

District Improvement Plan Submission and ISBE Monitoring	
Local Board Approved	10/19/2009
District Plan Submitted	11/24/2009
District Plan Resubmitted	
ISBE District Improvement Plan Monitoring Completed	11/24/2009

Additional Compliance Submissions by District	
RtI Compliance Submission	
Special Education Compliance Submission	
Title III Compliance Submission	

 District Information

RCDT Number:	140162060170000		
District Name:	Bloom Twp HSD 206	Superintendent:	Glen M Giannetti
District Address:	100 W 10th St	Telephone:	7087557010
City/State/Zip:	Chicago Heights, IL 60411 2002	Extn:	0
Email:	ggiannetti@sd206.org		
Is this for a Title I district ?		<input checked="" type="radio"/> Yes	<input type="radio"/> No
Is this for a Title III district that did not meet AMAO?		<input checked="" type="radio"/> Yes	<input type="radio"/> No

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

Is this District making Adequate Yearly Progress (AYP)?	No	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this District making AYP in Reading?	No	2009-10 Federal Improvement Status	Corrective Action Year 3
Is this District making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Watch Status Year 3

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	99.3	Yes	99.3	Yes	31.6		No	17.5		No			88.1	
White	98.4	Yes	98.4	Yes	52.8	51.1	Yes	30.3	43.3	No			86.9	
Black	99.2	Yes	99.2	Yes	25.2	27.8	No	13.8	21.7	No			87.9	
Hispanic	100.0	Yes	100.0	Yes	27.0	30.1	Yes	12.8	25.2	No			89.2	
Asian/Pacific Islander														

Native American														
Multiracial / Ethnic														
LEP														
Students with Disabilities	98.5	Yes	98.5	Yes	18.9	17.1	Yes	13.4	16.3	No			88.0	
Low Income	99.3	Yes	99.3	Yes	27.6	27.1	Yes	15.3	22.3	No			88.9	

Four Conditions Are Required For Making Adequate Yearly Progress
<ol style="list-style-type: none"> 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.
<p>* 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.</p>

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

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

Is this district meeting Annual Measurable Achievement Objectives (AMAO) ? **No**

English Proficiency Test Type : ACCESS for ELLs

Minimum Target :

Attaining English Language Proficiency Target	Making Progress in English Target	Criterion 3: AYP-LEP Subgroup						Is this district meeting English Proficiency target?	Yes
		AYP-Participation Rate		AYP-Percent Meeting/Exceeding		AYP-Other Indicators percent			
		Reading	Mathematics	Reading	Mathematics	Attendance	Graduations		
10.0	85.0	95.0	95.0	70.0	70.0	90.0	78.0	Is this district meeting Progress in English Target?	Yes
								Is this district meeting AYP for LEP Subgroup target?	No

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES(AMAO) PERFORMANCE					
Criterion 1: Attaining Proficiency			Criterion 2: Making Progress in English		
Total Number of Students Tested	Number Attaining Proficiency	Percent Attaining Proficiency	Total Number of Students Tested	Number Making Progress	Percent Making Progress
225	80	35.6	157	143	91.1

There are no AMAO Status determinations for AMAO-Attaining Proficiency (Criterion 1) and AMAO-Progress (Criterion 2) if there are less than 30 students tested. A 95% confidence interval was applied to calculations of Criteria 1 and 2.

Criterion 3: Adequate Yearly Progress (AYP for LEP Subgroup)											
Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators (When Safe Harbor is Applied)	
Reading		Mathematics		Reading			Mathematics			Attendance Rate	Graduation Rate
%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP		
100.0	Yes	100.0	Yes	28.2	45	No	59.2	53	Yes	90.6	86.2

Three Conditions Are Required For Making Adequate Yearly Progress (AYP) for LEP Subgroup

1. At least 95.0% tested in Reading and Mathematics for the LEP Subgroup. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 62.5% Meeting/Exceeding Standards for Reading and Mathematics for the LEP subgroup. For LEP subgroup under the 62.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.
3. At least 90.0% Attendance Rate for elementary school districts or at least 75.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

AYP for LEP subgroup includes only students enrolled as of 5/1/07.

Safe Harbor Targets of 62.5% or above are not printed.

LEP Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups. 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 school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

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

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

District Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	88.1	88.1	87.6	88.4	86.9	87.5	87.0	87.4
Truancy Rate (%)	8.3	10.9	9.6	8.7	9.9	8.8	9.4	11.7
Mobility Rate (%)	14.1	22.4	22.5	21.3	23.5	21.4	19.7	19.3
HS Graduation Rate, if applicable (%)	86.6	75.2	76.1	77.2	91.6	78.4	75.8	88.1
HS Dropout Rate, if applicable (%)	6.6	8.2	7.6	7.5	5.4	5.9	9.5	8.1
District Population (#)	2,774	2,812	2,955	3,012	3,074	3,215	3,272	3,387
Low Income (%)	41.7	47.4	48.0	60.6	62.0	64.0	68.7	72.4
Limited English Proficient (LEP) (%)	2.5	1.4	2.6	3.6	2.3	2.7	2.2	1.9
Students with Disabilities (%)								
White, non-Hispanic (%)	31.7	30.0	27.3	24.1	21.8	19.5	18.7	16.9
Black, non-Hispanic (%)	46.2	47.2	49.0	51.3	54.5	55.5	56.4	57.1
Hispanic (%)	20.5	21.4	22.7	23.3	23.1	23.1	22.1	21.5
Asian/Pacific Islander (%)	0.3	0.4	0.2	0.2	0.1	0.2	0.2	0.3
Native American or Alaskan Native(%)	1.3	0.9	0.8	0.9	0.3	0.3	0.4	0.4
Multiracial/Ethnic (%)	-	-	-	0.2	0.2	1.5	2.3	3.8

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 (%)
D I S T R I C T	2000	34.9	45.5	18.5	0.3	0.7	-
	2001	33.4	46.2	19.1	0.2	1.0	-
	2002	31.7	46.2	20.5	0.3	1.3	-
	2003	30.0	47.2	21.4	0.4	0.9	-
	2004	27.3	49.0	22.7	0.2	0.8	-
	2005	24.1	51.3	23.3	0.2	0.9	0.2
	2006	21.8	54.5	23.1	0.1	0.3	0.2
	2007	19.5	55.5	23.1	0.2	0.3	1.5
	2008	18.7	56.4	22.1	0.2	0.4	2.3
	2009	16.9	57.1	21.5	0.3	0.4	3.8
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	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 (%)
DISTRICT	2000	0.4	39.3	95.3	88.3	28.6	210	8.3	9.9	66.8
	2001	2.4	39.7	62.4	88.6	16.2	357	13.4	8.4	70.0
	2002	2.5	41.7	74.5	88.1	14.1	225	8.3	6.6	86.6
	2003	1.4	47.4	77.5	88.1	22.4	308	10.9	8.2	75.2
	2004	2.6	48.0	84.5	87.6	22.5	286	9.6	7.6	76.1
	2005	3.6	60.6	98.0	88.4	21.3	279	8.7	7.5	77.2
	2006	2.3	62.0	98.0	86.9	23.5	305	9.9	5.4	91.6
	2007	2.7	64.0	98.0	87.5	21.4	277	8.8	5.9	78.4
	2008	2.2	68.7	98.0	87.0	19.7	302	9.4	9.5	75.8
	2009	1.9	72.4	98.0	87.4	19.3	395	11.7	8.1	88.1
STATE	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	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)
D I S T R I C T	2000	2,573	-	-	-	-	-	-
	2001	2,580	-	-	-	-	-	516
	2002	2,774	-	-	-	-	-	631
	2003	2,812	-	-	-	-	-	624
	2004	2,955	-	-	-	-	-	638
	2005	3,012	-	-	-	-	-	648
	2006	3,074	-	-	-	-	-	628
	2007	3,215	-	-	-	-	-	747
	2008	3,272	-	-	-	-	-	654
	2009	3,387	-	-	-	-	-	725
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	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

	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 (%)
DISTRICT	2000	189	16	56,639	48	52	-	17	-	-
	2001	194	14	56,612	53	47	-	17	-	-
	2002	198	14	59,021	54	46	-	18	0	-
	2003	209	12	56,881	61	39	-	17	3	1
	2004	200	11	59,317	56	44	-	18	3	-
	2005	182	12	63,322	50	50	-	20	2	-
	2006	167	11	64,799	48	52	-	23	1	-
	2007	169	12	67,926	52	48	-	23	1	1
	2008	174	11	68,489	34	66	-	22	0	1
2009	175	11	72,078	36	64	-	24	1	1	
STATE	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	14	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	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
2009	133,017	12	61,402	44	56	18	18	1	1	

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)**

[Note: for High Schools, High School Districts, or Unit Districts Only]

PSAE - % Meets & Exceeds Reading grade 11

Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	30.9	35.5	32.4	28.1	25.1	28.4
White	44.3	55.7	50.8	41.5	45.9	49.1
Black	24.6	25.3	24.6	21.0	19.1	20.8
Hispanic	22.9	34.4	34.2	31.3	20.6	27.4
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	50.0	-	-	-	-	45.8
LEP	-	-	10.0	-	6.3	-
Students with Disabilities	-	2.7	-	4.8	4.5	5.0
Low Income	21.8	27.4	28.9	23.7	18.5	24.4

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)**

[Note: for High Schools, High School Districts, or Unit Districts Only]

PSAE - % Meets & Exceeds Mathematics grade 11

Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	21.3	23.1	24.1	19.1	18.7	15.0
White	35.3	44.9	44.2	33.4	38.4	27.4
Black	10.8	15.0	12.1	12.2	12.2	10.6
Hispanic	21.1	16.0	32.3	20.0	17.3	12.7
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	30.0	-	-	-	-	33.3
LEP	-	-	40.0	-	6.3	-
Students with Disabilities	2.2	-	1.4	1.2	3.6	1.0
Low Income	10.4	18.2	19.0	13.7	13.8	13.6

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 your District Report Card data tell you about student performance in your district? What areas of weakness are indicated by these data? What areas of strength are indicated?***

Based on the Report Card data from 2004 -2009, Bloom Township High School District 206 faces a number of challenges in the area of student achievement. Students are not performing at the Benchmark levels as defined by the state in Mathematics or Reading. The district has seen a high score of 35.5% of students being successful in reading in 2005 to a low in reading of 25.1 in 2008. However, the District has seen a minimal increase to 28.4% in 2009. There is evidence that, although the numbers are small, the percentage of White students 49.1% being successful in Reading is significantly higher than black students, 20.8%, Hispanic students 27.4%, students with disabilities 5.0%, and low income students 24.4%. The percentages for white students performance has been significantly higher than all other subgroups in Reading since 2004.

In the area of mathematics, the district has seen a high score since 2005, 24.1% of students being successful in mathematics to a low in mathematics of 15.0 in 2009. Again, although the percentage of white students in the district is 16.9%, those students continue to outperform all other subgroups. In the area of mathematics in 2009, White students 27.4% being successful in mathematics is significantly higher than Black students, 10.6%, Hispanic students 12.7%, students with disabilities 1.0%, and low income students 13.6%. This data speaks to the fact that 57.1% of the population being comprised of Black students, the efforts of those students encompasses the overall student achievement.

The data also reveals that the percentage of students with disabilities continues to increase yearly, and low income has increased from 48.0% in 2004 to 72.4% in 2009.

Areas of weakness identified are:

1. District is deficient in reading
2. District is deficient in mathematics
3. Black students in the area of mathematics
4. Black students in the area of reading
5. White students in the area of mathematics
6. Hispanic students in the area of mathematics
7. Students with disabilities students in the area of mathematics

8. Low income students in the area of mathematics

Currently, all groups of students are performing below the state Benchmark for 2009 or 70% and significantly below the benchmarks for 2010 - 77.5% and 2011 - 85%.

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

1. A lack of seamless articulation from grade 8th to 9th
2. Lack of data driven decision making
3. Lack of accountability based on assessment data on a consistent basis
4. Lack of differentiated instruction
5. Staff members lack of using best practice instruction
6. Disconnect between ACT College Readiness Standards - as addressed on the ACT.
7. Limited parental support for education
8. Lack of student motivation
9. Lack of staff collaboration regarding students' data, performance, and or behavior, etc.
10. Lack of staff development on best practices
11. Behavioral management issues (a higher percentage of suspended students are in grades 9 and 10)
12. Languages other than English are primary in the home
13. Insufficient reinforcement and practice of learning
14. Lack of consistency of teacher differentiated instruction

15. Lack of strategies to address diverse learners
16. Need for more reading and math support for 9th, 10th, and 11th graders
17. Lack of students studying and or completing homework.
18. An increase in numbers of economically disadvantaged students (41.7% in 2002, to 72.4% in 2009)

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

Based on the Report Card data, the District must have a plan that specifically addresses the needs of:

1. All students in the areas of math and reading
2. Black students in the areas of reading and math
3. White students in the areas of math
4. Hispanic students in the areas of math
5. Students with disabilities in the areas of math
6. Low income students in the areas of math

Based on the data shown, District 206 needs to:

- Address the articulation between the high school and feeder school districts
- Data must be collected in an efficient manner, analyzed, and shared with the faculty in a collaborative manner.
- Continue to implement research-based programs that address the deficiencies in math and reading skills as a means to increase the number of students meeting or exceeding state standards in an effort to meet AYP.

-
- Continue to provide ongoing professional development to teachers that assist them in meeting the needs of diverse learners, including teachers in ELL/Bilingual program.
 - Provide support services and supplemental programs that extend learning time for students who are not meeting standards.
 - Provide technological advancements that enhance the instructional program and promote more communication with parents regarding student performance
 - Continue to focus on a more rigorous curriculum for all students and address behavior management issues that may interfere with the learning environment

 - Provide support during the summer to address math and reading deficiencies for freshmen going into their sophomore year.

 - Continue to analyze and interpret data to identify students who are at risk and provide additional support.

 - Continue to provide professional development opportunities in best practices

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?

Bloom Township District 206 uses the EPAS (Educational Planning and Assessment) System. This entails using the EXPLORE, PLAN, and ACT to assist in determining college readiness of our students. The EXPLORE is also administered as the 8th grade placement test. This data gives us baseline for our incoming freshmen as well as the data reflecting the rising juniors.

In addition, STAR reading test is used as a universal screening assessment.

Bloom High School

Explore Test

Class of 2013 (current freshmen)

Average English score of 12.6 (benchmark of 13)

Average Reading score of 12 (benchmark of 15)

Average Math score of 12.8 (benchmark of 17)

Average Science score of 12.9 (benchmark of 20)

Average composite score 12.6

Explore Test

Class of 2012 (current sophomores)

Average English score of 9.6 (benchmark of 13)

Average Reading score of 10.5 (benchmark of 15)

Average Math score of 10.8 (benchmark of 17)

Average Science score of 11.2 (benchmark of 20)

Average composite score 10.6

Explore Test

Class of 2011 (current juniors)

Average English score of 9.6 (benchmark of 13)

Average Reading score of 9.7 (benchmark of 15)

Average Math score of 10.6 (benchmark of 17)

Average Science score of 10.5(benchmark of 20)

Average composite score 8.6

Bloom Trail High School

Explore Test

Class of 2013 (current freshmen)

Average English score of 12.17 (benchmark of 13)

Average Reading score of 11.55(benchmark of 15)

Average Math score of 13.18 (benchmark of 17)

Average Science score of 12.41 (benchmark of 20)

Average composite score 12.46

Explore Test

Class of 2012 (current sophomores)

Average English score of 11.16 (benchmark of 13)

Average Reading score of 10.64 (benchmark of 15)

Average Math score of 12.49 (benchmark of 17)

Average Science score of 11.68 (benchmark of 20)

Average composite score 11.61

Explore Test

Class of 2011 (current juniors)

Average English score of 14 (benchmark of 13)

Average Reading score of 14 (benchmark of 15)

Average Math score of 14.3 (benchmark of 17)

Average Science score of 15.7 (benchmark of 20)

Average composite score 14.6

Bloom High School

The Plan results have been fairly consistent with the EXPLORE results in terms of growth as expected by ACT.

Class of 2011 (current juniors)

Plan Test

Average English score of 14 (benchmark of 15)

Average Reading score of 14 (benchmark of 17)

Average Math score of 15 (benchmark of 19)

Average Science score of 16 (benchmark of 21)

Average composite score of 15

ACT scores continue to reflect little or no growth

Average English score of 15.5 (benchmark of 18)

Average Reading score of 16.5 (benchmark of 21)

Average Math score of 16.3 (benchmark of 22)

Average Science score of 16.7(benchmark of 24)

Average composite score of 16.4

Bloom Trail High School

The Plan results have been fairly consistent with the EXPLORE results in terms of growth as expected by ACT.

Plan Test

Class of 2011 (current juniors)

Average English score of 15.1 (benchmark of 15)

Average Reading score of 15.2 (benchmark of 17)

Average Math score of 15.6 (benchmark of 19)

Average Science score of 16.7 (benchmark of 21)

Average composite score of 15.8

ACT scores continue to reflect little or no growth

Average English score of 17.0 (benchmark of 18)

Average Reading score of 17.3 (benchmark of 21)

Average Math score of 17.1(benchmark of 22)

Average Science score of 17.8 (benchmark of 24)

Average composite score of 17.4

Bloom High School Average reading level was 6.2 during September and 6.5 on April on the STAR test for the freshmen during the 2007-2008 school year. During the 2008-2009 the sophomores reading level was 5.75 during September.

Bloom Trail High School Average reading level was 6.7 during September and 6.8 on April on the STAR test for the freshmen during the 2007-2008 school year. During the 2008-2009 the sophomores reading level was 6.5 during September.

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

There are both external and internal factors that contribute to student deficiencies in reading and math.

Suppressed entry level reading and math skills

A lack of seamless articulation from grade 8th to 9th

Lack of data driven decision making

Lack of accountability based on assessment data on a consistent basis

Truancy - (evidenced by growth from 8.3% truancy in 2002 to 11.7% in 2009 versus 3.5% in state)

Mobility - (evidenced by growth from 14.1% mobility in 2002 to 19.3% in 2009 versus 13.5 in state)

Disconnect between ACT College Readiness Standards - as addressed on the ACT.

Limited parental support for education

Lack of student motivation

Community issues, such as gang violence

Lack of staff development on best practices

Behavioral management issues (a higher percentage of suspended students are in grades 9 and 10)

Languages other than English are primary in the home

Insufficient reinforcement and practice of learning

Lack of consistency of teacher approach to teaching and learning

Lack of sufficient support services for at risk students

Lack of strategies to address diverse learners

Need for more reading and math support for 9th, 10th, and 11th graders

Students not realizing the importance of the test

Poor nutritional habits

Lack of analysis of data to determine gaps and level of rigor in curriculum

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

We conclude that the majority of District 206 students are entering high school below the national percentile/benchmarks on the EXPLORE test.

There is growth from the median reading and math scores on the eighth grade placement EXPLORE test to the spring of freshman year EXPLORE

test. There's further growth in the median scores when students take the PLAN in their sophomore year, however, most median scores for

these classes still fall at, or slightly below, the national median percentile/benchmarks. There is minimal improvement on the ACT, but students are

still below the national median percentile/benchmarks. There must be an emphasis on the College Readiness Standards in all academic areas.

The local and district assessments expose the weaknesses we continue to experience in the areas of Reading and Math. Understanding the

weaknesses will assist in curriculum local assessments and curriculum maps updates and modifications. Also, and being able to provide professional

development opportunities for faculty and staff in needed areas.

District 206 will provide:

- Educational programs to bridge the gap between middle schools and high schools.
- A more rigorous curriculum.
- A consistent approach to instruction, based on best practices.
- Professional development that focuses on differentiated instruction and reading across the curriculum to meet the needs of students and fill gaps in learning
- Curriculum maps, pre, mid/ interim and post assessments aligned state standards and college readiness standards and monitor progress from these assessments.
- ELL/Bilingual as part of a single district curriculum.
- Academic interventions and support services that help all subgroups overcome deficiencies in reading and math skills.

- Continued implementation of the RtI (Response to Intervention) Model.
- Technology advancements that enhance the instructional program and promote more teacher and parent communication regarding student academic performance.
- Administering the EXPLORE, PLAN, and a retired ACT in the fall in order to gather data early in the year for universal screening purposes.
- Local assessments that are linked to College Readiness Standards and the ability to monitor progress from these assessments.
- Increased number of students with behavioral concerns indicates the need for a behavior management program.
- A behavioral management program that addresses the increased number of students with behavioral concerns. (Bert Simmons)

Section I-C. Data & Analysis - Other Data Item 1 - Attributes and Challenges

Data - Briefly describe attributes and challenges of the district and community that have affected student performance. What do these data and/or information tell you?

There has been a retention rate trend of 25% to 30% freshmen who need to repeat the ninth grade in recent school years. An analysis of academic performance data show that freshmen have a high percentage of course failures. Approximately 30% (265 students) of the District 206 student enrollment, fail entry level English and/or math courses reflecting the deficiencies in the areas of mathematics and reading. Graduation rates have increased from 86.6% in 2002 to 88.1% in 2009 and the district dropout rate increased from 6.6% in 2002 to 8.1% in 2009. The overall enrollment has also been on the rise from 2,774 in 2002 to 3,387 in 2009. There has been a shift in the ethnicity of students from 2002 to 2009, with percentage increases from 46.2% to 57.1% for Black students, from 19.1 to 21.5 for Hispanic students, and a decrease of White students from 31.7% to 16.9%. The economically disadvantaged rate increased significantly from 41.7% in 2002 to 72.4% in 2009 and we have seen growth in the homeless population. Although graduation rates have increased the potential for dropping out of high school for students

who have discipline problems in the freshman year or who fall behind on credits in the freshman year is still a serious concern for District 206.

Discipline referral data indicate that the majority of referrals to the discipline deans are for sophomores since 2004. The second highest referral rate is for freshmen. At Bloom Trail 52% of referrals in the during 2008-2009 school year were for sophomores and 45% were for freshmen. At Bloom 48% of referrals during the same time period were for sophomores and 44% were for freshmen. We have seen a significantly increase of the number of referrals for sophomores. This could be due to the fact that the district passed a Board of Education policy to promote "all" freshmen to their sophomore year. Bloom Trail 65% of referrals in the 2007-2008 school year were for freshmen and Bloom 61% of the referrals in the 2007-2008 school year were for freshmen. These percentages reflect a decrease in referrals for freshmen at both high schools due mostly to the implementation of small learning communities. This data show that sophomore students are more likely to be referred to the dean for disciplinary problems and that they are also most likely to be promoted to their junior year.

Our staff is highly committed to improving student's achievement and truly understands the principles of RtI (Response to Intervention). The district has seen some turnover due to attrition, thus bringing in newer teachers with fewer years of experience. In addition, the district has also had a number of administrative retirements in the buildings and central office. The mobility rate, economically disadvantage, attrition, lack of parental involvement and disciplinary problems are all major factors/challenges in improving the mathematics and reading scores in the district.

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

The number of students in subgroups who are not meeting AYP or safe harbor has increased, compounding the challenge to bring the subgroups to meeting state standards. The graduation rates have increased and the dropout rates have decreased, showing a positive trend in the efforts of the district school personnel to meet the needs of students. However, the referral rates and failure rates for freshmen are still an area for much needed improvement in the district. There is a definite need to establish College Readiness Standards as part of the academic expectations throughout the district.

Referral rates indicate that most behavior problems occur during the first two years of high school. Students who are suspended from school miss learning opportunities. Students who are in classes where behavior disruptions occur are also missing time away from learning. Behavior disruptions also take the teacher's attention away from instructional activities. Some types of effective learning activities (such as differentiated instruction, collaborative learning, laboratory experiments, etc.) might be avoided by teachers who are concerned that negative behaviors could occur. Inappropriate behavior on the part of some students can cause other students to have a negative attitude toward coming to school. In general, behavior issues can be seriously detrimental to the learning environment, thus affecting student performance.

There is an alarming trend that 25% to 30% of freshmen must repeat the ninth grade courses, as well as a high percentage of students who failed entry level English and math courses. The student population is diverse in ethnicity, as well as in learning styles. Teachers may not be trained adequately to address the needs of diverse learners. Some students may not achieve academic success in a traditional high school setting, but there are no alternate educational settings available in the district. Students have been placed in less rigorous courses if their placement scores are below average and are not always able to reach the level of instruction necessary to meet state standards and local assessments' benchmarks. These

issues can cause students to have discipline problems, perform poorly on state assessments and other measures of academic achievement, and possibly drop out of high school. Bloom and Bloom Trail High Schools meet the minimal requirement for instructional time during the school day. The district also meet the necessary requirement for the number of schools days during a school year. Students are not offered an extended school year.

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

The data suggest:

- Need for a rigorous curriculum and effective teaching strategies that engage students and motivate them to meet state learning standards.
- Need for technological advancements that enhance the instructional program in the areas of math and English
- Need for professional development programs that assist teachers in meeting the needs of diverse learners, promote positive relationships between teachers and students and provide teachers with interventions/strategies to improve student performance.
- The district assessments need to be aligned with the College Readiness Standards as determined by ACT.
- A behavior management program needs to be fully implemented with tiered behavioral support.
- Focus on for technological advancements that enhance the instructional program in the areas of math and English professional development programs that assist teachers in meeting the needs of diverse learners, promote positive relationships between teachers and students and provide teachers with interventions/strategies to improve student performance.
- The district assessments need to be alligned with the College Readiness Standards as determined by ACT.

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 tell you?

The average years of teaching experience in 2002 was 14 years; the average years of teaching experience in 2009 is 11 years. In 2002, 46% of district teachers had masters degrees; 32% of teachers have masters degrees in 2009. All teachers are in the core areas are highly qualified in 2009. Pupil to teacher ratio has increased from 18 to 1 in 2002 to 23 to 1 in 2009. There were 198 teachers in the district in 2002; there are 176 teachers in 2009, a 12% decrease in professional staff. Students were able to earn eight credits in a year in 2002, but are only able to earn six credits in the current program due to financial constraints of the district. The data indicate that the teaching staff is less experienced and has less postgraduate training. There are also fewer teachers available to work with students and class size has increased. Students are no longer able to take 8 credits during a school year which limits the availability of elective courses and support classes for reading and math skill building that were more feasible in the eight credit schedule. Retirements and financial limitations have had a major impact on the educational program in the district.

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

Due to teacher retirement in recent years and a decrease in years of teaching experience and fewer postgraduate degrees of the current staff, the teaching staff may have difficulties with classroom management, addressing the needs of diverse learners, and incorporating academic rigor into the curriculum. Teachers have had many challenges teaching on the flexible block schedule. There has been limited or no

professional development in the area of teaching on the block schedule. A reduction in the number of teachers in the district in the past two years is due to the financial constraints of the district. The higher pupil to teacher ratio may have an adverse effect on the ability of teachers to address the individual learning needs of all students. The reduction of eight credits per year to six credits per year, although financially sound, limits the accessibility of students to support classes during the day to address reading and math deficiencies. Fewer credits per year also reduces the accessibility to additional higher level academic electives. It is sometimes difficult to find teachers who are highly qualified in this teaching area. This might affect consistency and student performance in the program. Collaboration is an important aspect of professional development. There's lack of collaboration time due to teacher's individual planning period and the faculty contractual agreement limiting the number of mandatory meetings.

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

A district program of systematic, consistent, and ongoing professional development is needed to help teachers meet the diverse learning needs of students, to keep students actively engaged in learning, to develop effective classroom management strategies, to incorporate academic rigor into the curriculum and assist faculty in implementing differentiated instruction. The need for more time to collaborate with peers about analyzing and interpreting student data, district assessments, best practices, and curriculum mapping. Additional funding sources are needed to maintain programs, increase learning opportunities for students, provide adequate and appropriate ongoing professional development opportunities, hire additional support staff, reduce class size, and the need for additional supplemental materials.

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

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

Parental involvement has increased significantly since 2002. The parental involvement was 74.5% in 2002, the parental involvement in 2009 is 98%. Although the rate is high, the frequency and level of involvement is not reflected in the report card figures. The percentages of parents attending open houses or participating in Parent Advisory Committees (PAC) are more limited. Attendance figures at parent functions are monitored by the school administration and surveys are often distributed to garner opinions about how the schools are meeting the needs of the parents. Parents have been informed regarding the RtI, SIP, and DIP plans in various meetings such as PAC (Parent Advisory Committee) and parent conferences. Approximately, 38% of parents access IGPro online (access to grades) for their student's information. The majority of the parents' participation occurs at band/choir concerts, sporting events, commencement ceremonies, National Honors Society ceremony and registration. Several factors that lead to lower parental participation are: lack of parental interests, conflict with work schedule, and/or transportation problems.

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

Although parents attend registration, open houses, contact teachers about student performance, there is a need for more parent involvement in the daily instructional program of each student. Teacher and parent communication could improve student performance by keeping the parent informed about student's progress and motivating the student to be accountable. The numbers of parents involved with their student's academic/behavioral performance needs to increase with the use of IGPro. The increase of low socioeconomic families presents challenges that the district must

continue to accommodate. Activities of the Parent Advisory Committee has potential impact on student performance because the members serve in an advisory role for school and district improvement. The lack of English not being the primary language in the homes continue to impact students' performance. Increased parent participation should contribute to improved student performance.

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

Programs have been implemented in the schools to encourage more parental involvement. Family Literacy Nights, educational evening programs for the parents of ELL students, meetings with the parents of Advanced Placement, Freshmen Academy, and College Financial Aid Night are some of the attempts that are being made to increase parental involvement. There are regular PAC meetings throughout the year that focus on school improvement initiatives. Although attendance is limited, the programs open the doors to parents and create a more welcoming environment in the schools. Parents are also being invited to celebrate ceremonies for students during the school year and this has brought more parents into the buildings on a regular basis. Workshops are being offered on Saturdays to assist parents with technology, parenting skills, and dealing with difficult teenagers.

The district will continue to utilize technology to make grade book information, grades, attendance and other pertinent data available to parents through the district website. The regular use of email between parents and teachers has also shown potential for increased frequent parental involvement in the regular instructional program of the students. The Alert Now Phone System (rapid communication service) has empowered the administration to communicate important information to parents in a timely manner. There has been an increased parental involvement in the Small

Learning Communities at each high school. Teachers working on teams will plan regular activities to communicate with parents and to bring them into the school to participate in their students' educational program. Strategies to increase parent participation in the parent groups at each school will also have a positive effect on school and district improvement efforts to increase student performance. The district and schools will continue to provide parents articles and or research on best practices through district and school newsletter, student's newspaper and via the internet/email.

Section I-D Data & Analysis - Key Factors

Section I-D - Key Factors - From the preceding screens (I-A, I-B, 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?

District 206 has the capacity to provide a more academically rigorous curriculum to all students by:

- Adding Advanced Placement classes to the instructional program.
- Providing all students the opportunity to be enrolled in challenging and academic core courses.
- Providing extended learning time within the school day and school year, as well as outside of the regular school day and school year.
- Providing summer school and enrichment programs
- Ensure curricular focus and the connections to the College Readiness Standards
- Providing technological advancements that enhance instructional programs in the areas of reading and math.
- Assuring that ELL and Bilingual and Remedial education programs are consistent with other curriculum
- Provide programs in the level of academic rigor.

District 206 has the capacity to offer professional development programs to all teachers that support the goals of district and school improvement and will increase the number of students meeting state standards and college readiness standards by providing:

- Ongoing interventions that align with three tiers.
- Ongoing professional development that assist teachers in the use of the Rtl Model.
- Ongoing professional development that addresses the needs of diverse learners (lack of understanding in instructional methodology).

- Ongoing professional development that promotes the integration of reading and math
- Continuation of increased professional development
- Ongoing professional development that incorporates best practices in teaching.

Professional development in technology that enhances learning.

District 206 has the capacity to enhance parent involvement activities that support the goals of district and school improvement and will increase the number of students meeting state standards and college readiness standards by providing:

- Increased parental Involvement
- Increased communication between and among, parents, staff, and students skills into all content area courses.

Section II-Action Plan

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed	
		AYP	AMAO
1	We will increase the number of all students, Black, Hispanic, White, Students with Disabilities, and Low Income students meeting and exceeding on the PSAE Mathematics to 77.5% in 2010 and 85% in 2011 or safe harbor.	2,3,5,6,7,8,	1,
2	We will increase the number of all students, and Black, meeting and exceeding on the PSAE Reading to 77.5% in 2010 and 85% in 2011 or safe harbor.	1,4,	1,
3			

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

1 District is deficient in Reading Meets and Exceeds
2 District is deficient in Mathematics Meets and Exceeds
3 White students are deficient in Mathematics Meets and Exceeds
4 Black students are deficient in Reading Meets and Exceeds
5 Black students are deficient in Mathematics Meets and Exceeds

- 6 Hispanic students are deficient in Mathematics Meets and Exceeds
- 7 Students with disabilities are deficient in Mathematics Meets and Exceeds
- 8 Low Income students are deficient in Mathematics Meets and Exceeds

The following deficiencies have been identified from the most recent AMAO Report for your district.

- 1 District is not meeting AYP for LEP
- 2 District is deficient in Reading Meets and Exceeds

Section II-A Action Plan - Objectives

Objective 1 Title :

We will increase the number of all students, Black, Hispanic, White, Students with Disabilities, and Low Income students meeting and exceeding on the PSAE Mathematics to 77.5% in 2010 and 85% in 2011 or safe harbor.

Objective 1 Description :

This objective is related to the need to increase the number of students who meet/exceed on the PSAE in Mathematics to at least 77.5% in April 2010 and 85% in April 2011. The strategies to achieve this goal will involve specific items for students, staff, and parents.

Students will be engaged in tutoring and specific courses designated for their mathematics needs.

Staff will be involved in ongoing professional development opportunities to support student achievement in Mathematics.

Parents will be included in strategies that involve their participation and gives them information to support their children in increasing student achievement in Mathematics.

This objective addresses the following areas of AYP deficiency:

- 2 District is deficient in Mathematics Meets and Exceeds
- 3 White students are deficient in Mathematics Meets and Exceeds
- 5 Black students are deficient in Mathematics Meets and Exceeds

- 6 Hispanic students are deficient in Mathematics Meets and Exceeds
- 7 Students with disabilities are deficient in Mathematics Meets and Exceeds
- 8 Low Income students are deficient in Mathematics Meets and Exceeds

This objective addresses the following areas of AMAO deficiency:

- 1 District is not meeting AYP for LEP

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

Objective 1 Title :

We will increase the number of all students, Black, Hispanic, White, Students with Disabilities, and Low Income students meeting and exceeding on the PSAE Mathematics to 77.5% in 2010 and 85% in 2011 or safe harbor.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	Supplemental Educational Services- Low income students will be given free tutoring in the area of Mathematics through outside tutoring services. These students will be given 30 hours of tutoring focused on the areas of weakness as identified by a screening instrument.	08/17/2009	06/03/2011	After School	Title I	185000
2	Targeted after school tutoring - Students needing additional support in Math will have the opportunity to participate in after school tutoring ranging from 1 to 2, hours four days a week.	08/17/2009	06/03/2011	After School	Title I	120000
3	Junior students will receive ACT/PSAE strategies and additional targeted support on Math skills needed to meet/exceed state standards on the PSAE	09/19/2009	06/03/2011	After School	Other	50000
4	Students (9-12) participate in regular scheduled local assessments (pre, mid, interim, post and Quality Core monitoring assessments for mathematical skills).	08/17/2009	06/03/2011	During School	Local Funds	15000
5	Students who did not pass core course(s) must recover credits through a computer based credit recovery program.	08/17/2009	06/03/2011	After School	Other	100000

6	Students will participate in small learning communities teams that will assist with tutoring, provide motivational speakers, community service projects, and cross curriculum projects.	08/17/2009	06/03/2011	During School	Title I	250000
7	Students will participate in Freshmen to Sophomore Summer Program for students classified as freshmen to sophomore who failed Intro Algebra, Algebra IA or Algebra I will be provide 6 weeks of intensive instruction.	05/31/2010	06/03/2011	Summer School	Other	250000
8	Students learning styles will be addressed at a variety of levels through school wide differentiated instruction (4MAT)	08/17/2009	06/03/2011	During School	Local Funds	50000
9	Students will participate in District 206 Behavior Management System (Bert Simmons)	08/17/2009	06/03/2011	During School	Other	5000
10	Targeted before school tutoring - Students needing additional support in Math to will have the opportunity participate in Math before school tutoring for 1 hour three days a week.	08/17/2009	06/03/2009	Before School	Title I	12000

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

Objective 1 Title :

We will increase the number of all students, Black, Hispanic, White, Students with Disabilities, and Low Income students meeting and exceeding on the PSAE Mathematics to 77.5% in 2010 and 85% in 2011 or safe harbor.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The district will continue to provide 4MAT training to teachers to assist them in addressing the needs of diverse learners.	06/08/2009	06/03/2011	Before School	Title II	20000
2	The district will continue to provide professional development through the Professional Appraisal System	06/08/2009	06/03/2011	Before School	Local Funds	15000
3	During school improvement days, special education and regular education teachers (9-12) participate in Bloom Taxonomy Training	08/17/2009	06/03/2011	After School	Local Funds	60000
4	The district mathematics teachers and the special education teachers meet quarterly to analyze data, plan for intervention, monitor progress and strengthen their knowledge of strategy instruction.	08/17/2009	06/03/2011	Before School	Title I	98000
5	All staff will be trained and will implement the Bert Simmons Behavior Model.	08/17/2009	06/03/2011	Before School	Other	300000

6	The district will provide ongoing staff development in Best Practices as it relates to math. (Feeder schools teachers will be invited)	08/17/2009	06/03/2011	Before School	Local Funds	150000
7	The staff will continue to update curriculum maps to ensure relevancy and alignment with Illinois State Standards and College Readiness Standards.	08/17/2009	06/03/2011	During School	Title I	75000
8	The district will continue to support the implementation of an Advanced Placement Program by sending teachers to AP workshops and continue providing time for AP curriculum work.	08/03/2009	06/03/2011	Summer School	Local Funds	10000
9	The district will schedule articulation meetings with feeder schools	08/17/2009	06/03/2009	During School	Local Funds	2000
10	The district will provide professional development in diverse learners and assisting students with test taking strategies.	08/17/2009	06/03/2011	Before School	Other	5000
11	The district will provide Freshmen to Sophomore Summer School program in Mathematics	06/01/2009	08/06/2010	Before School	Title I	300000
12	The staff will receive professional development in ACT Quality Core	08/17/2009	06/03/2009	After School	Title I	10000
13	The district will evaluate and update the ELL/Bilingual math curriculum for academic rigor	08/17/2009	06/03/2011	Before School	Other	10000
14	Math coaches will assist in classrooms to work with students in groups and individually.	08/17/2009	06/03/2011	During School	Title I	30000

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

Objective 1 Title :

We will increase the number of all students, Black, Hispanic, White, Students with Disabilities, and Low Income students meeting and exceeding on the PSAE Mathematics to 77.5% in 2010 and 85% in 2011 or safe harbor.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	Staff will communicate with parents via Alert Now phone system, email, written correspondence, telephone, and parent/teacher conferences regarding student progress in course work at progress report and term time on pre, interim, mid and post assessments, local assessments, and state assessments.	08/17/2009	06/03/2011	During School	Other	25000
2	Parents will receive suggestions to address ways in which parents can help increase their students mathematics skills.	08/17/2009	06/03/2011	After School	Local Funds	5000

3	The Parent Advisory Committee (PAC) will actively recruit parents to participate in activities and events that spotlight PSAE, and post secondary planning	08/17/2009	06/03/2011	After School	Other	2000
4	Parents will be contacted by the school staff regarding any behavioral concerns or student's successes to assist with parental support of the Bert Simmons Behavior Model.	08/17/2009	06/03/2011	Before School	Other	
5	Parents will be given ongoing computer literacy training for IGPro, so they can monitor student academic and attendance performance.	08/17/2009	06/03/2011	Before School	Other	5000
6	The district will provide two parent meetings to explain and support parent understanding of the AP program and other academic programs.	08/17/2009	06/03/2011	After School	Local Funds	5000
7	ELL classes will be offered to parents who speak language(s) other than English as primary in the home	09/01/2009	06/01/2011	After School	Title I	5000

Section II-E Action Plan - Monitoring

Objective 1 Title :

We will increase the number of all students, Black, Hispanic, White, Students with Disabilities, and Low Income students meeting and exceeding on the PSAE Mathematics to 77.5% in 2010 and 85% in 2011 or safe harbor.

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 district personnel monitor the effectiveness of the strategies and activities?)*

The district will monitor the effectiveness of increasing the number of all students, Black, Hispanic, White, Students with Disabilities, and Low

Income students meeting and exceeding on the PSAE mathematics to 77.5% in 2010 and 85% in 2011 or safe harbor through analyzing student

grades, year spring EXPLORE scores, PLAN scores in their sophomore, ACT scores and PSAE scores in their junior year. We will also examine

the district course assessments (pre, interim, mid, post) and QualityCore assessments in the areas of Algebra I, Geometry, and Algebra II.

The district will also continue to analyze and interpret data and have meaningful discussion with the faculty in an effort to improve instruction.

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
1	Dr. Lenell Navarre	Assistant Superintendent
2	Mr. Frank Kuzniewski	Principal - Bloom Trail High School
3	Mrs. Rhona Israel	Principal - Bloom High School
4	Mrs. Susan Woodyatt	Assistant Principal - Bloom High School
5	Mrs. Julie Largen	Assistant Principal - Bloom Trail High School
6	Mr. Glen Giannetti	Superintendent

Section II-A Action Plan - Objectives

Objective 2 Title :

We will increase the number of all students, and Black, meeting and exceeding on the PSAE Reading to 77.5% in 2010 and 85% in 2011 or safe harbor.

Objective 2 Description :

This objective is related to the need to increase the number of students who meet/exceed on the PSAE in Reading to at least 77.5% in April 2010 and 85% in April 2011. The strategies to achieve this goal will involve specific items for students, staff, and parents.

Students will be engaged in tutoring and specific courses designated for their reading needs as well as specific intervention plans for reading skills.

Staff will be involved in ongoing professional development opportunities to support student achievement in Reading.

Parents will be included in strategies that involve their participation and gives them information to support their children in increasing student achievement in Reading.

This objective addresses the following areas of AYP deficiency:

1 District is deficient in Reading Meets and Exceeds

4 Black students are deficient in Reading Meets and Exceeds

This objective addresses the following areas of AMAO deficiency:

1 District is not meeting AYP for LEP

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

Objective 2 Title :

We will increase the number of all students, and Black, meeting and exceeding on the PSAE Reading to 77.5% in 2010 and 85% in 2011 or safe harbor.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Read 180 - For those students who are sophomores with significantly low reading levels. Read 180, a 90 minute individualized program to increase reading skills, will be offered in conjunction with the English II curriculum	08/17/2009	06/03/2011	During School	Title I	185000
2	Supplemental Educational Services - Low income students will be given free tutoring in the area of Reading through outside tutoring services. These students will be given 30 hours of tutoring focused on the areas of weakness as identified by screening.	08/17/2009	06/03/2011	After School	Title I	120000
3	Junior students will receive ACT/PSAE strategies and additional targeted support on the Reading skills needed to meet/exceed state standards on the PSAE	08/17/2009	06/03/2011	After School	Local Funds	50000
4	Targeted after school tutoring - Students needing additional support in Language Arts will have the opportunity to participate in after school tutoring ranging from 1 to 2, hours four days a week.	08/17/2009	06/03/2011	After School	Title I	45000
5	Students (9-12) participate in regular scheduled local assessments (pre, mid, interim, post, and QualityCore monitoring assessments for mathematical skills).	08/17/2009	06/03/2011	During School	Title I	15000
6	Students who did not pass core course(s) must recover credits through a computer based credit recovery program.	08/17/2009	06/03/2011	After School	Title I	100000
7	Students will participate in small learning communities teams that will assist with tutoring, providing motivational speakers, community service projects, and cross curriculum projects.	08/17/2009	06/03/2011	During School	Other	250000
8	Students will participate in a Freshmen to Sophomore Summer Program for students classified as freshmen to sophomore who failed	08/17/2009	06/03/2011	After School	Title I	250000

	Reading will be provide 6 weeks of intensive instruction.					
9	Students learning styles will be addressed at a variety of levels through school wide differentiated instruction (4MAT)	08/17/2009	06/03/2011	During School	Local Funds	50000
10	Incoming students with entrance scores on the Explore 11 or below will be enrolled in REFS (Reading Ensures Future Success) program which focuses on reading comprehension and reading ability.	08/17/2009	06/03/2011	Summer School	Local Funds	150000
11	Students will be engaged in reading activities such as Criss strategies across the curriculum	08/17/2009	06/03/2011	During School	Local Funds	80000
12	Junior students will participate in Key Train	08/17/2009	06/03/2011	During School	Other	20000
13	Students will participate in District 206 Behavior Management System (Bert Simmons)	08/17/2009	06/03/2011	During School	Title I	55000

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

Objective 2 Title :

We will increase the number of all students, and Black, meeting and exceeding on the PSAE Reading to 77.5% in 2010 and 85% in 2011 or safe harbor.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The district will continue to provide 4MAT training to teachers to assist them in addressing the needs of diverse learners.	06/08/2009	06/03/2011	Before School	Title II	20000
2	The district will continue to provide professional development through the Professional Appraisal System	06/08/2009	06/03/2011	Before School	Local Funds	15000
3	During school improvement days, special education and regular education teachers (9-12) participate in Bloom Taxonomy Training	08/17/2009	06/03/2011	After School	Title I	60000
4	The district reading teachers and special education teachers meet quarterly to analyze data, plan for intervention, monitor progress and strengthen their knowledge of strategy instruction.	08/17/2009	06/03/2011	Before School	Title I	98000
5	The district will continue to provide CRISS training to all staff.	08/17/2009	06/03/2011	Before School	Other	80000
6	All staff will be trained and will implement the Bert Simmons Behavior Model.	08/17/2009	06/03/2011	Before School	Title I	300000
7	The district will provide ongoing staff development in Best Practices as it relates to reading. (Teachers from feeder schools will be invited)	08/17/2009	06/03/2011	Before School	Local Funds	150000
8	The staff will continue to update curriculum maps to ensure relevancy					

	and alignment with Illinois State Standards and College Readiness Standards.	08/17/2009	06/03/2011	During School	Title I	75000
9	The district will continue to support the implementation of an Advanced Placement Program by sending teachers to AP workshops and continue providing time for AP curriculum work.	08/17/2009	06/03/2011	Summer School	Local Funds	10000
10	The district will provide professional development/ research in test taking strategies.	08/17/2009	06/17/2011	Before School	Other	5000
11	The district will provide a Freshmen to Sophomore Summer School program in reading	06/01/2010	08/05/2011	Summer School	Title I	300000
12	The staff will receive professional development in ACT Quality Core	08/07/2009	06/03/2011	Before School	Title I	10000
13	Reading coaches will be provided to assist in classrooms to work with students in groups, individually, and provide professional development to teachers.	08/17/2009	06/03/2009	Before School	Title I	30000
14	The district will evaluate and upgrade teh ELL(Bilingual math curriculum for academic rigor.	08/17/2009	06/03/2011	After School	Other	3000

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

Objective 2 Title :

We will increase the number of all students, and Black, meeting and exceeding on the PSAE Reading to 77.5% in 2010 and 85% in 2011 or safe harbor.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Staff will communicate with parents via Alert Now system, emails, telephone, written correspondence, and parent/teacher conferences regarding student progress in course work at progress report and term time on pre, interim, mid and post assessments, local assessments, and state assessments.	08/17/2009	06/03/2011	During School	Other	
2	Parents will received training in activities to address ways in which parents can help increase their student's reading skills.	08/17/2009	06/03/2011	After School	Local Funds	5000
3	The Parent Advisory Committee (PAC) will actively recruit parents to participate in activities and events that spotlight PSAE, and post secondary planning.	08/17/2009	06/03/2011	After School	Other	2000
4	Parents will be contacted by the school staff regarding any behavioral concerns or student's successes to assist with parental support of the	08/17/2009	06/03/2011	After School	Other	

	Bert Simmons Behavior Model.					
5	Parents will be given ongoing computer literacy training for IGPro, so they can monitor student academic and attendance performance.	08/17/2009	06/03/2011	Before School	Other	5000
6	The district will provide two parent meetings to explain and support parent understanding of the AP program and other academic programs.	08/17/2009	06/03/2011	After School	Local Funds	5000
7	English classes will be offered to parents who speak languages other than English as a primary in the home	09/03/2009	06/03/2011	After School	Other	5000

Section II-E Action Plan - Monitoring

Objective 2 Title :

We will increase the number of all students, and Black, meeting and exceeding on the PSAE Reading to 77.5% in 2010 and 85% in 2011 or safe harbor.

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 district personnel monitor the effectiveness of the strategies and activities?)*

The district will monitor the effectiveness of increasing the number of all students and students meeting and exceeding on the PSAE reading to

77.5% in 2010 and 85% in 2011 or safe harbor through analyzing student grades, year spring EXPLORE scores, PLAN scores in their sophomore,

ACT scores and PSAE scores in their junior year. We will also examine the district course assessments (pre, interim, mid, post) and QualityCore

assessments in the areas English I, II, and III. The district will also continue to analyze and interpret data and have meaningful discussion with the

faculty in an effort to improve instruction.

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
1	Mr. Glen Giannetti	Superintendent
2	Dr. Lenell Navarre	Assistant Superintendent
3	Mr. Frank Kuzniewski	Principal - Bloom Trail High School

4	Mrs. Rhonal Israel	Principal - Bloom High School
5	Mrs. Julie Largen	Assistant Principal - Bloom Trail High School
6	Mrs. Susan Woodyatt	Assistant Principal - Bloom High School

Section II-A Action Plan - Objectives

Objective 3 Title :

Objective 3 Description :

This Objective does not address any AYP deficiency.

This Objective does not address any AMAO deficiency.

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

Objective 3 Title :

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1						

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

Objective 3 Title :

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1						

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

Objective 3 Title :

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1						

Section II-E Action Plan - Monitoring

Objective 3 Title :

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 district personnel monitor the effectiveness of the strategies and activities?)

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
1	Mr. Glen Giannetti	Superintendent
2	Dr. Lenell Navarre	Assisstant Superintendent
3	Mr. Frank Kuzniewski	Principal - Bloom Trail High School

4	Mrs. Rhonal Israel	Principal - Bloom High School
5	Mrs. Julie Largen	Assistant Principal - Bloom Trail High School
6	Mrs. Susan Woodyatt	Assistant Principal - Bloom High School

Section III - Development, Review and Implementation

A. 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 district improvement team or plan developers are identified here.

Stakeholders participate in the strategic planning committees as part of the School Improvement Team. Each building has a RTI team with consists of administration, staff, parents, and community members. These stakeholders are responsible for assist in monitoring RTI components, writing curriculum, developing ways to document, monitoring student achievement and on-going process. District will use resources such as: RESPRO and local special education cooperative Speed District 802.

Outside Consultants:

Dr. Lynn Manning - SLC Consultant

Helen Norton - School Improvement Consultant

Tony Monico - ISC 4

Ronald Patton - Retired Superintendent District 206/ Consultant for District 201U

Dr. Kenneth Freeman - RESPRO Team

Bill Wilson - RESPRO Team

Jerry Vrshek - RESPRO Team

District Office

Glen Giannetti - Superintendent

Lenell Navarre - Assistant Superintendent for Curriculum and Instruction

Mark Sheahan - Business Manager

Robert Krueger - Director of Special Education

Bloom High School

Rhonal Israel - Principal

Gregory Horak - Assistant Principal

Susan Woodyatt - Assistant Principal

Robert Belzeski - Career/Tech Education

Elizabeth Orr - Communication, Social Studies, and ELL Departments

Donna Zuidema - Math, Science, and Foreign Language Departments

Wanda Murphy-Fulford- Division Chair Remedial Education Department

Debbie Filbin - SIP Internal Chair Person/Teacher

Heather Mason - Teacher

Bloom Trail High School

Frank Kuzniewski - Principal

Julie Largen - Assistant Principal

Percell Reed Jr. - Assistant Principal

Joe Malizia - Communication and Social Studies

Gail Hartsough - Math and Science Department

Donna Berry - Remedial Education

Kathy Weishaar - Career/Tech Education

Sue Nelson - SIP Internal Chair Person/Teacher

Section III - Development, Review and Implementation

B. 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 responsibilities include providing technical assistance to the schools including data analysis, identification of the district'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 district's budget to ensure that funds provided under Title I and Title III supplement, not supplant, non federal funds, and that services provided with these funds are comparable with the services in schools that are not receiving funds under Title I (NCLB, Section 1116 and 1120A).

District 206 has committed local funding resources in conjunction with Title grant funds to support the District Improvement Plan initiatives. The

District Administration has provided leadership to all stakeholder committees in identifying best practices to raise student performance and has

adhered to a collaborative model of leadership in determining strategies to meet the needs of learners. The district has provided technical assistance for the process of data analysis, professional development for all teachers to prepare them to meet district goals, qualified staff to teach in all programs, close monitoring of all Title funds and progress monitoring of the RTI Plan. The district supervised compliance with all the state procedures and mandates for district and school improvement. The district has required that all initiatives be research based and supported by data. The district has worked closely with the RESPRO team and South Cook Intermediate Service Center to assure that all requirements for the District Improvement Plan have been met and that all strategies and activities are within the capacity of the district for effective implementation.

The District has provided and will continue to provide:

- Reading Specialist support at each campus
- Math Coach support at each campus
- Freshmen Academy
- Sophomore Academy
- Junior Seminar
- Ongoing Professional Development (Best Practices)
- Common Planning Period
- CRISS and 4MAT training

Section III - Development, Review and Implementation

C. State Responsibilities

State Responsibilities - Specify the services and resources that ISBE, RESPROS, and other service providers have provided the district 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 district, if requested, to develop and implement the district plan and work with schools needing improvement. Such technical assistance shall be supported by effective methods and instructional strategies based on scientifically based research. The technical assistance shall address problems, if any, implementing the parental involvement activities described in NCLB, Section 1118, and the professional development activities described in NCLB, Section 1119. [NCLB, Section 1116(c)(9)(B)].

The District Improvement Plan was developed with consultation from our RESPRO team, Dr. Ken Freeman, Mr. Bill Wilson, and Mr. Jerry Vrshek and the staff of South Cook Intermediate Service Center, and Mr. Ton Monaco and Dr. Vanessa Kinder. The RESPRO team has met on several occasions on site with the district and schools leadership teams and has provided invaluable assistance in the process. SCISC has provided workshops on writing School Improvement Plans that were easily adaptable to the District Improvement Plan. The SCISC coordinators have met with the district administration and provided individual guidance in the process of preparing the district plan. The SCISC has also provided grant assistance for several school improvement initiatives, including funding for smaller learning communities, Bert Simmons, curriculum mapping, and aligning district assessments to the Illinois State Standards and College Readiness Standards. All of the individuals that we have worked with have been most responsive to individual questions throughout the process and have provided information in a timely and comprehensive manner.

The State Office for ELL/Bilingual Programs under the supervision of Mr. Nieves has also been responsive to guidance in addressing the ELL program in the plan. A workshop was made available to our program coordinators for training in writing the plan so that all requirements for the program are met. The workshop information has been applied in the process of completing our District Plan.

Section IV-A Local Board Action

DATE APPROVED by Local Board: 10/19/2009

A.Assurances

1. 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).
2. 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).
3. 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.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

B.Superintendent's Certification

By submitting the plan on behalf of the district, 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 district.

Section IV-B ISBE Monitoring

Note: The items marked with a [C] are compliance items the ISBE readers will review for those district improvement plans that are required to be submitted based on the district's academic status as reported in the 2009 Report Card. These district improvement plans are to span a two year period: 2009-2011.

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 DIP 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 data, provide clear direction for the selection of the objectives, strategies, and activities?[C]

LOCAL ASSESSMENT DATA

- Yes No Do these local assessment results add clarity to the state assessment data?
- Yes No Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA

- Yes No Do the other data add clarity to the state assessment data?
- Yes No 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]

<input checked="" type="radio"/> Yes <input type="radio"/> No	Are the key factors within the district's capacity to change or control?[C]
CLARITY OF OBJECTIVES	
<input checked="" type="radio"/> Yes <input type="radio"/> No	Has the DIP team stated measurable objectives that promote continuous and substantial progress to ensure that students in each subgroup meet the State's target (e.g., in delivering tiered services or differentiated instruction)?
<input checked="" type="radio"/> Yes <input type="radio"/> No	Has the DIP team stated <u>measurable objectives</u> that clarify the present areas needed for improvement for the two years of the plan?[C]
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Do the objectives address all areas of AYP and AMAO deficiency?[C]
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Do the objectives address the areas of special education compliance?
ALIGNMENT OF STRATEGIES AND ACTIVITIES	
<input checked="" type="radio"/> Yes <input type="radio"/> No	Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
<input checked="" type="radio"/> Yes <input type="radio"/> No	Will the selected strategies and activities likely improve student learning and achievement?[C]
<input checked="" type="radio"/> Yes <input type="radio"/> No	Are the strategies and activities measurable?[C]
<input type="radio"/> Yes <input checked="" type="radio"/> No	Are the measures of progress for the strategies and activities clearly identified?
<input checked="" type="radio"/> Yes <input type="radio"/> No	Are expectations for classroom behavior and practice related to the objectives clear?[C]
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	Is professional development aligned with the strategies and activities for students?[C]
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or special education non-compliance?
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Do the parent involvement strategies and activities clearly align with the strategies and activities for students?[C]

Yes No N/A

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

 Yes No

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

MONITORING

 Yes No

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

 Yes No

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

PART I - COMMENTS

November 24, 2009

The area RESPRO review of this plan is complete and I concur with those reviewers that this plan is in compliance and should be implemented. I'm not sure how you have generated the long list of factors (see page 16, for example) but I would recommend that you weed out those factors for which you have no or little data. (Are you collecting data to know if these are contributing to performance? When we have the chance to catch up some time this school year, I look forward to hearing about your progress in implementing this plan and in providing equitable access to the curriculum for your students. I am troubled by the retention rate for your freshman that you discuss on page 26 and know that when you are moving towards more rigor for all students. I would like to know your progress towards halting this trend. I share your concern over this and am glad that this is on your radar. I see that you are seeking to deepen collaboration with your feeder schools, too. (page 38) Also, you have identified a lot of strategies and activities but could more clearly establish your expectations for those who will implement and monitor the plan. The measures are limited to assessment results. What additional benchmarks of success might you establish to determine if your plan is effecting needed change?

I look forward to a progree report from you some time this school year. Best to you, Carol Diedrichsen ISBE cdiedric@isbe.net 217-524-1086

ANALYSIS OF DATA: Excellent review of data, identification of factors and listing of needs. Please evaluate the strategies/activities section with the listing of needs in mind. In some instances, those needs are not addressed. On page 15, #3 - is the lack of accountability a student or staff issue?

LOCAL ASSESSMENT DATA: On page 24, Conclusions - how will exposing reading and math weaknesses find its way into the curriculum?

COMMENTS: The analysis of data is excellent. Data collection and analysis of the data needs further planning and clarification. As stated above, aligning needs with strategies need to be reviewed.

Posted 11/4/09 L. Ross RESPRO ISC4

November 16, 2009

Email sent to district superintendent:

I see that your district improvement plan has local board approval and that the area RESPRO has already reviewed it. Will you please submit it via the Interactive Illinois Report Card? This is required to show that you certify to all the assurances. This is required to bring this plan into compliance.

I know that you have a good cheerleading squad at South Cook. While your planning team brainstormed a number of factors on page 16 (for example), I would cull through these to uncover those from the list for which you have data support. I share the concern with the planning team about the retention rate for freshman. This is troubling. I wish that the action plan more specifically focused on freshman academy and on bridges with the feeder school districts. (I acknowledge that mention is made of both. Even so, this warrants significant district oversight.)

I look forward to catching up with your district team related to corrective action at some point this school year.

Carol Diedrichsen, ISBE cdiedric@isbe.net 217-524-1086

PART II - SECTIONS III and IV OF THE PLAN

METHODS OF PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

STAKEHOLDER INVOLVEMENT

Yes No

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

Yes No

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

DISTRICT RESPONSIBILITIES

Yes No

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

APPROVAL DATE OF LOCAL BOARD

Yes No

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

PART II - COMMENTS

The in-area RESPRO review has been completed. All areas of concern were addressed satisfactorily. The Bloom Township High School District 206 District Improvement Plan is recommended for implementation with the assistance of your area RESPRO. No further updates to your improvement plan are necessary at this time.

If you choose to revise or update your plan, you may request that your area RESPRO update the ISBE monitoring prompt as this is the official state monitoring record.

Posted 11/24/09 -- L Ross ISC4

November 16, 2009

This plan is not yet in compliance as it has not yet been submitted. CD

COMMENTS: Well thought out description of the needs of the district. Stakeholder participation has limited teacher and parent input. Peer review was diverse.

Posted 11/4 09 -- L Ross RESPRO ISC4