

Auburn High School

School Improvement Plan 2008

Local Board Approved	12/19/2008
Submitted	12/24/2008
Plan Resubmitted	
ISBE Monitoring Completed	2/10/2009

PRELIMINARY INFORMATION

RCDT Number	041012050250001		
District Name	ROCKFORD SD 205	School Name	AUBURN HIGH SCHOOL
Superintendent	LINDA HERNANDEZ	Principal	DR. RICHARD JANCEK
District Address	201 S MADISON ST	School Address	5110 AUBURN ST
City/State/Zip	ROCKFORD,IL 61104 2092	City/State/Zip	ROCKFORD,IL,61101 2498
District Telephone#	8159663000 Extn:3101	School Telephone#	8159663300 Extn:1050
District Email	hernandl@rps205.com	School Email	jancekr@rps205.com

Is this plan for a Title I School? False

**Section I-A Data & Analysis - Report Card Data
Item 1 - 2008 AYP Report**

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	No	2007-08 Federal Improvement Status	
Is this School making AYP in Mathematics?	No	2007-08 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	
	%	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		62.5			62.5			90.0		75.0	
All	98.3	Yes	98.3	Yes	48.1		No	41.7		No			78.5	Yes
White	98.9	Yes	98.9	Yes	66.7		Yes	58.8		Yes				
Black	97.9	Yes	97.9	Yes	22.6	32.7	No	15.8	24.0	No			75.1	
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	22.0	23.7	No	14.0	17.8	No			67.9	
Economically Disadvantaged	98.4	Yes	98.4	Yes	30.0	39.7	No	25.0	32.2	No			71.0	

Four Conditions Are Required For Making Adequate Yearly Progress

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2007.

** Safe Harbor Targets of 62.5% 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.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2008 AMAO Report

Schools are not accountable for AMAO. This is a district level requirement only.

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

School Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	88.6	92.9	92.5	91.0	89.4	90.7	89.6	89.6
Truancy Rate (%)	21.2	12.7	8.4	14.6	18.7	13.5	16.0	17.0
Mobility Rate (%)	24.8	25.3	23.9	19.3	21.3	14.3	12.3	28.9
HS Graduation Rate, if applicable (%)	75.5	69.0	78.9	69.3	71.0	67.0	78.9	78.5
HS Dropout Rate, if applicable (%)	6.2	7.0	7.3	4.1	3.5	0.2	2.1	2.1
School Population (#)	1585	1651	1713	1665	1686	1733	1790	1922
Economically Disadvantaged (%)	43.2	46.9	50.6	50.4	57.5	62.7	64.5	69.1
Limited English Proficient (LEP) (%)	-	1.6	-	3.0	0.5	4.2	4.0	4.4
Students with Disabilities (%)								
White, non-Hispanic (%)	51.7	51.1	47.7	46.1	45.8	43.4	43.4	41.1
Black, non-Hispanic (%)	37.2	37.0	39.3	39.8	39.6	41.8	42.2	45.1
Hispanic (%)	6.8	8.2	9.5	10.6	10.6	10.7	10.3	9.6
Asian/Pacific Islander (%)	3.7	3.3	3.1	3.2	3.1	3.1	2.7	2.7
Native American or Alaskan Native(%)	0.5	0.4	0.5	0.3	0.3	0.2	0.4	0.4
Multiracial/Ethnic (%)	-	-	-	-	0.5	0.8	0.9	1.2

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/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	1999	56.7	32.8	6.4	3.8	0.3	-
	2000	53.3	35.8	7.0	3.5	0.4	-
	2001	51.7	37.2	6.8	3.7	0.5	-
	2002	51.1	37.0	8.2	3.3	0.4	-
	2003	47.7	39.3	9.5	3.1	0.5	-
	2004	46.1	39.8	10.6	3.2	0.3	-
	2005	45.8	39.6	10.6	3.1	0.3	0.5
	2006	43.4	41.8	10.7	3.1	0.2	0.8
	2007	43.4	42.2	10.3	2.7	0.4	0.9
	2008	41.1	45.1	9.6	2.7	0.4	1.2
D I S T R I C T	1999	55.2	29.6	11.8	3.2	0.2	-
	2000	53.0	30.5	13.1	3.1	0.2	-
	2001	51.0	31.1	14.5	3.1	0.2	-
	2002	49.1	31.5	16.1	3.1	0.2	-
	2003	47.7	31.8	17.2	3.1	0.2	-
	2004	46.0	32.3	18.3	3.2	0.2	-
	2005	44.3	31.0	19.2	3.1	0.1	2.3
	2006	42.5	30.5	20.6	3.1	0.2	3.2
	2007	40.7	30.8	21.5	3.0	0.1	4.0
2008	39.3	30.3	22.1	3.0	0.1	5.1	

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	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	

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 Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S C H O O L	1999	0.4	35.9	93.5	87.3	19.0	383	27.3	8.9	62.7
	2000	1.1	40.6	100.0	88.0	16.7	360	24.4	4.7	78.4
	2001	-	43.2	98.0	88.6	24.8	307	21.2	6.2	75.5
	2002	1.6	46.9	87.5	92.9	25.3	209	12.7	7.0	69.0
	2003	-	50.6	100.0	92.5	23.9	141	8.4	7.3	78.9
	2004	3.0	50.4	100.0	91.0	19.3	250	14.6	4.1	69.3
	2005	0.5	57.5	80.0	89.4	21.3	294	18.7	3.5	71.0
	2006	4.2	62.7	92.1	90.7	14.3	242	13.5	0.2	67.0
	2007	4.0	64.5	94.5	89.6	12.3	298	16.0	2.1	78.9
2008	4.4	69.1	93.2	89.6	28.9	333	17.0	2.1	78.5	
D I S T R I C T	1999	6.9	46.0	96.4	90.8	16.4	2938	11.7	10.9	73.6
	2000	8.2	52.6	97.0	91.4	15.8	2981	11.9	7.4	74.7
	2001	9.0	53.3	99.5	91.8	16.6	2562	10.3	6.7	73.9
	2002	10.3	56.9	95.7	93.1	16.8	2248	8.3	6.0	74.9
	2003	6.5	56.9	96.3	92.8	16.8	1717	6.2	7.8	81.3
	2004	12.2	55.1	99.8	92.7	19.0	2306	8.3	6.6	69.4
	2005	12.0	57.6	98.2	91.5	20.9	2436	9.6	8.9	73.1
	2006	12.0	65.7	99.0	92.3	18.1	2626	9.4	3.0	71.0
	2007	12.3	68.4	91.9	92.6	15.0	1868	6.6	3.2	75.0
2008	13.8	71.5	95.7	92.4	28.4	1624	5.8	2.2	71.8	

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056	2.5	3.5	85.9
2008	7.5	41.1	96.8	93.3	14.9	49858	2.5	4.1	86.5	

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

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

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
S C H O O L	1999	1525	-	-	-	-	-	-
	2000	1573	-	-	-	-	-	-
	2001	1585	-	-	-	-	-	-
	2002	1651	-	-	-	-	-	307
	2003	1713	-	-	-	-	-	319
	2004	1665	-	-	-	-	-	337
	2005	1686	-	-	-	-	-	313
	2006	1733	-	-	-	-	-	314
	2007	1790	-	-	-	-	-	309
	2008	1922	-	-	-	-	-	397
D I S T R I C T	1999	26547	-	-	-	-	-	-
	2000	26436	-	-	-	-	-	-
	2001	26502	2094	2177	2242	1966	2002	1170
	2002	26674	2158	2121	2118	2165	1929	1506
	2003	27330	2109	2200	2149	2221	2124	1531
	2004	27576	2083	2120	2172	2227	2164	1552
	2005	27464	2061	2107	2102	2105	2141	1483
	2006	27456	2097	2055	2053	2094	2044	1443
	2007	27787	2197	2100	2092	2072	2137	1541
	2008	27622	2293	2163	2088	2015	2076	1526

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
S T A T E	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	155356	153480	154719	162594	159038	150475
2008	2074167	155578	152895	153347	160039	161310	149710	

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, Staff Capacity and Professional Development**

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
D I S T R I C T	1999	1662	19	49181	27	73	20	23	-	-
	2000	1691	17	49048	32	68	19	23	-	-
	2001	1765	17	50543	34	66	19	22	-	-
	2002	1758	17	50685	34	66	19	22	3	1
	2003	1750	17	52459	34	66	20	23	3	2
	2004	1700	18	56305	31	69	19	24	-	3
	2005	1635	19	62144	28	72	20	25	3	1
	2006	1721	15	58512	34	66	19	22	3	5
	2007	1766	15	60203	35	65	19	22	2	3
	2008	1833	15	61177	35	65	19	21	2	6
S T A T E	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
	2008	131488	12	60871	47	53	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)**

PSAE - % Meets + Exceeds for Reading for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	54.5	57.8	61.1	59.0	44.5	44.3
White	67.4	70.7	68.0	71.2	65.7	64.9
Black	34.4	34.8	45.4	40.0	22.8	18.4
Hispanic	37.5	45.9	64.2	59.2	28.9	60.7
Asian/Pacific Islander	78.5	77.0	100.0	-	90.0	81.3
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	4.2	18.5	12.5	16.1	11.4	12.2
Economically Disadvantaged	36.7	39.3	49.2	46.2	30.6	27.1

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

PSAE - % Meets + Exceeds for Mathematics for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	47.9	48.1	46.6	46.8	36.0	36.7
White	60.6	62.1	54.7	60.6	57.8	53.8
Black	25.5	24.7	26.4	26.0	13.1	12.0
Hispanic	37.6	29.7	50.0	44.4	21.1	50.0
Asian/Pacific Islander	85.7	77.0	100.0	-	80.0	93.8
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	4.2	14.2	16.7	6.5	4.4	4.0
Economically Disadvantaged	27.4	25.6	28.8	31.5	23.4	21.4

Section I-A Data & Analysis - Report Card Data

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

In 2008, Auburn High School (AHS) made Adequate Yearly Progress (AYP) in the following categories: “Percentage of Students Tested” (98.3% or higher); “Reading – White Students” (66.7%); “Math – White Students” (58.8%); and “Graduation Rate” (78.5%). AHS did not make AYP in the following categories: “Reading – All Students” (48.1%); “Reading - Black Students” (22.6%); “Reading - Students with Disabilities” (22.0%); “Reading - Students Economically Disadvantaged” (30.0%); “Math – All Students” (41.7%); “Math – Black Students” (15.8%); “Math - Students with Disabilities” (14.0%); and “Math - Students Economically Disadvantaged” (25.0%).

The Report Card indicates the strengths of AHS are the performances in reading and math for white students, the required number of students being tested, and the graduation rate. The categories not making AYP are close enough to be achieved by Safe Harbor Targets.

The Report Card also indicates several areas of weaknesses. AHS has increased its enrollment by 200 students in the past five years, which presents logistical and class size issues. The mobility rate (28.9%) and truancy rate (17.0%) continues to be too high and effects overall student achievement. Finally, the current number of low income students (69.1%) has increased nearly twenty percent over the past five years (2004 - 50.4%).

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

Not meeting AYP in so many categories is related to multiple issues. Freshman Foundations require students to take a minimum of an English course and a math course their 9th grade year; thus not all students take four core courses their first year of high school. Not all students have the aligned coursework that properly prepare them to take the PSAE. Low test scores are also negatively effected by the high rate of mobility and truancy. Numbers of economically disadvantaged students are at an all time high which certainly impacts student achievement. This is the second year in Rockford for zoned secondary schools. Based on our zones, the number of students enrolled who are economically disadvantaged will certainly continue to increase. All 11th grade students are required to take the PSAE, but not all students understand the high stakes involved with the outcomes of the tests. Teachers’ tests are not all aligned with phraseology that will be seen on the PSAE.

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

AHS has a lot of work ahead to meet AYP in eight categories. The adults in the building and in the community need to address student “buy-in” of the importance of their education and the PSAE. Common assessments for all courses must be created in order to provide consistency across all content areas. Teachers will need to provide relevancy across the curriculum for all students. Teachers will also need to create tests that utilize the same or similar language that their students will see on the PSAE. Teachers must provide test preparation and all students must take the PSAE seriously in order to improve in

all categories.

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?

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

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

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?

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

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

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 tell you?

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

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

**Section I-C Data & Analysis - Other Data (Optional)
Item 3 - Parent Involvement**

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

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

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

Section I-D Data & Analysis - Key Factors

Section I-D - Key Factors – From the preceding screens (I-A, I-B, I-C-1, 2, 3) identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

(UPDATED 2-6-09) Not meeting AYP in so many categories is related to multiple issues. Freshman Foundations require students to take a minimum of an English course and a math course their 9th grade year; thus not all students take four core courses their first year of high school. Not all students have the aligned coursework that properly prepare them to take the PSAE. Low test scores are also negatively effected by the high rate of mobility and truancy. Numbers of economically disadvantaged students are at an all time high which certainly impacts student achievement. This is the second year in Rockford for zoned secondary schools. Based on our zones, the number of students enrolled who are economically disadvantaged will certainly continue to increase. All 11th grade students are required to take the PSAE, but not all students understand the high stakes involved with the outcomes of the tests. Teachers’ tests are not all aligned with phraseology that will be seen on the PSAE.

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	Increase reading test scores for all students,and in all sub-groups.	1,3,5,7,
2	Increase reading test scores for black students.	3,

3	Increase reading test scores for economically disadvantaged students.	7,
4	Increase reading test scores for students who have disabilities.	5,
5	Increase mathematics test scores for all students, and in all sub-groups.	2,4,6,8,
6	Increase mathematics test scores for black students.	4,
7	Increase mathematics test scores for economically disadvantaged students.	8,
8	Increase mathematics test scores for students with disabilities.	6,

The following deficiencies [not objectives] have been identified from the most recent AYP Report for your school.		
1	School is deficient in Reading Meets and Exceeds	
2	School is deficient in Mathematics Meets and Exceeds	
3	Black students are deficient in Reading Meets and Exceeds	
4	Black students are deficient in Mathematics Meets and Exceeds	
5	Students with disabilities are deficient in Reading Meets and Exceeds	
6	Students with disabilities are deficient in Mathematics Meets and Exceeds	
7	Economically Disadvantaged students are deficient in Reading Meets and Exceeds	
8	Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds	

Section II-A Action Plan - Objectives

Objective: 1

Increase reading test scores for all students, and in all sub-groups.

Objective 1 Description:

While our current achievement in reading for all 11th grade students is 48.1%, this subgroup will make AYP of at least 70% in 2009 or Safe Harbor, and 77.5% in 2010, or Safe Harbor.

This objective addresses the following areas of AYP deficiency		
1	School is deficient in Reading Meets and Exceeds	
2	Black students are deficient in Reading Meets and Exceeds	

3	Students with disabilities are deficient in Reading Meets and Exceeds
4	Economically Disadvantaged students are deficient in Reading Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : Increase reading test scores for all students, and in all sub-groups.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Students will be assigned weekly reading and writing activities relevant to their lives. These will be administered across all content areas. Activities will also include practice / sample PSAE reading passages and written response questions.	12/8/2008	6/1/2010	During School	Local Funds	0
2	Students will be offered tutoring in reading by a certified teacher four times per week before and after school.	10/6/2008	6/1/2010	After School	Local Funds	7000
3	All 9-11th grade students will be administered the Think Link reading assessment in November and February. Students will engage in appropriate interventions based on their tier level placements.	11/9/2008	6/1/2010	During School	Local Funds	32000
4	Students will continue to receive PSAE preparation activities which include individual assistance and all 11th graders will attend a one-day PSAE workshop. This year's workshop will be exclusive to Auburn students.	12/8/2008	2/12/2010	During School	Local Funds	2000
5	Ninth grade students will be provided extended learning opportunities (ELO) for those who need extra time to show evidence of proficiency for standards in core courses. Typically, at the conclusion of each term opportunities will be extended to students who are failing. These opportunities will allow students to earn a passing grade if they show proficiency. Students whose averages are between 40%-59%, attend class regularly, and who are recommended by a teacher will be invited to participate in ELO. A higher percentage of 9th grade students who are eligible will participate and complete ELO.	11/3/2008	6/1/2010	After School	Local Funds	5000
6	Students will keep track of their progress toward reading standards through the use of portfolios in English and Fine Arts classes.	8/18/2008	6/1/2010	During School	Local Funds	0
7	Students will engage in peer tutoring within the class as well as before and after school.	12/8/2008	6/1/2008	During School	Local Funds	0
8	(UPDATED 2-6-09) Students who are new to Auburn will meet with their counselor to discuss their areas of strengths and weaknesses to ensure proper academic placement and course selection.	8/25/2009	6/1/2010	During School	Local Funds	0

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

Objective 1 Title : Increase reading test scores for all students, and in all sub-groups.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	A group of teachers will attend a workshop on the framework for understanding poverty and under-resourced learners. That group will then present the information learned to the rest of the faculty.	10/14/2008	6/1/2010	During School	Local Funds	4000
2	Teachers will work together to create weekly reading/writing activities that are relevant to students' lives. Reading and writing activities will be aligned with PSAE language.	12/8/2008	6/1/2010	During School	Local Funds	0
3	By using PSAE practice tests, teachers will create common summative assessments which include shared terminology aligned with the language of state standards and the PSAE.	12/8/2008	6/1/2010	During School	Local Funds	5000
4	Teachers will receive in-service training regarding reading and writing strategies to be applied and utilized across all content areas.	10/20/2008	6/1/2010	During School	Local Funds	0
5	Teachers will be trained to use Think Link scores to differentiate instruction based on student's tier level placements.	12/4/2008	6/1/2010	During School	Local Funds	0
6	Teachers will adapt the ACT writing rubric and will create a list of essential reading strategies to be used with reading and writing assignments aligned with the PSAE. Teachers will calibrate the rubric by grading student work.	12/8/2008	6/1/2010	During School	Local Funds	0
7	Teachers will create a school literacy plan using resources such as KIDS, latest research, and district staff.	12/8/2008	6/1/2010	During School	Local Funds	0
8	Teachers will allow time in class for peer tutoring. Peer tutoring will also be offered before and after school.	12/8/2008	6/1/2010	During School	Local Funds	0

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

Objective 1 Title : Increase reading test scores for all students, and in all sub-groups.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Administration will improve communication between parents and the school. Information will be provided to parents via the school website, phone calls, and newsletters.	8/25/2008	6/1/2010	During School	Local Funds	0
2	The school's website will include a parent section which will provide parental involvement opportunities.	11/5/2008	6/1/2010	During School	Local Funds	0
3	Parents will be invited to participate in classroom reading activities and discussions.	12/8/2008	6/1/2010	During School	Local Funds	0
4	A parent/student mentoring partnership will be created. Adults in the learning community will be given opportunities to create positive relationships with students.	12/8/2008	6/1/2010	During School	Local Funds	0
5	Parents will be invited to assist with before and after school tutoring.	12/8/2008	6/1/2010	After School	Local Funds	0

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
6	PSAE preparation information will be provided to parents through bulletins, newsletters and workshops.	12/8/2008	6/1/2010	After School	Local Funds	0
7	Parents will be invited to attend and participate in a student career and college night.	12/8/2008	6/1/2010	After School	Local Funds	500

Section II-E Action Plan - Monitoring

Objective 1 Title : Increase reading test scores for all students, and in all sub-groups.

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

- During teacher observation and evaluations, administrators will review lesson plans to ensure teachers are assigning weekly reading and writing activities, writing rubric scores, and reviewing student writing portfolios. Teachers will receive comments on their summative evaluation regarding these activities.
- A weekly sign-in log will be kept for students who attend before, during, and after school tutoring.
- A detailed report will be developed at the conclusion of each ELO window for all students who were invited to participate in ELO. The number of successful grades / credits that were earned for each quarter and semester will be included in the report.
- A survey will be given to all 11th grade students after they take the PSAE regarding how they felt about the preparation activities they received prior to taking the exams.
- The administration will supervise and document all workshop and conferences attended by teachers that pertain to activities and strategies listed on the SIP plan.
- Common summative assessments will be collected for all courses from all departments and kept on file in the administrative office.
- The administration will keep track of the number of visitors to the Auburn web-site, parents / guardians who attend parent / teacher conferences, open houses, financial and career nights, etc. to monitor the parent involvement. There will also be surveys given to parents / guardians regarding their experience, feedback and suggestions for improvement.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Dr. Richard Jancek	Complex Principal
Lisa Heipp	AFC Principal
Keri Mattson	Academic Assistant Principal

Section II-A Action Plan - Objectives

Objective: 2

Increase reading test scores for black students.

Objective 2 Description:

While our current achievement in reading for black 11th grade students is 22.6%, this subgroup will make AYP of at least 70% in 2009 or Safe Harbor and 77.5% in 2010 or Safe Harbor.

This objective addresses the following areas of AYP deficiency

1	Black students are deficient in Reading Meets and Exceeds
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Section II-B Action Plan - Student Strategies and Activities

Objective 2 Title : Increase reading test scores for black students.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Course literature selections will reflect student choice and appeal to all racial and ethnic subgroups at Auburn High School.	12/8/2008	6/1/2010	During School	Local Funds	1000

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

Objective 2 Title : Increase reading test scores for black students.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Teachers will participate in professional development to learn and implement instructional strategies that pertain to culturally diverse students.	12/8/2008	6/1/2010	During School	Local Funds	3000
2	Teachers will offer culturally relevant current events and reading material in an attempt to increase student engagement in class.	12/8/2008	6/1/2010	During School	Local Funds	0

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

Objective 2 Title : Increase reading test scores for black students.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	The administration will create a partnership with the Black Parent Council to invite African American men and women to speak to students and encourage them to pursue careers involving strong literacy skills.	12/8/2008	6/1/2010	After School	Local Funds	500
2	School activities and initiatives will be posted throughout the community.	12/8/2008	6/1/2010	After School	Local Funds	0

Section II-E Action Plan - Monitoring

Objective 2 Title : Increase reading test scores for black students.
Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

- The administration will create a budget to purchase culturally and relevant new books and other resources to be used by students in their classes and for their leisure.
- The administration will utilize faculty meeting time to present instructional strategies that pertain to culturally diverse students.
- The administration will monitor parent / guardian involvement regarding the number of African American adults who attend and participate in our partnership activities with the Black Parent Council.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Dr. Richard Jancek	Complex Principal
Lisa Heipp	AFC Principal
Keri Mattson	Academic Assistant Principal

Section II-A Action Plan - Objectives

Objective: 3

Increase reading test scores for economically disadvantaged students.

Objective 3 Description:

While our current achievement in reading for economically disadvantaged 11th grade students was 30.0%, this subgroup will make AYP of at least 70% in 2009 or Safe Harbor and 77.5% in 2010 or Safe Harbor.

This objective addresses the following areas of AYP deficiency	
1	Economically Disadvantaged students are deficient in Reading Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities

Objective 3 Title : Increase reading test scores for economically disadvantaged students.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Students will be given a survey to discover what reading materials interest them, and to encourage reading for learning and leisure.	1/20/2009	6/1/2010	During School	Local Funds	500
2	Students and families will be provided information on the Rockford Public Library system.	12/8/2008	6/1/2008	During School	Local Funds	500
3	Students will be given opportunities to use school technology before school, after school, and during lunch.	8/25/2008	6/1/2008	During School	Local Funds	0

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

Objective 3 Title : Increase reading test scores for economically disadvantaged students.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Teachers will be encouraged to provide opportunities to enhance student background knowledge and cultural literacy. These opportunities may include guest speakers, museum tours, and visits to local businesses and colleges.	12/8/2008	6/1/2010	During School	Local Funds	500
2	Teachers will be provided information about Ruby Payne's "Framework for Understanding Poverty" and "Under Resourced Learners" to help staff become more socio-economically proficient.	12/8/2008	6/1/2010	After School	Local Funds	3000

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

Objective 3 Title : Increase reading test scores for economically disadvantaged students.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Once a month, the school library will be open during the evening. Parents and students will have opportunities to utilize technology, books, and other resources.	12/8/2008	6/10/2010	After School	Local Funds	1500
2	School administration will assist parents in finding transportation to parent conferences, open house and other academic activities.	12/8/2008	6/10/2010	During School	Local Funds	1000

Section II-E Action Plan - Monitoring

Objective 3 Title : Increase reading test scores for economically disadvantaged students.

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

- Students will be given a survey to discover what reading materials interest them. Books and materials will be purchased and placed in both libraries.
- The administration will monitor the number of students who obtain a Rockford Public Library card. The goal is to have fifty percent of our student body obtain a library card so they will have additional access to literary materials.
- The administration will create a budget to purchase Rockford city bus tokens. The tokens will be given to parents / guardians who cannot afford transportation who would like to attend or participate in Auburn academic events and activities.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Dr. Richard Jancek	Complex Principal
Lisa Heipp	AFC Principal
Keri Mattson	Academic Assistant Principal

Section II-A Action Plan - Objectives

Objective: 4

Increase reading test scores for students who have disabilities.

Objective 4 Description:

While our current achievement in reading for 11th grade students with disabilities was 22.0%, this subgroup will make AYP of at least 70% in 2009 or Safe Harbor and 77.5% in 2010 or Safe Harbor.

This objective addresses the following areas of AYP deficiency	
1	Students with disabilities are deficient in Reading Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities

Objective 4 Title : Increase reading test scores for students who have disabilities.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Students will be provided access to reading materials of interest at various reading levels will also be made available.	12/8/2008	6/1/2010	During School	Local Funds	1000
2	School staff will provide more information regarding transitioning services and colleges with disability support services for students with an IEP.	12/8/2008	6/1/2010	During School	Local Funds	0

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
3	(UPDATED 2-5-09) All 9th-11th grade students who have an IEP will be provided appropriate accomodations and interventions based on their Think Link tier level scores.	1/19/2009	6/1/2010	During School	Local Funds	0

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

Objective 4 Title : Increase reading test scores for students who have disabilities.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Teachers will be encouraged to attend workshops that improve co-teaching practices.	12/8/2008	6/1/2010	After School	Local Funds	0
2	Administration will provide workshop opportunities, and will provide materials in our professional development library that educate teachers about differentiated instruction and "Under Resourced Learners".	12/8/2008	6/1/2010	During School	Local Funds	4000
3	Special education teachers will be included in content area professional development opportunities.	12/8/2008	6/1/2010	After School	Local Funds	0
4	Teachers will be in-serviced on information provided on green bar sheets, IEPs, and special education law.	12/8/2008	6/1/2010	Before School	Local Funds	0
5	Special education teachers will have a standardized, timely procedure for disseminating relevant IEP information.	12/8/2008	6/1/2010	Before School	Local Funds	0

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

Objective 4 Title : Increase reading test scores for students who have disabilities.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Information related to special education laws, IEPs, and 504 plans will be provided on the school website to better educate parents so they may advocate for their student's achievement needs.	12/8/2008	6/1/2008	After School	Local Funds	0

Section II-E Action Plan - Monitoring

Objective 4 Title : Increase reading test scores for students who have disabilities.

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

- The administration will create a budget for teachers to attend workshops that provide differentiated instructional strategies for under resourced learners, and workshops for improving co-teaching strategies.
- The administration will create a budget to purchase reading or listening materials in various formats. The administration will also monitor the use of the new and existing materials.
- The administration will survey college bound students and their parents who were assisted in transitional support services to determine the effectiveness.
- The administration will create a budget to purchase reading and listening materials.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Dr. Richard Jancek	Complex Principal
Lisa Heipp	AFC Principal
Keri Mattson	Academic Assistant Principal

Section II-A Action Plan - Objectives

Objective: 5

Increase mathematics test scores for all students, and in all sub-groups.

Objective 5 Description:

While our current achievement in mathematics for all 11th grade students 41.7%, this subgroup will make AYP of at least 70% in 2009 or Safe Harbor and 77.5% in 2010 or Safe Harbor.

This objective addresses the following areas of AYP deficiency	
1	School is deficient in Mathematics Meets and Exceeds
2	Black students are deficient in Mathematics Meets and Exceeds
3	Students with disabilities are deficient in Mathematics Meets and Exceeds
4	Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities

Objective 5 Title : Increase mathematics test scores for all students, and in all sub-groups.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Students will be offered tutoring in math by a certified teacher four times a week before and after school	10/6/2008	6/1/2010	After School	Local Funds	7000
2	Students will be assigned weekly math problems that have real world applications. These will be administered across all content areas. Activities will also include practice / sample PSAE math problems.	12/8/2008	6/1/2010	During School	Local Funds	0
3	All 9-11th grade students will be administered the Think Link math assessment in November and February. Students will engage in appropriate interventions based on their tier level placements.	11/19/2008	2/12/2010	During School	Local Funds	32200
4	Ninth grade students will be provided extended learning opportunities (ELO) for those who need extra time to show evidence of proficiency for standards in core courses. Typically, at the conclusion of each term opportunities will be extended to students who are failing. These opportunities will allow students to earn a passing grade if they show proficiency. Students whose averages are between 40%-59%, attend class regularly, and are recommended by a teacher, will be invited to participate in ELO. A higher percentage of students who are eligible will participate and complete ELO.	11/3/2008	6/1/2010	After School	Local Funds	5000
5	Graphing calculators will be available for all 11th grade students. Students will be trained in their use.	12/8/2008	6/1/2010	During School	Local Funds	10000
6	Students will engage in peer tutoring within the class as well as before and after school.	12/8/2008	6/1/2010	During School	Local Funds	0
7	(UPDATED 2-6-09)All 9th grade students will be required to take a Math,English and a Social Studies class. They will also be encouraged to take a Science course.	8/24/2009	6/1/2010	During School	Local Funds	3000
8	(UPDATED 2-6-09)All students will be required to take three years of Math. A Math Applications course will address work place skills in order to improve Work Key scores.	8/24/2009	6/1/2010	During School	Local Funds	0

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
9	(UPDATED 2-6-09) Students who are new to Auburn will meet with their counselor to discuss their areas of strengths and weaknesses to ensure proper academic placement and course selection.	8/25/2008	6/1/2010	During School	Local Funds	0

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

Objective 5 Title : Increase mathematics test scores for all students, and in all sub-groups.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Teachers will be provided with professional development regarding teaching math across the curriculum.	12/8/2008	6/1/2010	During School	Local Funds	2000
2	Teachers will utilize hands-on activities in math as well as across the curriculum. Teachers will create real world projects.	12/8/2008	6/1/2010	During School	Local Funds	0
3	By using ACT and Work Keys practice tests, teachers will create common summative assessments which include shared terminology aligned with the language of state standards and the PSAE.	12/8/2008	6/1/2010	During School	Local Funds	5000
4	Teachers will post state standards in math in all classrooms. Teachers will reference the standards during classroom instruction as applicable.	12/8/2008	6/1/2010	During School	Local Funds	1000
5	Teachers will create a school-wide numeracy plan using resources such as KIDS, latest research, and district staff.	12/8/2008	6/1/2010	During School	Local Funds	0
6	Teachers will participate in a graphing calculator training. Teachers will instruct students how to use the calculators.	12/8/2008	6/1/2010	During School	Local Funds	1000

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

Objective 5 Title : Increase mathematics test scores for all students, and in all sub-groups.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Parents will be invited to attend and participate in a student career and college night. Parents who are employed in math related fields will be invited to participate.	12/8/2008	6/1/2010	After School	Local Funds	500
2	Administration will improve communication between parents and the school. Information will be provided to parents via the school website, phone calls, and newsletters.	12/8/2008	6/1/2010	During School	Local Funds	0
3	The school's website will include a parent section which will provide parental involvement opportunities.	12/8/2008	6/1/2010	During School	Local Funds	0
4	A parent/student mentoring partnership will be created. Adults in the learning community will be given opportunities to create positive relationships with students.	12/8/2008	6/1/2010	During School	Local Funds	0
5	PSAE preparation information will be provided to parents through bulletins, newsletters, and workshops.	12/8/2008	6/1/2010	After School	Local Funds	500

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
6	Parents will be invited to participate in classroom math activities and discussions.	12/8/2008	6/1/2010	After School	Local Funds	0

Section II-E Action Plan - Monitoring

Objective 5 Title : Increase mathematics test scores for all students, and in all sub-groups.

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

- During teacher observations and evaluations, administrators will review lesson plans to ensure teachers are assigning weekly real world math activities. Teachers will receive comments on their summative evaluation regarding these activities.
- A weekly sign-in log will be kept for students who attend before, during and after school tutoring.
- A detailed report will be developed at the conclusion of each ELO window for all students who were invited to participate in ELO. The number of successful grades / credits that were earned for each quarter and semester will be included in this report.
- A survey will be given to all 11th grade students after they take the PSAE regarding how they felt about the preparation activities they received prior to taking the exams.
- The administration will supervise and document all workshop and conferences attended by teachers that pertain to activities and strategies listed on the SIP plan.
- Common summative assessments will be collected for all courses from all departments and kept on file in the administrative office.
- The administration will keep track of the number of visitors to the Auburn website, parents / guardians who attend parent / teacher conferences, open houses, financial and career nights, etc. to monitor regarding parent involvement. There will also be surveys given to parents / guardians regarding their experience, feedback and suggestions for improvement.
- The administration will purchase graphing calculators and then monitor their use through the math department chair.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Dr. Richard Jancek	Complex Principal
Lisa Heipp	AFC Principal
Keri Mattson	Academic Assistant Principal

Section II-A Action Plan - Objectives

Objective: 6

Increase mathematics test scores for black students.

Objective 6 Description:

While our current achievement in mathematics for black 11th grade students is 15.8%, this subgroup will make AYP of at least 70% in 2009 or Safe Harbor and 77.5% in 2010 or Safe Harbor.

This objective addresses the following areas of AYP deficiency

1	Black students are deficient in Mathematics Meets and Exceeds
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Section II-B Action Plan - Student Strategies and Activities

Objective 6 Title : Increase mathematics test scores for black students.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Students will be given opportunities to take career interest inventories and create a career plan.	12/8/2008	6/1/2010	During School	Local Funds	0
2	African American role models in math related professions will work with students as mentors.	12/8/2008	6/1/2010	During School	Local Funds	500
3	Students will be given opportunities to seek information regarding mathrelated careers such as finance, architecture, engineering, teaching, accounting, and medicine.	12/8/2008	6/1/2010	During School	Local Funds	1000
4	Students will solve culturally relevant math problems.	12/8/2008	6/1/2010	During School	Local Funds	0

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

Objective 6 Title : Increase mathematics test scores for black students.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Teachers will participate in professional development to create instructional strategies that pertain to culturally diverse students.	12/8/2008	6/1/2010	During School	Local Funds	3000
2	Teachers will offer culturally relevant math problems in an attempt to increase student engagement in class.	12/8/2008	6/1/2010	During School	Local Funds	0

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

Objective 6 Title : Increase mathematics test scores for black students.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	The administration will create a partnership with the Black Parent Council to invite African American men and women to speak to students and encourage them to pursue careers involving strong numeracy skills.	12/8/2008	6/1/2010	During School	Local Funds	0
2	School activities and initiatives will be posted throughout the community.	12/8/2008	6/1/2010	After School	Local Funds	0

Section II-E Action Plan - Monitoring

Objective 6 Title : Increase mathematics test scores for black students.
Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

- The administration will utilize faculty meeting time to present instructional strategies that pertain to culturally diverse students.
- The administration will monitor parent / guardian involvement regarding the number of African American adults who attend and participate in our partnership activities with the Black Parent Council.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Dr. Richard Jancek	Complex Principal
Lisa Heipp	AFC Principal
Keri Mattson	Academic Assistant Principal

Section II-A Action Plan - Objectives

Objective: 7

Increase mathematics test scores for economically disadvantaged students.

Objective 7 Description:

While our current achievement in mathematics for economically disadvantaged 11th grade students is 25.0%, this subgroup will make AYP of at least 70% in 2009 or Safe Harbor and 77.5% in 2010 or Safe Harbor.

This objective addresses the following areas of AYP deficiency

1	Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds
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Section II-B Action Plan - Student Strategies and Activities

Objective 7 Title : Increase mathematics test scores for economically disadvantaged students.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Students will practice mathematics using scientific graphing calculators.	8/31/2009	6/1/2010	During School	Local Funds	10000
2	Students will be given additional opportunities outside of the classroom to use technologies such as computers and graphing calculators before school, after school, and during lunch.	12/8/2008	6/1/2010	After School	Local Funds	0

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

Objective 7 Title : Increase mathematics test scores for economically disadvantaged students.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Teachers will be provided with training on Ruby Payne's "Framework for Understanding Poverty" and "Under Resourced Learners".	12/8/2008	6/1/2010	After School	Local Funds	4000

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

Objective 7 Title : Increase mathematics test scores for economically disadvantaged students.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Once a month, the school library will be open during the evening. Parents and students will have opportunities to utilize technology, books, and other resources.	12/8/2008	6/1/2010	After School	Local Funds	1500
2	School administration will assist parents in finding transportation to parent conferences, open house and other academic activities.	12/8/2008	6/1/2010	After School	Local Funds	1000

Section II-E Action Plan - Monitoring

Objective 7 Title : Increase mathematics test scores for economically disadvantaged students.

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

- The administration will work with the math department chair and math teachers to create a sign out policy for students who don't own a graphing calculator and need to use one at home.
- The administration will work with the librarians to monitor the number of students who use technology before, during and after school. Additional access maybe created if there is a need.
- The administration will create a budget to purchase Rockford city bus tokens. The tokens will be given to parents / guardians who would like to attend or participate in Auburn academic events and activities who can not afford transportation.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Dr. Richard Jancek	Complex Principal
Lisa Heipp	AFC Principal
Keri Mattson	Academic Assistant Principal

Section II-A Action Plan - Objectives

Objective: 8

Increase mathematics test scores for students with disabilities.

Objective 8 Description:

While our current achievement in mathematics for 11th grade students with disabilities is 14.0%, this subgroup will make AYP of at least 70% in 2009 or Safe Harbor and 77.5% in 2010 or Safe Harbor.

This objective addresses the following areas of AYP deficiency	
1	Students with disabilities are deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities

Objective 8 Title : Increase mathematics test scores for students with disabilities.						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	When applicable to their disabilities, graphing calculator emulators will be provided for students.	12/8/2008	6/1/2010	During School	Local Funds	2000
2	(UPDATED 2-5-09) All 9th-11th grade students who have an IEP will be provided appropriate accomodations and interventions based on their Think Link tier level scores.	1/19/2009	6/1/2010	During School	Local Funds	0

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

Objective 8 Title : Increase mathematics test scores for students with disabilities.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Administration will provide workshop opportunities and will provide materials in our professional development library that educate teachers about differentiated instruction and "Under Resourced Learners".	12/8/2008	6/1/2010	During School	Local Funds	4000
2	Teacher will improve co-teaching practices by attending workshops.	12/8/2008	6/1/2010	Before School	Local Funds	0
3	Special education teachers will be included in content area professional development opportunities.	12/8/2008	6/1/2010	During School	Local Funds	0
4	Teachers will be in-serviced on information provided on green bar sheets, IEPs, and special education law.	12/8/2008	6/1/2010	During School	Local Funds	0
5	Special education teachers will have a standardized, timely procedure for disseminating relevant IEP information.	12/8/2008	6/1/2010	During School	Local Funds	0

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

Objective 8 Title : Increase mathematics test scores for students with disabilities.

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Information related to special education laws, IEPs, and 504 plans will be provided on the school website to better educate parents so they may advocate for their student's achievement needs.	12/8/2008	6/1/2010	After School	Local Funds	0

Section II-E Action Plan - Monitoring

Objective 8 Title : Increase mathematics test scores for students with disabilities.

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

- The administration will create a budget for teachers to attend workshops that provide differentiated instructional strategies for under resourced learners, and workshops for improving co-teaching strategies.
- The administration will create a budget to purchase reading or listening materials in various formats. The administration will also monitor the use of the new and existing materials.

- The administration will survey college bound students and their parents who were assisted in transitional support services to determine the effectiveness of the assistance.

Monitoring Persons - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Dr. Richard Jancek	Complex Principal
Lisa Heipp	AFC Principal
Keri Mattson	Academic Assistant Principal

Section III - Plan 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.*)

On November 5, 2008, Auburn High School's administration hosted a "Principal's Open Forum" open to all parents/guardians of Auburn High School students. Information encouraging parents to attend was mailed out in a newsletter to all parents. Parents were also emailed by administrators and counselors, encouraging their attendance and to spread by word of mouth the date of the meeting to other parents. Counselors also called parents to make them aware of the open forum.

At the open forum, the school report card data was broken down for the parents. Parents were informed about the process surrounding SIP. Parents were given time to offer their suggestions for the "parent involvement" portion of the SIP.

Section III - Plan Development, Review and Implementation

Part B. Stakeholder Involvement

Stakeholder Involvement - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

Stakeholder Involvement - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

The 2008-2010 Auburn SIP began with an all-faculty school improvement day on October 10, 2008. The entire faculty was split into two large groups. Each group was presented with our overall school report card data. One large group met to deal specifically with the mathematics data. The other large group met to deal specifically with the reading data.

The larger groups were split into smaller groups of approximately six teachers each to discuss the data and develop ideas about how to best address all aspects of the SIP plan. The small groups discussed how to improve scores of all students, African American students, economically disadvantaged students, and special needs students. Regarding, subgroups, teachers also discussed and listed ideas about what student strategies could be implemented, what professional development could improve test scores, and how to include parents in the process of improving test scores.

Each teacher was allowed to anonymously write down any and all ideas in a packet. Ideas were also discussed in separate administrator led discussions, with the larger math and reading groups. All packets of written ideas were collected.

The packets from the SIP day were taken the next week to Naperville, Illinois, where a smaller SIP team and two administrators met for two days to both attend a Ruby Payne workshop regarding her book *Under-Resourced Learners: 8 Strategies to Boost Student Achievement*, and to begin writing the school improvement plan. The SIP team members went through each packet that the faculty submitted and condensed the material into what was usable in the SIP, and that combined similar strategies into ideas.

In Naperville, the smaller SIP team began writing the school improvement plan, using the ideas from the single faculty, utilizing the template provided by the Illinois State Board of Education.

At the end of October there was a two day seminar at the Regional Office of Education with a district hired school improvement consultant, Dr. Gary Fields. Over the two days, some members of the school improvement team, administration, and district staff consulted with Dr. Fields about specific strategies that could be implemented in order to improve student success at Auburn.

In order to inform and seek input from parents/guardians, on November 5, 2008, Auburn High School's administration hosted a "Principal's Open Forum" open to all parents/guardians of Auburn High School students and all Auburn faculty. Information was mailed out in a newsletter to all parents encouraging parents to attend. Parents were also emailed by administrators and counselors, encouraging their attendance and requesting parents to spread by word of mouth the date of the meeting to other parents. Counselors also called parents to make them aware of the open forum.

At the open forum, the school report card data was broken down for the parents. Parents were informed about the process surrounding SIP, and given a copy of a rough draft of the plan. Parents were given time to offer up their suggestions for the school improvement plan. That information was then broken down by the school improvement team and included in the plan.

The same rough draft that was presented to parents at the Principal's Open Forum was presented to the entire faculty at a faculty meeting on November 6, 2008. Faculty were given the chance to review the rough draft and offer input to the school improvement team.

Throughout the entire process, a series of meetings after school and on the weekends were held in which different members of the school improvement team met to add to the school improvement plan and edit what was already written. Part of the process also included the administration meeting with Barb Fedderson, a KIDS SIP consultant, to have her edit a preliminary draft of our plan to make sure that we were on track and headed in the right direction.

Names and titles of school improvement team or plan developers:

	Name	Title
1	Dr. Richard Jancek	Complex Principal
2	Keri Mattson	Assistant Principal
3	Lisa Heipp	Principal AFC
4	Charles Kerr	English Teacher
5	Katie Wishowski	Social Studies Teacher
6	Kate Rehak	Special Education Teacher
7	Jim Sinkiawic	Science Teacher
8	Jennifer Radzi	Counselor
9	Pam Mott	Science Teacher
10	Jo Ott	Counselor
11	Erica Wuchte	English Teacher
12	Jen Shackett	Math Teacher
13	Lisa Jiminez	Art Teacher
14	Bryan Ott	Social Studies Teacher
15	Kim McGriff	Physical Education Teacher
16	Karen Hoover	Math Teacher

17	Deb Laughlin	English Teacher
18	Denise Nelson	Special Education Teacher
19	Deidra Sawyer	Math Teacher
20	Carol Gustafson	KIDS Coach
21	Chuck Mufich	KIDS Coach
22	Kim Asher	District English Curriculum Coordinator
23	Cathy Morrow	District Math Curriculum Coordinator
24	Tracy Stevenson-Olson	District Director of Curriculum
25	John Torrence	Parent
26	Dione Baldwin	Parent
27	David Preece	Parent

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

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

Describe the peer review process including participants and date(s) of peer review.

RESPRO will provide training in the SIP process in September and October 2008. SIP Monitoring/Scoring training will be provided to reviewers in October and November 2008. Ongoing support from the RESPRO will support the correct and effective evaluation of School Improvement Plans. SIP teams will pair with other schools in their tier level during November 2008 to review and refine their plans. Representatives of SIP Teams will submit their peer-reviewed SIP to the District Review Team prior to November 24, 2008. Schools then will submit their final plans to Dr. Thomas Schmitt for processing to the Board of Education on or before December 1, 2008.

The District Review Committee shall consist of Ms. Marcia Strothoff, Assistant Superintendent for Curriculum and Instruction, Ms. Colleen Cyrus, Assistant Superintendent for Student Services, and Dr. Thomas Schmitt, Assistant Superintendent for Community Outreach and Procedures. All members of the District Review Committee will be trained in the SIP process by ROE staff. School Improvement Plans based on 2008 Data will be submitted to the Board of Education for final approval on December 18, 2008. Approved School Improvement Plans will be submitted to the Illinois State Board of Education following approval by the Rockford Public Schools' Board of Education, prior to December 23, 2008.

Auburn High School conducted an internal peer review on November 8, 2008 with staff who serve on the School Improvement Plan team, names were previously listed in this document. An external peer review was conducted on November 14, 2008 by a three person team from Thomas Jefferson High School, Rockford, IL. This included Don Rundall, principal; Jeff Carlson, assistant principal; and Patrick Schott, teacher. The input and suggestions of these reviews were valuable in making significant improvements in the identified areas of the school improvement plan.

All schools in Rockford Public Schools have produced a School Improvement Plan based on 2008 data to include incorporation of Response to Intervention (Rti) Plans and the Ten Components of a Schoolwide Title I Program (where applicable).

Section III - Plan 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 major focus of the RPS new teacher induction program is the work of mentors trained in the Frameworks for Professional Teaching available through the New Teacher Center in Santa Cruz, California. Our Illinois partner for training and implementation is The Consortium For Educational Change (CEC). The program is based on the acquisition of Illinois Professional Teaching Standards (IPTS) taught through the use of Danielson's Frameworks Induction Program. This program incorporates Danielson's Four Domains of Professional Practice: 1) Planning and Preparation, 2) The Classroom Environment, 3) Instruction, and 4) Professional Responsibilities. These domains include methods of inquiry for content knowledge, an understanding of human development, approaches to learning that address diverse learner needs, planning for instruction, the creation of engaging and stimulating learning environments, a range of models for instructional delivery, the development of a range of communication skills, the use of formal and informal assessment strategies to support student academic development, the nurturing of collaborative relationships, and an emphasis on high standards of professional conduct.

In line with the above research and standards, this project values: (1) teaching as a career-long developmental process; (2) teaching as a continuous cycle of teaching, assessment, reflection, and re-teaching; (3) professional standards and a focus on student achievement as central to the improvement of practice; (4) teacher development as occurring best in a collegial environment where the sharing of expertise is valued; and (5) a teacher's professional growth as central to the improvement of student achievement.

All mentors are retired teachers who complete a 12 day training program provided by CEC in the Frameworks program. In addition, mentors attend monthly support sessions to improve their practice. Each mentor is assigned 3-5 new teachers to guide during the year. Mentors schedule an average of 1.5 hours of work with new teachers each week. Professional development is offered to teachers in specific grade level and subject areas during the year. Professional development is provided by the RPS curriculum department, school-based coaching, the Regional Office of Education, Golden Apple Foundation as well as the RPS induction program.

A final evaluation of the mentoring project is submitted the Illinois State Board of Education each summer. Mentors maintain time logs that document the time spent each week with each of their protégés and the topic of their sessions. The time logs are submitted to the grant manger for tabulation and review and do not contain confidential information. Time logs will be used for formative assessment during year two of the project. An annual survey of participants is completed to inform the evaluation report. All RPS mentoring services are voluntary for first and second year teachers.

Section III - Plan Development, Review and Implementation Part E. District Responsibilities

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

The School Improvement Plan for each district building was developed with support and services provided by the Rockford School District. District assistance and participation in the plan included provision of data, data analysis, technical assistance, assessment coordination, intervention design, funding support, professional development opportunities, collaboration with community and curricular support. The following representatives from Rockford District 205 provided resources for the development and implementation of the plan:

The Rockford Board of Education

Mrs. Linda Hernandez, Superintendent of Schools

Mr. Thomas Hoffman, Chief Operations Officer

Ms. Colleen Cyrus, Assistant Superintendent of Student Support

Ms. Pamela Laughlin, Assistant Superintendent of Human Resources

Dr. Thomas Schmitt, Assistant Superintendent of Community Outreach and Procedures

Ms. Marcia Strothoff, Assistant Superintendent of Curriculum & Instruction

Mr. Edward Portillo, Executive Director of Research, Federal Programs and Grants

Dr. Vinest Steele, Director of Title I

Mr. Paul Yankee, Director of Bilingual Education

Mr. Bob Corder, Director of Human Resources

Mr. Frank Schepley, Assessment Specialist

Ms. Shirley Chrestman, Special Education Assistant Director

Mrs. Linda Oshita, Title I Curriculum Coordinator

Mrs. Anita Hughes, Reading Coordinator

Mrs. Sue Mainville, Math coordinator

Mr. Ed Hayden, Coordinator of Social Work

Ms. Maggie Kempel, Project Coordinator

Ms. Sherrie Bias, NCLB Officer

The primary support intervention for all schools throughout the 2008-2009 and 2009-2010 school years will be a systematic, continuous monitoring of school implementation by the District Leadership Team. Reading and Mathematics progress is summarized on a trimester basis for elementary schools and a quarterly basis for secondary schools and then presented to the District Leadership Team.

Implementation progress and goal achievement of each plan shall be reviewed, evaluated, and modified on an ongoing basis. The timeline for these reviews is as follows:

Elementary Schools – first Tuesday of each month, September – May;

Middle Schools – first Wednesday of each month, September – May; and

High Schools – first Friday of each month, September – May.

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

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

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

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

The Illinois State Board of Education has provided several resources to Rockford Public Schools and this school to assist in the school improvement process. ISBE has provided timely student achievement data in 2008. Results from standardized tests proctored in spring 2008 were provided, preliminarily, in June 2008 and were made public in October 2008. ISBE and its partner, Northern Illinois University, have provided the Interactive Illinois Report Card, the School Improvement Plan template, and supporting documents. Individuals from ISBE and NIU have provided technical assistance in using the aforementioned documents.

Our RESPRO staff, led by Terri Parker, has collaborated with school faculty and the SIP team in data analysis, previous SIP review, and development of this SIP. The RESPRO has also provided financial resources to produce our SIP (stipends for SIP team members, if applicable), provide staff development opportunities, and purchase requisite supplies and materials.

RESPRO has provided data and SIP team coaching, technical assistance, and offers numerous staff development opportunities. The ROE offers materials for teachers and administrators to utilize for professional development activities as well. Lori Fanello, Assistant Superintendent, has provided consistent support and assistance to District leadership, which in turn, provided the information to SIP writers.

The RESPRO and ROE staffs have historically provided assistance to school personnel to implement the SIP. We expect the same will continue during the implementation of this plan.

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

State Responsibilities – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or RESPRO 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. Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools I 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	Title
1	Barb Fedderson	KIDS Consultant
2	Chuck Mufich	KIDS Coach
3	Carol Gustafson	KIDS Coach
4	Dr. Thomas Schmitt	Asst Supt. of Community Outreach and Procedures

Section IV-A Local Board Action

DATE APPROVED by Local Board:12/19/2008

A. ASSURANCES

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

B.SUPERINTENDENT'S CERTIFICATION

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

Yes	Have the areas of low achievement been clearly identified?
Yes	Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness?
Yes	Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students?
Yes	Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities?

LOCAL ASSESSMENT DATA (OPTIONAL)

NA	If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?
NA	Do these local assessment results add clarity to the state assessment data?
NA	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA (OPTIONAL)

NA	If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?
NA	Do the other data add clarity to the state assessment data?
NA	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

IDENTIFICATION OF KEY FACTORS

No	Have data or research been used to determine the key factors believed to cause low performance?
No	Are the key factors within the district's capacity to change or control?

CLARITY OF OBJECTIVES

Yes	Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan?
Yes	Do the objectives address all areas of AYP deficiency?

ALIGNMENT OF STRATEGIES AND ACTIVITIES

No	Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
Yes	Will the selected strategies and activities likely improve student learning and achievement?
Yes	Are the strategies and activities measurable?
Yes	Are the measures of progress for the strategies and activities clearly identified?
Yes	Are expectations for classroom behavior and practice related to the objectives clear?

Yes	Is professional development aligned with the strategies and activities for students?
Yes	Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?
Yes	Do the parent involvement strategies clearly align with the strategies and activities? for students?
Yes	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
Yes	Are timelines reasonable and resources coordinated to achieve the objectives?
MONITORING	
Yes	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
Yes	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?

PART I - COMMENTS

It is evident that a lot of reflection, planning and effort went into this plan. The foundation for your Action Plan should be based on your data analysis and key factors. More detail needs to be added to these sections. For example, graduation rate has increased 11% in the last 3 years and the dropout rate decreased by half in the last 4 years. Even so, in the last 3 years Black reading scores decreased 22%, ALL reading scores decreased 15%. A more thorough analysis of data trends would help identify key factors. The Action Plan section is particularly strong and addresses many areas identified by the School Improvement Team. Objectives I and V in your Action Plan have great potential for improving the achievement of ALL students. Issues regarding cultural diversity and under resourced learners have been effectively addressed in Objectives II, III, VI, and VII. The student activities/strategies for students with disabilities are limited to providing materials and college information. A description of how classroom instruction and assessment will be strengthened for these students would seem appropriate in achieving your Objectives IV and VIII. Three of the major issues in your data analysis (mobility, truancy, and freshmen academic requirements) have not been addressed in your action plan. For example, what steps is your school taking to effectively identify the academic strengths and deficits of students who are new to your school? How are they being integrated into the culture of the school? Could incoming freshmen who have academic deficits be required to take four core courses and, or attend a summer school session. The monitoring of your SIP includes a well-designed process as well as informative measures of effectiveness.

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

NA	Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only)
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STAKEHOLDER INVOLVEMENT	
Yes	Does the plan describe how stakeholders have been consulted?
Yes	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?
PEER REVIEW	
Yes	Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?
TEACHER MENTORING PROCESS	
Yes	Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession?
DISTRICT RESPONSIBILITIES	
Yes	Is it clear what support the district will provide to ensure the success of the plan?
NA	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school?
STATE RESPONSIBILITIES	
Yes	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?
SCHOOL SUPPORT TEAM	
Yes	Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan?
APPROVAL DATE OF LOCAL BOARD	
Yes	The plan indicates the approval date of this plan.

PART II - COMMENTS

February 2, 2009

The Auburn High School improvement plan is recommended for implementation after revision/consultation with your area RESPRO. Updates to the improvement plan should be completed in the same template section(s) as the original submission by February 23, 2009. Dating of each revision to the plan is required so that updates are readily apparent. After you update the school improvement plan, request that your area RESPRO update the ISBE monitoring prompt as this is the official state monitoring record. Carol Diedrichsen cdiedric@isbe.net

The process used to develop this plan was thorough and impressive. Action plans are well thought out and have great potential for improving student achievement in your school.

The following item should be addressed:

1D Definition of Key Factors – While you did you did an excellent job of responding to Factors under 1A you also need to complete 1D.

1/27/09 Revision to #2 submitted by T. Parker Respro Coordinator-Please note that Auburn High School is not a Title I school and not required to complete the Restructuring section of the plan. The district is using Option 4 in the District 205 Restructuring plan.

2/10/09 Auburn High School administration and staff, with the support of Respro made revisions to bring this school improvement plan into compliance. B. Feddersen