

2011 SCHOOL IMPROVEMENT PLAN e-Plan Template Worksheets

Section I-A Data & Analysis - Report Card Data

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?

BRMS Grade 5: Reading – 61.8% of students met or exceeded in 2011. This was a decrease from 2010 and is a concern for the percentage required for AYP. Math – 67.6% of students met or exceeded in 2011. This was a drop from 2010 and the required AYP. Students in Reading performed lower than the state average in reading comprehension and literature standards. In math, students performed slightly lower than the state averages in the standards assessed.

BRMS Grade 6: Reading – 89.5% of students met or exceeded in 2011. This was an increase from 2010. Math – 88.2% of students met or exceeded in 2011. This also was an increase from 2010. Students in Reading performed at the state average, however, were slightly lower in literature standards assessed. In math, students performed at or above the state averages in the standards assessed.

BRMS Grade 7: Reading – 63.1% of students met or exceeded in 2011. This was a decrease from 2010 and is a concern for the percentage required for AYP. Math – 70.3% of students met or exceeded in 2011. This was also a decrease from 2010. Students in Reading performed lower in vocabulary, reading comprehension, and literature standards. In math, students performed slightly lower than the state averages in the standards assessed.

BRMS Grade 8: Reading – 84.1% of students met or exceeded in 2011. This was an increase from 2010. Math – 90.5% of students met or exceeded in 2011. This was an increase from 2010 and the required AYP. Students in Reading performed lower in reading strategies and literature standards. In math, students performed at or above state average in the standards assessed.

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

The factors contributing to our scores are our economic disadvantages, lack of parent support with academic practice, lack of needed materials and space for outside school work, poor time management and organizational skills due to lack of adult supervisions, and poor attendance at school activities that require/encourage parental involvement. The following are available community resources to assist the school and students: Community Outreach, Hinsdale Community House, Target Partnership, Kiwanis Club, Women’s Assistance League, and Downers Grove Township partnership. The school’s two parent/teacher conference nights have a high attendance rate. The school website and principal/grade level newsletters are constantly updated providing invaluable information to staff, students, parents, and community.

Many internal factors contribute to the scores of many of the middle school students. Supports that were in place for our students was: use of AIMSweb data to determine interventions, development of 3 week local assessments, ISAT after school classes for students with IEPs, Encore period to allow for intervention time and/or re-teaching based on data from local assessment, daily 4 PM bus allowing students to stay after school for extra assistance, agreed upon instructional planning guides in all subject areas, individual student conferences on their own assessment, Data Meetings every 6 weeks to determine student interventions, Secondary Team implementation of Check in and Check Out to wrap around students, Fastt Math, and Read 180.

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

Burr Ridge Middle School has a Staff Development Committee to address best practices in the classroom. There is a focus on CRISS strategies in every one of our classrooms in the 2011-2012 school year. We have school-wide strategies and grade-level strategies in place for this school year. Grade levels are in teams and there has been time built in the school day for interventions. We have created Instructional Planning Guides in reading, math, applied language arts, and science and developed 3 week assessments for these subject areas. We assess the students, review data, and make decisions on who requires re-teaching and who is ready to move on, or if an intervention is required. Progress monitoring of students in red (AIMSweb) occurs weekly in reading and math. Data meetings are held every 6 weeks to review data and to decide on interventions or supports needed. We continue to look at our instructional planning guides and to make sure that our assessments are used to drive our instruction. We are seeing student growth and need to maintain high expectations for all of our students.

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

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

The local assessments are the given every three weeks in our four core subject areas. New students are also assessed in math and reading prior to creating their schedule. Student schedules are developed by staff and align students with prior knowledge and common academic goals to create an optimal learning environment. AIMSweb benchmarks are given by all grade levels (5-8) three times per school year. This data examines our core programs in our school and gives us information on our strengths and weaknesses. It helps us to determine strategic or intensive interventions. Our instructional planning guides for reading and math have been created, tied to national standards and have 3 week assessments to align with them. Two grade levels will be piloting MAP this school year.

The data indicates that our areas of weaknesses change in each grade level, depending on the group of students and our mobility rate. We are constantly looking at this data and offering interventions to meet those area needs.

A strength is our ability to adapt and tailor our interventions to meet the ever-changing needs of students. The review of data and the flexibility in our schedule for 2011- 2012 affords us time for intervention and extension and re-teaching when necessary.

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

The internal factors that contributed to these results are data driven decision-making and teacher knowledge on analyzing and implementing data. The data and formative assessments provide us with opportunities to monitor students continually throughout the school year.

The external factor contributing to these results is our higher than average mobility rate and our increased number of low-income students and our increase in free and reduced lunch students. An additional factor is being transient during the middle school years often results in a greater achievement gap than when this occurs during the elementary years, thus making consistent instruction more of a challenge.

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

These factors imply that our next step is to analyze student data every 6 weeks during our data meetings. This discussion helps us identify the gaps and overlaps of the interventions that the school is providing students. In addition, the 3 week assessments in math and reading will be analyzed by staff to determine if our standards are aligned correctly and is being met in the classroom or whether or not re-teaching is required. Staff development is focusing on CRISS strategies and universal best practices in our classrooms. To make sure that curriculum is aligned and being assessed, administrators will be completing classroom visits for the 2011 -2012 school year.

Section I-C Data & Analysis - Other Data (Optional)

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?

Because we are an excellent school and care about our children and their families, more families are staying with us longer. For us, this means longer than one year. More student scores count, so our subgroups are more evident. Many of our children come to us with very limited skills, but with excellent teaching and curriculum supports that meet their needs. They are making impressive progress, however, not to the expected slope of increase in SIAT scores that increases from year to year.

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

Students from low income families typically experience more mobility in schools, decreased background knowledge and vocabulary with common school experiences, and may not have received the intensive services that are offered in our schools. Parent training is critical, especially at the young ages. We are working harder to provide our parents with practical skills to help their children at home to increase their skills.

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

We have adopted the Common Core and promote college and career readiness. Parents believe (as do we) that ALL our students should have college as a goal in the future. Continue to discuss the Instructional Planning Guide and post the expectations and skill sets so that everyone is using common language. Complete assessments every three weeks and inform parents of student's performance and provide specific strategies for them to work on at home. Our focus will be best practices in the classroom, Instructional Planning Guides, 3 Week Assessments, Accelerated Reader requirements, Study Island, and using data to drive our instruction. We will focus on vocabulary and comprehension in all of our classes. We have also increased our intervention time in the schedule and expanded our after school time with the neighborhood resource center, providing another venue for academic support and assistance.

Section I-C Data & Analysis - Other Data (Optional)

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?

All middle school teachers and teaching assistants are highly qualified according to the state of Illinois. Staff has had training that focuses on RtI and the aligning of curriculum with the Common Core Standards. The staff is committed to best practices for student learning and is focusing their professional development on assessment this school year, which should drive their instruction. Staff will continue to develop three-week assessments this year for math and reading and will be looking at how to add rigor and have students think deeper. Best practices – CRISS – will be a universal focus at the middle school, along with informational text, writing, and vocabulary.

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

The educator qualifications, staff capacity, and professional development have contributed positively to student performance. Staff concentrates on using data to make decisions and look at the needs of all students.

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

The factors imply that the next steps are to continue to look at our core reading and math curriculum (instructional planning guides) and to continue to teach with integrity and efficacy.

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

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

The data on parental involvement shows that we have 85% attendance at parent/teacher conferences. Parent surveys are distributed once per year and the turn in rate shows positive feedback about our school. Weekly newsletters from grade level and principal and school website provide important communications for parents. Online grading system is available, as well as a daily updated homework hotline for all subjects, is available for all parents.

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

<p>Parental involvement, when it consistently occurs, has contributed to student performance results positively. Parents are continually made more aware about the programs and services for students, including an on-line grading program accessible by parents. We foster a supportive and welcoming home-school partnership. The online availability and ALERT NOW system available to parents has greatly impacted parent and teacher communication.</p>	
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Conclusions – What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line template.)

These factors imply that the next steps are to continue and support opportunities that involve parents in the growth of student learning. Parent/Student friendly communications are in place to identify grade level expectations. Weekly communications are emailed, posted online, and provided as a hard copy to students. ALERT Now messages provide important communication to parents throughout the school year.

Section I-D Data & Analysis - Key Factors

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

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

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

Section I-D - Key Factors

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

The conclusions about the next steps regarding what the school can control and change is to continue to:

I-B – use our instructional planning guides and three week assessments to provide us the data needed to improve student learning.

I-C Item 1– continue reaching out to community support groups and their involvement with the students.

I-C Item 2 – continually hire highly qualified staff and to provide professional development for staff implementation of best practices in the classroom.

I-C Item 3 – continue to offer information, to increase parent knowledge in their student's learning.

Section II-Action Plan

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

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

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

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

IIRC will list these automatically for schools

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

Section II-A Action Plan - Objectives

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

Objective 1.

Short title for this objective (under 20 words):

Students in Reading will make Safe Harbor Target and will meet AYP in Math at 80% for grades 5 through 8.	
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Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)

Students – We will provide quality math and reading instruction and will implement 3 week assessments that will drive instruction. Students will score 70% or above on these assessments.

Staff – Provide quality professional development opportunities focusing on both reading and math. Review and complete an analysis of teacher lesson plans to assure that lessons are aligned with instructional planning guides and aligned to the Common Core Standards.

Parents – Continue to invite parents in for parent/conferences and goal-setting and provide effective communication tools available on the website and through school newsletters.

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

HIRC populates:

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

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

Short title for Objective 1:

Students in Reading will make Safe Harbor Target and will meet AYP in Math at 80% for grades 5 through 8.		
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Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this objective and that respond to the key factors identified in Section I.D. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities in the plan should be measurable, clearly identifying expected outcomes. (e.g., What will students be doing that demonstrates progress in achieving the objective? What instructional practices must staff engage in to support students?) The action plan pages should clearly identify the role of the various stakeholders involved and when and how they will be expected to accomplish this strategy or activity.

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

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

Timeline Budget

Strategies and Activities Start Date End Date *On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.* Fund Source Amount

Teachers will continue balanced-literacy instruction in their classrooms

August of each school year;

May of each school year During School

Articulation meetings will be held monthly to discuss strategies, share implementation activities and evaluate texts. August

– Monthly throughout the year. May – Monthly throughout the year. Before School

Teachers will employ differentiation in reading units. Ongoing – all school year – starting in September.

Ongoing – all school year During School

Teachers will provide additional instruction beyond the regular class schedule. August–

quarterly May -

quarterly During School

Teachers will provide additional instruction beyond the regular class schedule for students that did not meet reading ISATs

October April After School

Saturday School

Students who are identified with data from assessments and below in their reading levels may be provided with Read 180 intervention in addition to the reading/language block. August May During School

Students will be clustered in small flexible groups to meet their academic needs in reading September May During School

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

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

Timeline Budget

Strategies and Activities Start Date End Date *On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.* Fund Source Amount

Using the national core standards to align math instructional planning guides and the development of three week assessments.

Fall/August - weekly Spring/May - weekly Before/After School

Monthly articulation meetings will be held by BRMS math teachers to discuss strategies, share implementation activities, and evaluate resources in relation to the ISAT test. August - Monthly May - Monthly Before School

Offer math intervention classes for grades 5 through 8 determined by data. November April After School
Saturday School

Teachers will implement and continue the T-chart strategy for solving the extended response questions. October May During School

Students will receive math intervention if needed in addition to their regularly scheduled math class. (Fastt Math) August –
quarterly May –

quarterly During School

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

Short title for Objective 1: Reading and Math

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

Timeline Budget

Strategies and Activities **Start Date** **End Date** *On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.* **Fund Source Amount**

Strategies and Activities	Start Date	End Date	Fund Source	Amount
Based on needs assessment, professional development will be conducted in the area of instructional planning guides, 3 week assessments, and best practices in the classroom.	August Late Start Days	May Late Start Days	In-service Days	
Instructional planning guides aligned with the national core standards.		At the start of each school year.		
On-going.	On-going During School and During Professional Development Days			
Seminars on RtI	On-going through the school year – quarterly.	On-going During School and During Professional Development Days		
Continued development of 3 week assessments.	On-going through the school year.	On-going During School and During Professional Development Days		
Strategy work in reading and math at staff meetings.	Monthly starting in August.	Monthly ending in May.	Before School and during Late Starts.	

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

Short title for Objective 1: Reading and Math

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

Timeline Budget

Strategies and Activities **Start Date** **End Date** *On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.* **Fund Source Amount**

School will provide literacy opportunities to involve parents, students, and community members with events such as Family Reading Night. Two times per year. Two times per year. Evening Events

Website usage/hits reports. On-going.

Assesed each quarter. On-going.

Homework Hotline for parent access. On-going.

Shared with parents at registration. On-going

Principal and Grade Level Newsletters. On-going.

Weekly. On-going.

Parent Surveys Once per year in November. November.

Home to School Connections Newspaper On-going.

Monthly. On-going.

Parent Teacher Conferences. Fall Conference. (in November) Spring Conference.

(in January) After School

Section II-E Action Plan - Monitoring

Short title for Objective 1:

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

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

The administrative staff and technology coordinator will determine what the direct coloration and benefits of students receiving services and interventions was to their ISAT test scores.	
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Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Dr. Tom Schneider	Superintendent
Dr. Debbie LeBlanc	Anne M Jeans Principal/Special Ed Cord.
Mrs. Cathe Smith	District Curriculum Director
Mr. Rick France	District Technology Coordinator
Ms. Julie Bartell	Burr Ridge Middle School Principal

Section III - Development, Review and Implementation

Part A. Parent Notification

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

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

The school board made a public statement on the meeting/exceeding of ISAT state standards. The school provided parents copies of the ISAT test scores with Quarter 1 grade reports. The principal met with students in grades 5 through 8 to review their scores and set goals. Students who met standards were recognized in these individual conferences. Letters were mailed home to students that exceeded on state standards in Math and/or Reading by the administration.

Section III - Development, Review and Implementation
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.

Description

The Staff Development Team met to review last year's data to set objectives for the school improvement plan for the years 2011 - 2012. The administrative team worked collaboratively to complete school and district plans.

Names and Titles of School Planners

Mrs. Bartell (principal), Mrs. Smith (curriculum director), Dr. LeBlanc (principal), and the 2011 – 2012 Staff Development Team.

Section III - Development, Review and Implementation
Part C. Peer Review Process

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, ROE/ISC staff, university faculty, consultants, et al., or combinations thereof. ROE/ISC staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and must be completed within 45 days of receiving the school improvement plan.

For further description of the peer review process see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006*, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

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

The Anne M Jeans School Principal (Dr. Debbie LeBlanc) and her Leadership Team reviewed the Burr Ridge Middle School Improvement Plan for 2011 - 2012.

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 two year teacher-mentoring program is a state approved program, which provides support to novice teachers from experienced professionals who serve as role models.

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

District Responsibilities - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). If applicable, identify corrective actions or restructuring options taken by the district.

The District has provided AIMSweb and Data Director to aide in our data analysis. The District has also funded data meetings that occur during the school day every six weeks to talk about interventions and progress monitoring. The District also has provided a stipend for after school math and reading interventions that are taught to students by Burr Ridge Middle School staff members. The District funded a leadership team, staff development team, RtI team, report card team, and technology team to meet over the summer to develop consistent practices in all these areas to improve student learning.

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

- Require implementation of a new research-based curriculum of instructional program;
- Extension of the school year or school day;
- Replacement of staff members relevant to the school's low performance;
- Significant decrease in management authority at the school level;
- Replacement of the principal;

- Restructuring the internal organization of the school; or
- Appointment of an outside expert to advise the school.

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

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

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

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

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

<p>The DuPage Regional Office of Education and our SASSED coop provides us with many opportunities for professional development in all academic areas, assessment, and RtI.</p>	
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Section III - Development, Review and Implementation
Part G. School Support Team

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

Name	Role
Julie Bartell	Principal
Cathe Smith	Curriculum Coordinator
Jamie Wass	Reading Specialist

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 on scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving its school is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT’S CERTIFICATION

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