they are required to take the ISAT in English. Research is pointing to the fact that bilingual students need a composite score of 4.2 or more to receive a "meets standards" on the ISAT. None of our bilingual students reached that high level on the ACCESS testing. For our 3rd grade class that is fluent in English, 80% of students met or exceeded standards in reading. The impact of the change from a transitional class to a bilingual class can be seen by the decrease in scores of our LEP (Limited English Proficiency) students from 2008 to 2009. In 2008, 70.4% of LEP students met or exceeded standards in reading, whereas, in 2009, only 30.6% of our LEP students met or exceeded standards realizing that some of these students were included as "home school" even though they may be at a different serving school. A similar trend was seen in our LEP students in math. 92.6% of LEP students met or exceeded standards in math in 2008, compared

to 66.7% of LEP students meeting or exceeding standards in 2009 (also including students from different serving schools). We feel that it is important to stress the different level of English proficiency between our LEP students from 2008 to 2009 which greatly contributed to our decreased scores in both reading and math.

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

School-wide we will be strengthening teacher strategies through Professional Learning Teams, Staff Development, and monitoring progress through student interventions. We will also be working on Spanish and English sight words and vocabulary to improve fluency and meaning.

A recommendation is for Woodbine to participate in the pilot program for bilingual students that would allow the 3rd grade bilingual classroom to be a composite of bilingual students who have a 4.8 fluency on ACCESS along with the students that have not reached that level of proficiency. In addition, all students will receive 50% of instruction in English and 50% in Spanish. This will improve Woodbine's performance on the ISAT tests because students that have obtained a high level of English proficiency will not move to a different school in the district.

### 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?

Woodbine provides benchmark testing three times a year to assess our students' growth and determine students who are at risk and in need of support. These assessments are administered in fall, winter and spring for our K-3<sup>rd</sup> grade student. For the 2008-2009 school year, all the students in English classrooms were given the DIBELS, and our students in the bilingual classrooms were given the Tejas-Lee K-1<sup>st</sup> and the IDEL in grades 2-3. For the 2009-2010 school year, students in K-2 will be assessed using ISEL (reading) and teacher assessment for math. Our 3rd grade students will be assessed using MAP (both reading and math).

These tests assess growth in critical skills and in reading fluency or comprehension, provide feed back to the classroom teacher on quality of instruction, identify what skills need whole group support and which students are at risk and in need of progress monitoring.

Key:  
 Red- At-Risk Students, Yellow- Strategic Students , Green- Benchmark Students  
 BOY- Beginning of the Year  
 EOY- End of the Year

Bilingual Kindergarten-Tejas Lee		
Letter Naming Fluency (LNF)		
	BOY	EOY
Red	91%	44%
Yellow	7%	0%
Green*	1%	56%
*BOY: Able to identify 24 out of 30 letters		
*EOY: Able to identify 24 out of 30 letters		
English Kindergarten-DIBELS		
Letter Naming Fluency (LNF)		
	BOY	EOY
Red	21%	7%
Yellow	30%	27%

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Green*	49%	66%
*BOY: Able to identify 8 letters		
*EOY Able to Identify 40 letters		

Woodbine’s Letter Naming scores in Kindergarten at the BOY were 91% at-risk and 1% at benchmark for our bilingual students and 21% were at risk and 49% at benchmark in our English classrooms. These classes showed significant gains both in the reduction of the at-risk students and those who made benchmark. Our EOY scores for our bilingual classrooms were reduces to 44% at-risk and increased to 56% at benchmark. Our EOY scores for our English classrooms were reduced to 7% at-risk and increased to 66% at benchmark. Although these scores show significant gains, we still have 33% to 43% of our students not making benchmark and our at-risk group did not decrease to our goal of only 5% for at-risk students.

1st Grade DIBELS (English)		
Oral Reading Fluency (ORF)		
	MOY	EOY
Red	17%	10%
Yellow	33%	25%
Green*	50%	64%

\*BOY: 20 words read/minute

\*Eoy: 40 words read/minute

1st Grade Tejas-Lee (Spanish)		
Comprehension		
	BOY	EOY
Red	89%	58%
Yellow	0%	0%
Green	11%	42%

\*BOY: 5-6 correct answers out of 6

\*Eoy: 5-6 correct answers out of 6

In Woodbine’s 1<sup>st</sup> grade, the Oral Reading Fluency (ORF) for our English Classes and the Comprehension for our Bilingual Classrooms also showed significant gains. Our BOY scores in English increased form 11% at benchmark to 42% and our at-risk students decreased from 11% to 10%. Our bilingual classroom decreased our at-risk students from 89% to 68% and

our benchmark increased from 11% to 42%. Although these are significant again we still have 37% to 68% of our students not making benchmark.

2nd Grade DIBELS (English)		
Oral Reading Fluency (ORF)		
	BOY	EOY
Red	38%	33%
Yellow	17%	18%
Green*	44%	49%
*BOY: 44 words read/minute		
*EOY: 90 words read/minute		
2nd Grade IDEL (Spanish)		
Oral Reading Fluency (ORF)		
	BOY	EOY
Red	27%	2%
Yellow	22%	29%
Green	51%	69%
*BOY: 40 words read/minute		
*EOY: 65 words read/minute		

Woodbine's 2<sup>nd</sup> grades made significant gains in Oral Reading Fluency (ORF) in both our English and Bilingual classrooms. Our English classroom scores for our at-risk students decreased from 38% to 33% and their benchmark students increased from 44% to 49%. Our Bilingual classrooms decreased their at-risk students from 27% to 2% and their benchmark students increased from 51% to 69%. Although both improved significantly there still are 31% to 51% not making benchmark.

3rd Grade DIBELS (English)		
Oral Reading Fluency (ORF)		
	BOY	EOY
Red	9%	4%
Yellow	26%	23%
Green*	65%	72%
*BOY: 77 words read/minute		

*EOY: 110 words read/minute		
3rd Grade IDEL (Spanish)		
Oral Reading Fluency (ORF)		
	BOY	EOY
Red	29%	44%
Yellow	39%	30%
Green	32%	26%
*BOY: 70 words read/minute		
*EOY: 85 words read/minute		

Our last group of students is our 3<sup>rd</sup> graders. Our English classrooms made significant gains and even reduced their at-risk students to 4% below our goal of 5%. At the BOY the English classrooms had 9% at-risk and 65% benchmark students. At the EOY they decreased their at-risk from 9% to 4% and increased their benchmark from 65% to 72%.

Our 3<sup>rd</sup> grade bilingual classrooms failed to make any significant gains. Instead they gained more at-risk student and lost more benchmark students. This may be due to the fact that 69% at BOY were below 3<sup>rd</sup> grade benchmark. Quality of instruction needs to be addressed for this group of students.

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

This data shows that Woodbine's instruction is on the right track since all gains were significant. The fact that one-third to one-half our students still are not making benchmark goes to the following reasons:

- Low number of books in the home as reported in our Parent Survey
- Low skills upon entering the grade as evident on our BOY scores
- The high number of ELL students

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

In sighting these reasons, the data leads Woodbine to believe we need to increase the use of ELL accommodations in our core reading materials and continue our work in direct vocabulary instruction. We will also need to look at Professional development and quality of instructions to specifically address the needs of our remaining students who did not make benchmark.

### 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?*

Woodbine has numerous positive attributes, such as; a 100% parental involvement and the importance of education stressed by the community. However, our school encounters many challenges that directly influences student learning and achievements. Some of these challenges the school has no control over, such as; extended families living together, giving limited space for homework and added family responsibilities to students. For 2009, 67% of Woodbine students came from Low Income households which make it difficult for some families to make ends meet. Many Woodbine parents also work long hours at multiple jobs to be able to provide for their children, but this makes it difficult for them to have time to help their children with schoolwork. Also many parents do not speak English and require all school communication to be translated in Spanish. Since many parents are non-English speaking, they're unable to help or provide support to their children with English homework. The language barrier also makes communication between parents and monolingual teachers more difficult even though there are staff members available to translate. Some illiterate parents can't help or support with homework in their native language. According to a parent survey given during the 2008-2009 school year, only 1% of Woodbine parents have graduated from college, 27% have graduated from high school, and only 62% have graduated from 8th grade. The education level of many of the Woodbine parents make it difficult for them to offer academic support at home. However, the majority of Woodbine parents have high academic expectations for their children and are dedicated to helping their children succeed academically.

Our attendance rate has increased from 90.7% in 2008 to 95.6 % in 2009 and our truancy rate as decreased from 22.7 % in 2008 to 3.5% in 2009. The improvement in attendance and decreased truancy is a very positive attribute because it allows students to benefit from more instructional time.

Another challenge is the number of students in each class. For the 2009/2010 school year, the average number of students in a class for K-3 is 28 students. Studies have shown students have a harder time learning basic skills in large classes. Additional challenges posed in these classrooms include: space to move around comfortably at a variety of academic levels and less teacher attention to individual student needs. Positive factors for small classrooms are: more teacher time for individual needs, more student participation per individual and more space to move during group work. Other positive attributes are fewer interruptions and less time teachers spend on disciplinary actions.

Another challenge is the change of the level of English proficiency of our 3rd grade bilingual students. During the 2007-2008 school year, our 3rd grade bilingual class

consisted of only students who scored a 4.8 or above in fluency on the ACCESS (an assessment for English language proficiency). However, the 2008-2009 3rd grade bilingual class consisted of students who scored an average of 2.5 in fluency on the ACCESS. All of our students who scored above a 4.8 qualified for Transitional Bilingual class (which on the ACCESS Test students have an average composite score of 4.2) moved to a different school in the district due to limited classroom space after 2nd grade in 2008. So our 3rd grade bilingual classroom consisted of only students who had an average composite of 2.5 on the ACCESS. This is a much different student population since our current bilingual students have a significant lower level of English proficiency and they are required to take the ISAT in English. Research is pointing to the fact that bilingual students need a composite score of 4.2 or more to receive a "meets standards" on the ISAT. None of our bilingual students reached that high level on the ACCESS testing. Our 3rd grade classes that are fluent in English, 80% of students met or exceeded standards in reading. The impact of the change from a transitional class to a bilingual class can be seen by the decrease in scores of our LEP (Limited English Proficiency) students from 2008 to 2009. In 2008, 70.4% of LEP students met or exceeded standards in reading, whereas, in 2009, only 30.6% of our LEP students met or exceeded standards. A similar trend was seen in our LEP students in math. 92.6% of LEP students met or exceeded standards in math in 2008, compared to 66.7% of LEP students meeting or exceeding standards in 2009. We feel that it is important to stress the different level of English proficiency between our LEP students from 2008 to 2009 which greatly contributed to our decreased scores in both reading and math.

A possible solution to raise the performance scores for our bilingual students is for Woodbine to participate in the pilot program for bilingual students that would allow the 3rd grade bilingual classroom to be a composite of bilingual students who have a 4.8 fluency on ACCESS along with the students that have not reached that level of proficiency. In addition, all students will receive 50% of instruction in English and 50% in Spanish. This will improve Woodbine's performance on the ISAT tests because we will not lose the students that have obtained a high level of English proficiency.

Another challenge is that over half of our student population are English Language Learners. This impacts students' acquisition and use of vocabulary. This is one reason why Woodbine decided to focus on building and strengthening students' vocabulary across all content areas. We also focus on teaching parents how to support their children at home to increase their vocabulary. Our action plan addresses the need for our students' to focus on vocabulary.

There are also many organizations in Cicero which offer support and programs. The Cicero Public Library offers a variety of programs for children. During the school year the library offers a tutoring program which is helpful for struggling students. The Youth Commission also has a homework program after school to help with academics and watch children until 6PM so children aren't left on the street or alone until parent(s) come home from work. Summer programs are available at the library and Clyde Park District to promote sports. Being fit and healthy is stressed for all citizens of Cicero.

Challenges to the community are crime, gangs and a large number of sex offenders. In recent years there has been a rise in murders, robbery, and auto theft. When crime continues to climb, citizens stay in their homes and do not attend events offered by different organizations. Gangs are in Cicero and express themselves with an increase of graffiti, signing, and bullying/harassment. Many parents are concerned about their children becoming involved in gangs. Parents often will not let their children walk to the local library or park, or even go outside to play for fear that the gangs will come after their children. Parents need to be educated about gangs so they know what to look for and how to help their children avoid the gangs.

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

The increase in attendance has contributed to improved student performance because the students are benefiting from increased instructional time.

The large percentage of ELL students has greatly impacted Woodbine's scores on the ISAT since the students are required to take the test in English. Woodbine recognizes the benefit for children to be bilingual and focuses on including Hispanic culture in the curriculum. However, while students are still learning the English language and receiving most of their instruction in their native language, this will greatly contribute to the students' performance results.

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

In regard to the challenges that we can help control, Woodbine needs to continue to stress the importance of attendance and arriving to school on time.

Though we believe small classrooms are beneficial for student learning, the district is overcrowded and classroom size will be larger in the future. We will use every available specialist to help give the students the best education possible to meet the needs of the students.

As a community we will keep parents informed of gang problems and anti-gang programs available for parents to attend. Keeping students interested in sports, school and extra curricular activities help children follow the teachings of parents rather than follow the gang mentality.

## 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?*

Practically the entire Woodbine staff was new to teaching in the 2008-2009 school year. Most teachers were learning the grade level curriculum and teaching with no experience. Though all teachers at Woodbine are highly qualified, experience is only something one gets with time. We also, as educators, know that over crowded classrooms limits the ratio of time per student. These two things are not in the control of the school—population and new teachers.

Woodbine offers many professional development opportunities for teachers in order to give new teachers more tools to be successful in the classroom:

--Tuition reimbursement is offered to teachers for educational classes leading to more certification and/or a master's degree.

--Once a week all teachers meet at Professional Learning Team meetings with other grade level teachers to learn new research-based strategies and procedures for classroom improvement, and discuss concerns and collaborate with others.

--Twice a month all teachers meet for building level meetings to work on a variety of activities to fine tune teachings, covering such topics as how to implement Response To Intervention (RTI), how to strengthen the curriculum, SIP issues, and concerns with ISAT. These meetings allow time for teachers to plan what needs to be covered both short and long term.

- Teachers are encouraged to continue their education through workshops, conferences or course work. They are asked to come back and share what they learned. We ask that teachers attend workshop and conferences that reflect what is going on in developing the SIP and/or what's going to help them in the classroom.

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

Having institute days and early release days to deal with new programs that have been introduced to the district is a positive for student performance. The programs presented allow teachers to gather more information that will help the students achieve success at many levels. Most teachers are eager to try new strategies that will help the students in a classroom in any given subject. Time spent at Professional Learning Teams help each teacher remain on course with the district curriculum. It enables them to discuss concerns that they have with the curriculum and also allows them some time to share ideas that have worked well for a particular teacher. Sharing ideas that work well and are supported by research contribute to positive student performance.

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

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

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

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

Woodbine School connects students, families, and the community of Cicero by working together to promote a sense of responsibility for the community and a spirit of learning and cooperation. Woodbine has had a 100% parent involvement for the last 4 years, and continues to stress the importance of home/school/community collaboration.

Our parents have participated in fund raisers like jean day and catalog gifts to raise money for a popcorn machine that provides popcorn at the end of each quarter as a reward for working hard. The teachers, students, and parents also participated in a very successful fund raiser in which student bought raffle tickets for prizes that the teachers donated to raise money for quieter fans in the classrooms to promote a better learning environment. The Woodbine and Cicero communities have also shown a concern for others when they donated cookies to send to the soldiers overseas, mittens for children in need, and crayons and pencils for students in Bolivia. Woodbine has tried to show our children that by working together we can help others so that they will grow up to be kind and responsible people who have a sense of commitment and pride in their community.

New to Woodbine's community involvement is our Clothing Sale. On a survey completed by the parents of Woodbine School, they voiced a need for school uniforms and clothing for children. In response to that survey, Woodbine School held its first annual clothing drive. The clothing sale followed the collection of clothing from Woodbine families, and the sale was a success. The families who came to the sale responded with excitement and asked for more items to be sold at future sales such as adult clothing and toys.

To encourage family participation at Woodbine, we promote family nights which include, ladies night, men's night, game night, geometry night, ornament night, Staley Da Bear visits and pajama reading night. During these activities families participate in TIMS, reading and math strategies which all connect to our curriculum and ISAT. All of these activities make it possible to build relationships with the families of Woodbine in a familiar and inviting atmosphere.

Woodbine School is also a learning community. Woodbine hosts "Coffee with the Principal" meetings on different academic skills and strategies needed for our students to be successful. These bilingual Coffees are conducted together by the Literacy Support Staff and the Principal. Discussions detail what the children are doing in the classroom and how our parents can support this learning at home. Every session includes student work samples, modeled techniques and guided practice activities. Woodbine also hosts a Curriculum Night in the Fall in order to inform parents of their child's goals and objects for the year.

To further our commitment to learning Woodbine has developed a "Trade-a-Book" Program. Parents can simply exchange one book for another. If one doesn't have a book to trade, the first one is free. All the books are gently used and donated by teachers and parents alike. The parents liked this program so much they now have instituted "bring a

book or pay a dollar” to get your next book. The money collected is used to buy more gently used books from area garage sales.

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

Woodbine School is committed to providing a setting for our parents to get more involved by providing opportunities to discuss, share, exchange and learn new ideas and information to help their students attain academic success and be socially responsible citizens. Woodbine's home/school/community collaboration has created a quieter learning environment, student incentive programs for improved academic performance, raised parent's awareness of the curriculum, and allowed for more access to reading materials and clothing. Our goal for these home/school collaboration projects is to involve families so that parents feel welcomed at our school so we can continue to work with families to improve the educational opportunities for our students.

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

Parent involvement is crucial in improvement planning. At Woodbine School, parent involvement means the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities ensuring:

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education
- That parents are full partners in their child's education and are included in decision-making and on advisory committees to assist in the education of their child.

### Section I-D Data & Analysis - Key Factors

*From the factor pages (I-A, I-B, and I-C), identify key factors that are within the school's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?*

Several factors that we can help change are student's lack of problem solving skills which is evident in their ISAT extended responses, building extended math responses and on Math Problem of the Day sheets. We can increase teacher knowledge of extended math responses and how to help their students increase their ability to solve the problems and write an explanation based on what the work shows they have completed. Math computation seems to be lacking in many students and we can increase this knowledge by

practicing and encouraging the students when they get it correct. Positive praise goes a long way. We can help students who are having a difficult time with comprehension by increasing the time spent on guided reading, having books in a variety of genre, additional leveled books available, read aloud literature, word wall and reference material. A print rich environment will help develop vocabulary in all students. Building Academic vocabulary (Marzano, 2005) will help students understand content they encounter are terms which makes it easier to understand information.

Action Plan Objectives and Deficiencies

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

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

- Ⓟ 1. School is deficient in Reading Meets and Exceeds
- Ⓟ 2. Hispanic students are deficient in Reading Meets and Exceeds
- Ⓟ 3. Low Income students are deficient in Reading Meets and Exceeds

Section II-A Action Plan - Objectives

Objective 1

Increase students' achievement in reading.

Objective 1 Description

The 2009 AYP indicates Woodbine students are reading at 53.1%. The two areas in reading that we will focus on are Hispanic (53.1%) and Low Income (50.8%). Specifically, ISAT scores in comprehension were lower than the year before at 50% (from 59%) and will be focused on through a variety of literature at 52% (from 61%) and vocabulary at 53% (from 59%). We feel strengthening strategies in these areas will increase the scores as well as more exposure to the English language. Factors that contributed to the lower scores are two folds:

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1) Woodbine had all new teachers giving the ISAT test. They were new 3<sup>rd</sup> grade teachers, teaching the curriculum for the first time and saw the test for the first time in March when they gave the test.

2) During the 2007-2008 school year, our 3rd grade bilingual class consisted of only students who scored a 4.8 or above in fluency on the ACCESS (an assessment for English language proficiency). However, the 2008-2009 3rd grade bilingual class consisted of students who scored an average of 2.5 in fluency on the ACCESS. All of our students who scored above a 4.8 qualified for Transitional Bilingual class (which on the ACCESS Test students have an average composite score of 4.2) moved to a different school in the district due to limited classroom space after 2nd grade in 2008. So our 3rd grade bilingual classroom consisted of only students who had an average composite of 2.5 on the ACCESS. This is a much different student population since our current bilingual students have a significant lower level of English proficiency and they are required to take the ISAT in English. Research is pointing to the fact that bilingual students need a composite score of 4.2 or more to receive a “meets standards” on the ISAT. None of our bilingual students reached that high level on the ACCESS testing. Our 3rd grade classes that are fluent in English, 80% of students met or exceeded standards in reading. The impact of the change from a transitional class to a bilingual class can be seen by the decrease in scores of our LEP (Limited English Proficiency) students from 2008 to 2009. In 2008, 70.4% of LEP students met or exceeded standards in reading, whereas, in 2009, only 30.6% of our LEP students met or exceeded standards. A similar trend was seen in our LEP students in math. 92.6% of LEP students met or exceeded standards in math in 2008, compared to 66.7% of LEP students meeting or exceeding standards in 2009. We feel that it is important to stress the different level of English proficiency between our LEP students from 2008 to 2009 which greatly contributed to our decreased scores in both reading and math.

This objective addresses the following areas of AYP deficiency:

- ⓑ 1. School is deficient in Reading Meets and Exceeds
- ⓑ 2. Hispanic students are deficient in Reading Meets and Exceeds
- ⓑ 3. Low Income students are deficient in Reading Meets and Exceeds

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

Increase students' achievement in reading.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will use Marzano's strategies to write/draw their own description, explanation, or example of vocabulary terms as given by their teacher in fiction and nonfiction areas daily. The students' progress on vocabulary terms will be assessed by a quarterly grade level assessment.	09/15/2009	05/21/2010	During School	Title I	
2	Students will work on the District 99 reading comprehension strategies: visualizing, inferring, questioning, synthesizing/evaluating, schema, making predictions, making connections, and determining importance. Students will be assessed on the strategies appropriate for their grade level by using question stems from the district continuum orally and/or in writing.	09/15/2009	05/21/2010	During School	Title I	
3	Students will work on improving written responses through extended responses. These responses will be assessed by the teacher using the grade level rubric and also reviewed by the principal monthly.	09/15/2009	05/21/2009	During School	Title I	

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

Increase students' achievement in reading.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Provide additional training in Marzano's "Building Academic Vocabulary" to classroom teachers. This will include the balanced literacy components of guided reading, shared reading, independent reading, and read-a-louds in reading and also in content areas.	09/15/2009	05/21/2010	During School	Title I	
2	Provide teachers with support for reading comprehension strategies and creating question stems for assessing their students' progress.	09/15/2009	05/21/2010	During School	Title I	
3	Provide professional development in creating, refining, and utilizing the grade level rubrics for extended written responses and conferencing with students about their writing.	09/15/2009	05/21/2009	During School	Title I	

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

Increase students' achievement in reading.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	During monthly Family Nights and Coffee Hours parents are taught how to support their child(ren)'s reading, vocabulary, and writing instruction at home.	09/03/2009	05/21/2010	After School	Title I	

### Section II-E Action Plan - Monitoring

Increase students' achievement in reading.

1. Teachers will check student vocabulary notebooks weekly. The principal will collect samples every month in which she/he writes comments. Principal will also observe the vocabulary lessons being taught and checks lesson plans to insure the strategy is being done and progress.
2. Information concerning Family Nights and Coffee Hours are collected on surveys given at each event. Parents have input on reading strategies introduced and discussed to help their children at home.
3. Guided Reading is written in the lesson plans by the classroom teachers and is observed by the principal both formally and informally to ensure background for writing topics and giving support to writing and written responses. Examples are collected by the principal monthly and grades are recorded to show improvement or areas we still need to work on.

	Name	Title
1	Ruth Grunewald	Principal
2	Liz Gorr	Literary Support Teacher
3	Liam Van Zant	Bilingual Support Teacher
4	Erin Rickelman	Team Facilitator/Psychologist

### Section II-A Action Plan - Objectives

#### Objective 2

Increase students' achievement in mathematics.

#### Objective 2 Description

While our current achievement in mathematics met Annual Yearly Progress at 73%, this was a significant drop from the previous year of 94% of students meeting or exceeding standards. One area that we need to focus on is our extended responses in math. Woodbine is focusing on improving extended responses with a better written explanation to correlate with the computation as seen through observation and teacher monthly assessment. Poor performance also was seen in probability, measurement, and graphing

problems. Woodbine will also concentrate in these skill areas. Another major reason for the extreme drop in our students' performance in math is due to the change in the level of English proficiency for our bilingual students. During the 2007-2008 school year, our 3rd grade bilingual class consisted of only students who scored a 4.8 or above in fluency on the ACCESS (an assessment for English language proficiency). However, the 2008-2009 3rd grade bilingual class consisted of students who scored an average of 2.5 in fluency on the ACCESS. All of our students who scored above a 4.8 qualified for Transitional Bilingual class (which on the ACCESS Test students have an average composite score of 4.2) moved to a different school in the district due to limited classroom space after 2nd grade in 2008. So our 3rd grade bilingual classroom consisted of only students who had an average composite of 2.5 on the ACCESS. This is a much different student population since our current bilingual students have a significant lower level of English proficiency and they are required to take the ISAT in English. Research is pointing to the fact that bilingual students need a composite score of 4.2 or more to receive a "meets standards" on the ISAT. None of our bilingual students reached that high level on the ACCESS testing. The impact of the change from a transitional class to a bilingual class can be seen by the decrease in scores of our LEP (Limited English Proficiency) students from 2008 to 2009. 92.6% of LEP students met or exceeded standards in math in 2008, compared to 66.7% of LEP students meeting or exceeding standards in 2009. We feel that it is important to stress the different level of English proficiency between our LEP students from 2008 to 2009 which greatly contributed to our decreased scores in math.

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

- € 1. School is deficient in Reading Meets and Exceeds
- € 2. Hispanic students are deficient in Reading Meets and Exceeds
- € 3. Low Income students are deficient in Reading Meets and Exceeds

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

Increase students' achievement in mathematics.

Strategies and Activities		TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	Three times a week, students will have to solve math problems using multiple graphs, probability and/or measurement.	09/15/2009	05/21/2010	During School	Title I	
	Students will work on extended math responses focusing on the problem solving steps and the written explanation. Students will					

2	improve their math problem solving skills by participating in TIMS (Teaching Integrated Math and Science) projects, using measurement, geometry, and probability study sheets. Graphic organizers will also be utilized, with our 3rd grade focusing on the T-chart.	09/15/2009	05/21/2010	During School	Title I	
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**Section II-C Action Plan - Professional Development Strategies and Activities**

Increase students' achievement in mathematics.

		TimeLine			Budget	
Strategies and Activities		Start Date	End Date		Fund Source	Amount(\$)
1	Increase time spent with teachers through Professional Learning Teams to learn, discuss, and organize math questions and explanations focusing on probability, measurement, and geometry.	09/15/2009	05/21/2010	During School	Title I	
2	Teachers will share techniques on how to instruct students to create and utilize graphs. Teachers will use hands on materials to deliver questions for interpreting visual information across the grade levels.	09/15/2009	05/21/2010	During School	Title I	

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

Increase students' achievement in mathematics.

		TimeLine			Budget	
Strategies and Activities		Start Date	End Date		Fund Source	Amount(\$)
1	Coffee Hours and Family Nights will explore with the parent the math strategies needed to do well on the ISAT and other standardized tests.	09/15/2009	05/21/2010	After School	Title I	
2	Parents are given family projects that focus on the math vocabulary terms and numbers to solve a pattern, design, or computation problem, which then will be exhibited for others to see. Parents are also encouraged to review probability and measurement study sheets with	09/15/2009	05/21/2010	After School	Title I	

their child(ren) as part of their daily homework.					
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### Section II-E Action Plan - Monitoring

Increase students' achievement in mathematics.

Math Extended Response teachers give one set of classroom papers monthly to the principal to record after being graded by the grade level rubric. The principal also writes comments on the students papers.

At least three times a week, students use graphs to figure out problems and interpret visual information. The principal monitors written responses monthly, collecting and recording rubric grades, and writing comments on students' work.

	Name	Title
1	Ruth Grunewald	Principal
2	Cyndi Covelli	Teacher
3	Julia Berrios	Teacher

### 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 by October 2009. A copy of the district's 2009 AYP Status Report was also disseminated to the parents at that time every year starting in 2005. 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.

Parent Coffee Hours and Family Nights also take the time to review, explain and teach strategies in which parents can help their children at home with strategies they are taught in school.

### 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](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 can be explained in Spanish if requested. 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 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 Fire Department, Interfaith Leadership Program and the GEAR UP Program through a grant from Northeastern University.

	<b>Name</b>	<b>Title</b>
1	Julia Berrios	Kindergarten teacher
2	Anne Cassidy	1st grade teacher
3	Cyndi Covelli	2nd grade teacher
4	Peter DeFrancesca	District 99 Director of Special Education
5	Liz Gorr	Literary Support Teacher
6	Ruth Grunewald	Principal
7	Lisa Lara	3rd grade teacher
8	Rosa Ocampo	Parent
9	Susan Recu	Early Childhood teacher
10	Erin Rickelman	School Psychologist/Team Facilitator
11	Tracy Wickert	1st grade teacher
12	(Still looking)	Parent
13	Mark Peterson	2nd grade

### 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 14 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 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.

Timetable for the Peer Review Process

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 school's plan. Thus, 9 plans are reviewed during the first session.

\*Session 2 consists of one day for each team to provide peer review and feedback specific to one school's plan. Thus, 8 plans were reviewed during the second session for a total of 17 plans.

Meaningful Insights from the Peer Review Team

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\*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

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

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

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- 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.

#### 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.

### 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 Comprehension 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

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supported by the following positions with on-going professional development and support throughout the year.

Assistant Superintendent for Educational Services  
Assistant Superintendent for Student Services  
Assistant Superintendent for Personnel  
Director of School Improvement and Community Relations  
Director of Language Minority Services  
Director of Reading and Language Arts  
Director of Math and Science  
Director of Social Studies, Fine Arts and Gifted  
Director of Special Education  
Director of Title 1 Programs  
Director of Assessment  
Director of Technology  
District Literacy Teachers  
Literacy Support Teachers  
Literacy Facilitators  
Building/District Resource Facilitators  
Building Administrators  
Director

**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;

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- ē Replacement of the principal;
- ē Restructuring the internal organization of the school;
- ē Appointment of an outside expert to advise the school.

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

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

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

**State Responsibilities** - Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

#### State Support

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 reorganized 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 SIP's, 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 SIP's

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 SIP's

Facilitating 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 school 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**